CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool of communication between one and another. In daily life, people interact, share their feeling, experience, and idea by using language. It can be in written or spoken form. H.G. Brown (1987: 4) " The Language is a communication system using sounds that are spoken through speech organs and heard among community members, and uses the processing of vocal symbols with conventional meanings arbitrarily". Language also has an important part in human life, they can ask and get. Information by using language. Everyday people will use language. There is so many languages in this whole world, one of them is English. In Indonesia, English is one of the subjects which is taught from elementary up to university. By mastering English students can enrich their information and their knowledge also because most books is available in English. English is not only important in the education field, but also for business and technology. By that statement, people need to learn English. English has four main skill : listening, speaking, reading, and writing. Writing is one of language skill by which students can express their ideas in written form. It means that the students to be able to write correct sentences into a good text. Most of the students say that writing is a difficult task to do because of its complexity.

An effective writing is requiring a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice

of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.

Brown (2000: 335) states writing is both process and product. Product refers to the essay, report, and the story. The students must pay attention to the composition of products that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling, and punctuation. And the process helps to understand their composting process, give time to write and rewrite, and also help them to build repertoires of strategies for prewriting, drafting, and rewriting.

But in reality, most students always get difficulties when they are asked how to write a good text in English. Writing is still hard and often makes the students frustrating when they are asked to do it. Some other problems are when the teaching-learning process took place the students are still confused how to start writing, they did not know how to write right and how to make every sentence become coherence, and the teacher who teaches the students in writing did not motivate them to be better in writing a text. And then, the teacher must be able to make the students active in class, and make the materials interesting so that the students are not bored with the materials. But, sometimes the teachers do not check the student's task, and it makes them lazy to the materials, and the students do not know their difficulties in writing. Writing emphasizes the abilities of students using language skills based on the context or situation with their environment.

In writing, there are many genres in writing for students learning. They are: descriptive, narrative, recount, report, explanation, spoof, hortatory, analytical exposition, news item, anecdote, discussion, procedure, and functional text, and information text. Each genre has its social function, generic structure, and lexicogrammatical features. But in this, the writer will

focus on descriptive text. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. A descriptive text is considered as the simplest and easiest writing form compared to the narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989). .Anderson & Anderson (2003) add that descriptive text is different from information reports because they described a specific subject rather than the general group.

Based on the writer's experience during the field practice experience (Praktek Pengalaman Lapangan: PPL). There was found that most of the students had low abilities in expressing their idea through writing. The other difficulties faced by the students in the writing process were: limited knowledge about grammar, lack of vocabularies and had no idea of what they were going to write. The teacher commonly asked the students to write recount text based on what they know without explaining them the rules in writing that text. this monotonous ways of teaching made the students get bored and lazy in learning English especially learning writing a descriptive text. The teacher did not use the method or some medias that can help him to make the learning process comfortable.

Table 1.1
Students' Score on Observation on tenth Grade of SMA Mardi Lestari Medan
By Answering 1 Questions Based on Text that Given

NO	NAME	SCORE
1.	NA	50
2.	WD	60
3.	YA	60
4.	AL	50
5.	RR	50
6.	MI	70
7.	NS	60

8.	AR	70
9.	NA	70
10.	AT	90
11.	RS	80
12.	NR	70
13.	LR	100
14.	LS	60
15.	KM	40
16.	RNW	50
17.	YA	50
18.	YN	70
19.	ZH	40
20.	W	70

From the analysis, their capability on understanding a text mostly still lack.

$$Mean = \frac{Total\ Score}{N}$$

$$Mean = \frac{1260}{20} = 63$$

So, from the data above it can conclude that students' ability in writing still lacks, with a score mean 63. Meanwhile the minimum score that they have to reach is 75 (KKM in SMA MARDI LESTARI Medan). These problems are often assumed to come from the media and the method used by the teacher in the classroom teaching. Concerning the problems above, the writer suggested to the teacher to choose the suitable media and method in their teaching. Using media and method were two important factors in creating a good atmosphere in the classroom activities and to encourage the students' learning writing skills effectively. The teacher should know how to build the learners' interest during the class, know how to design materials that are easy to be understood by students. Various media of teaching writing in English have been applied by the teacher such as mind mapping, sequence picture, picture series, song, video, movie clip, e-learning, etc. One of the media which can be used in writing is media comic.

The problem the students faced above can be overcome by using media. there are many kinds of media such as grafis media, displays board, visual media, audio media, social media, and audiovisual media. therefore this media will be used in researching this thesis. In this case, describe a comic is one example of the media which can be written on social media. Write the description of a comic is a media that documents reality and show events and phenomena and characteristics that are happening in the comic.

Media is a tool that can be used to convey information to students. Media that comes from Latin and is the plural form of the word "Medium" which means "sponsored" which means the source of the message. The media is also used as a means of accelerating learning activities both at school and elsewhere. Media are various types of components and all physical tools in the student environment that can present messages and stimulate students to learn, Gagne and Bringgs (Rahardjo et al. 2006: 6).

The Comic is a medium of expression in which images, often incorporating text, convey information such as descriptive. A Comic is an art form using a series of static images in a fixed sequence. davids (1990:64) devise comic as a kind of cartoon from expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, complete with action. Comic also upper in newspaper Textual devices such as speech balloons, captions, and sound effect (onomatopoeia) are often used to indicate dialogue and other information. Size and placement of panels control the timing and pacing of the descriptive. There are two kinds of comics, comic strips, and comic books. comic books are defined in this study as a series of collections of stories that have picture consist of one or more titles as themes. while the comic strip is defined as a series of pictures inside boxes that tell a story.

Comic books are collections of stories that have a picture and consist of one more title and theme. The comic is the combination of work of fine arts with the literary arts that besides its interesting picture, also exist with the a clearer explanation that easy to understand the content of the story of the comic. in comic, the digest of the story is on the illustration or the picture itself. comic, generally, is a pictural story in magazines, newspapers, or book that is usually easy to understand and fun.

In other words, the comic is unification, work of art among fine literary works in which there are usually forms are the verbal explanation in a fixed sequence and has a cartoon story as a theme. writing comics is more than the material in hand, that it involves a certain immersion into the culture of the comics that one writer which involves any number of choices to be made. Comic can help writers to get the right visualizations.

This technique prepared a chance for students to develop their understanding and remembering by the image or picture that is written in the text. The teacher can ask the students to read it only in a few minutes and rewrite the story and and can describe the characters or who play a role in the story. By using this media, students can also find new vocabularies from the texts of conversations that are conveyed by the characters in the comic. They can use the new vocabularies to develop into some sentences to arrange a story based on their comprehension and ideas, so they may convey or express their thoughts with full potential.

Teacher should be selective in choosing teaching media/aids. In the writer's opinion, teaching English on writing skill using comic strips was one of teaching aid in which students' were given the chance to learn English more fun. The writer thought that comic was such supplementary cues that provided a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make

imagery system when encountering words and expressions in a passage with which they were unfamiliar. It combined pictures and sentences, so it would help the students to understand the content and context that the teacher had taught easily. By using comic strips, it was hoped that it could motivate students to write and pay attention to the material. It would create a fun learning in English.

1.2 The Problem of the Study

Based on the background of the study, the problem of this study is formulated as the following: Does the use of comic in teaching English affect in student writing descriptive text at the tenth grade of SMA MARDI LESTARI MEDAN?

1.3 The Objective of the Study

The objective of the study is to find out "whether the comic in teaching english affect in student writing descriptive text-ability at the tenth grade of SMA MARDI LESTARI MEDAN".
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1.4 The Scope of the Study

Media is the plural form of medium, which (broadly speaking) describes any channel of communication. There are some kinds of media, such as: visual media, audio media, audio visual. In this research, the writer will be conducted visual media namely comic as media in writing teaching. There are types of text in learning, such as: spoof, recount, narrative, procedure, hortatory exposition, anecdote, descriptive, report, analytical exposition, explanation, discussion, news. In this research, the writer will focus on descriptive text.

1.5 The Significances of the Study

The finding of this research study is expected to be theoretically and practically.

1.5.1 Theoretically:

1. The findings of the study will extend and enrich the horizons in teaching media which effect in teaching writing.

2. To add the other alternative in teaching writing a descriptive text.

1.5.2 Practically:

1. This experimental research can be used by teachers and researchers as a process of the effect of teaching to students.

2. Teachers, to help them in choosing the appropriate method and media in teaching writing, especially in descriptive text.

3. Students, to motivate them to be better in writing and also to enrich the idea of writing.

4. For parents, they can use comics as a learning effect in children.

1.6 Hypothesis

In this study the writer tries to make the hypothesis which is formulated as follows:

Ha: There is a significant effect of using comic in teaching writing descriptive text at the tenth grade of SMA MARDI LESTARI MEDAN

Ho: There is no significant effect of using comic in teaching writing descriptive text at the tenth grade of SMA MARDI LESTARI MEDAN

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related literature and an explanation of the related materials. The writer presents the discussion in some theories related to this study to strengthen this study.

2.2 Writing

There are four skill in English Writing is the expression of the idea, opinion, thought our feeling through writing. Writing is a language skill which informs the readers about the writer's thought in written form. According to Harmer (2004:33) "writing is frequently useful as preparation for some other activities, in particular when students write the sentence as a preamble to discussion activities".

Writing is a process to get the product is influenced by some elements such as Vocabularies, grammar, organization, spelling, and punctuation. in writing some ideas are

formed in sentences that are arranged in a good way and related to each other so that the information can be received.

Hyland (2002:23) writing is learned, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their meanings through an encouraging, positive and cooperative environment with minimal interference.

Based on the explanation above, the writer concluded that writing is a way conveying ideas, opinion, thought and expressing them as a series of a word used by students in the learning process. it means that writing is a process to put some thoughts into words in a meaningful form that used to express the ideas.

Further, Heaton (1998:3) divides for general components in writing skills; they are a grammatical skill, mechanical skills, and judgment skill.

1. Grammatical skills; the ability to write correct sentences.

2. Stylistic skills; the ability to manipulate sentence and use language effectively.

3. Mechanical skills; the ability to use correctly those conventions peculiar to the written language, e.g punctuation, spelling.

4. Judgments skills; the ability to write Appropriately for a particular purpose with and ability to select, organize and order relevant information.

2.2.1 Process of Writing

Writing is not easy since it needed a long process to produce a good result in writing. Good writing must be able to express their ideas directionally because writing is not only about what we want to write. the writer must be able to consider the context, the words and the organization and also able to draft his or her writing and its find from the ideas, and how to translate the idea into the word.

Langan (2008:24) "there is five processes of writing, namely prewriting, first draft or planning (outlining), revising, editing, review, activities".

a. Prewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic.

b. Writing draft or planning (outlining). Writing the first draft involves getting ideas down on paper in taught the format that intends for the finished work.

c. Revising After writing the rough draft, the next step is to revise it. When the write revise, the written change what you have written to improve it. Check it over for content and organization, including unity, coherence, and logic. Revising requires a critical frame of mind and a willingness to look closely at work, knowing that it can be improved. Revising is a much a stage in the writing process as prewriting, outlining and doing a draft. Revising means rewriting a paper building on what has already been done, to make it stronger.

d. Editing is the stage to check the errors

e. Review activities are the steps to write all to make sure the write about what topic is written.

2.2.2 Assessment of Writing

Weigle (2002:114), there are five components in writing assessment which are:

1. **Content**

    It covers a clear main idea, detailed and substantive: all materials are relevant to the main idea. The writer must exclude everything irrelevant to the main idea to reach an excellent level of writing content.

2. **Organization**

A writer expected to demonstrate an understanding of how texts is structured as a whole of writing. Understanding of cohesion involves showing a relationship between clauses and sentences by mean of linking phrases and other perform.

3. **Vocabulary**

It is a must for the writer to choose and use words appropriately to the writing will not ambiguous. The choice of the suitable word, phrases and idioms will be effective.

4. **Language Use**

The writer has to concern with the rules of grammatical structure such as tenses, part of speech, subject-verb agreement, sentence construction, etc.

5. **Mechanics**

The writer's concerns with technical rules of writing include the right punctuation, spelling, and paragraphing.

2.3 Teaching Writing

Harmer (2004:11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process.

As a teacher, she should encourage and guide the students to explore and develop their creativity in writing. A teacher also gives freedom to students to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully.

2.4 Genre

Genre is a kind of text which describes the general of the text. There are some kinds of the genre such as: narrative, recount, procedure, report, descriptive, spoof, anecdote, etc, the effectiveness of writing genre can be formed in three ways, they are: knowing the purpose of the writing, the good arrangement of a text element, and the good grammatical structure.

Pardiyono (2007:31) describe that there is some importance of learning genre in writing they are:

1. Genre serves as the frame of reference in which particular task to be oriental

2. It is closely tied with the discussion of communicative purpose (intention) and the conventional format of a text and linguistic realization.

3. It provides a reference for a particular communicative purpose to achieve stages of the rhetorical structure to cover and linguistic features to stick, by which the reader's expectation can be met effectively.

2.4.1 Types of Genre

Genre can be recognized from three rhetorical structures, they are social function, generic structure, and lexicogrammatical features.

Pardyono (2007:17-313), there are twelve types of genre, they are:

1. Spoof

Spoof is known as a narrative text. It narrates a series of events. It introduces several of characters. They can be human and non-human characters. It introduces the relationship between the characters. The relationship is realized by their communicative interaction in the events. The pouch line in the events is an unpredictable action done y a character(s) for a response to another character(s). The structure of a spoof is a text which contains three

components i.e. an orientation, a series of events, and a twist by which a writer retells humor to the readers.

2. **Recount**

Recount is also a narrative text too. It is written out to make a report about the experience of a series of the related event. Theoretically, the technique to write a recount is similar to the way narration is written specifically, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contains three components. The first is orientation, second is contains some events, and the third component of a recount is a reorientation.

3. **Narrative**

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with the actual or vicarious experience in different ways. Narrative is text containing five-component i.e. orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and to deal with the actual or vicarious experience. The orientation is the beginning of the text. Its function is to set the scene and introduces the participants. The second is the evaluation. It is stepping back to evaluate the plight. The third is the complication. This is the place in which a crisis arises. The fourth is the resolution in which the crisis is resolved for better or for worse. The fifth is the re-orientation. It can be optional.

4. **Procedure**

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components i.e. goal is to describe how something is accomplished, the material is dealt

with the thing needed in the case being discussed, the method is concerns with a sequence of steps by which something is accomplished to achieve the goal, re-orientation is optional.

5. **Hortatory Exposition**

Hortatory exposition is a written English text in which the writer persuades people that something should or should not be the case. Hortatory exposition is a text containing three-component. Thesis, arguments of issue of concern, and recommendation by which a writer persuades people that something should or should not be the case.

6. **Anecdote**

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident. The anecdote is text containing five components i.e. the abstract function is the beginning of the text, orientation is the part that sets the scene. The crisis is the part, which provides the details of the unusual incident, the reaction is the component that functions as the reaction to the crisis, the last part of the text is the coda it is optional it can reflect on or evaluate the incident.

7. **Description**

Description is written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, one an animal, or a tree, or a house, or camping. It can be about any topic. Description is a text containing two components i.e. identification is to identify the object to describe, the description is to describe parts, qualities, and characteristics of the part of the object.

8. **Report**

Report is a text which can be written out with a descriptive technique.it describes an object to the readers. The length of the text depends on the specific details of the object

being described. A report is a text containing two components i.e. general classification is told what the phenomenon under discussion is, the description tell what the phenomenon under discussion is like in terms of parts (and their function), qualities, habits or behaviors, if living; uses, if non-natural.

9. Analytical Exposition

Analyticl exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact object to the reader. The mains are just to expose the truth of the fact. In this case, it is just to persuade them to believe it. An Analytical exposition is a text containing three components i.e. thesis of the text, the position is introduces topic and indicates the writer's position, the preview is outlined the main arguments to be presented.

10. Explanation

Explanation is a written English text in which the writer explains the processes involved in the formation or workings of natural or sociocultural phenomena. The explanation is a text containing two components i.e. general statement is to position the reader, a sequenced explanation is the component that tells why or how to phenomena occur.

11. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion is a text containing three components i.e. issue, arguments, and conclusion or recommendation.

12. News

News items are neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. News items are a text containing three components i.e. newsworthy event(s), background events, and sources.

2.5 Descriptive Text

Descriptive is a text which describes something, person, place, and time. Pardiyono (2007:33) states descriptive text is a piece of writing in which the writer tries to do the description process. The purpose of descriptive text is to describe objects such as particular person, place or thing.

Siahaan and Shinoda (2008:89), descriptive is a written English text in which the writer describes an object. In the text, the object can be concrete or abstract object. It can be a person, animal, tree, house, and others. The purpose of descriptive is to describe a particular person, place, and thing. To write descriptive text is a simple process because people can see the object directly and then describes that object, Winkler (2009:169) stated that description is a word picture of a person, place, feeling, animal, event, or thing. It may be as uncommon as a description of a faraway place or as ordinary as a poster describing a lost dog. But no matter what word picture you're drawing, some basic techniques will work.

Descriptive text as a description of an object is a thing or an animal. The product of descriptive text focus on describing a thing by providing the physical characteristics of a thing or an object such as color, shape or form.

2.5.1 The Generic Structure of Descriptive Text

Siahaan & Shinoda (2008:89) divide a descriptive text containing two components:

1. Identification   : Identifies the phenomenon to be described.

2. Description   : Describes, parts, qualities, characteristics.

2.5.2 Dominant Grammatical Aspects

1. Focus on Specific Participants

2. Use of Attributive and Identifying Process

3. Frequent use of Epithets and classifiers in nominal groups

4. Use of simple present tense

2.5.3 The Example of Descriptive Text

Tawangmangu Waterfall

Tawangmangu Waterfall is one of the most interesting places of interest in Karanganyar.

It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. The bus is the cheapest, but a taxi is the most convenient.

It has cool water most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted.

The waterfalls more than 30 meters down into a small lake. The falling water looks very fantastic, and the beauty of nature the lake is astonishing. There is a small river nearby, where the water then flows.

Located in the middle of pinewoods, the lake is always wonderful to admire. Also, there are many funny and tame monkeys climbing the trees on the left and right sides of the sidewalk down to the lake.

The analysis of the descriptive text

Identification   : Tawangmangu Waterfall

Description   :   It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. The bus is the cheapest, but a taxi is the most convenient.

It has cool water most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kind, the air is always fresh and it is not polluted.

The waterfalls more than 30 meters down into a small lake. The falling water looks very fantastic, and the beauty of nature the lake is so astonishing. There is a small river nearby, where the water then flows.

Located in the middle of pinewoods, the lake is always wonderful to admire. Also, there are many funny and they monkeys climbing the trees on the left and right sides of the sidewalk down to the lake.

Participant   : Tawangmangu Waterfall

Tense   : Use simple present tense; e.g. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports.

2.6 Media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication,

people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching.

Media play an important role in a teaching and learning process. Media are needed to reach the objectives of the teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer (2001: 134) that "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity."

Sadiman, Arief S. (dkk) (2010 : 6) Media comes from Latin and is a plural form of the word medium which literally means an intermediary or introduction. media is an intermediary or delivery message from the sender to the recipient of the message.

Many restrictions that people give about media. media as forms and channels that people use to channel messages or information. Media are all physical tools that can present messages and stimulate students to learn, examples of media such as books, films, tapes, film frames.

2.6.1 Kinds of Media

The teacher's creativity in using the media can increase students' comprehension in understanding the lesson in the class. There are many kinds of media that can be applied in teaching-learning activity.

Sadiman, Arief S. (et al) (2010: 28) there are three types of media used in teaching and learning activities, namely: Graphic Media (Media Visual), Media Audio, Silent Projection Media.

1. **Graphic Media (Media Visual)**

   This media serves to channel messages from the source to the recipient of the message, the channel used regarding the sense of sight. And specifically, this media

serves to attract attention, grasp the presentation of ideas, illustrate or decorate facts that might be quickly forgotten if not graphed.

Types of Graphics Media (Visual Media) :

– Pictures or photos	– Cartoons
– Sketches	– Posters
– Diagrams	– maps and globe
– charts	– flannel boards
– graphics	– bulletin boards.

2. **Audio Media**

Audio media related to the sense of hearing. the message to be conveyed is poured into auditive symbols, both verbal (into oral words or languages) and non-verbal.

Types of Audio Media (Visual Media) :

– Radio	– LPs
– Magnetic Tape Recorder	– Language Laboratories.

3. **Still Proyected Medium**

Have similarities with graphic media in the sense of presenting visual stimuli. besides, graphic materials are widely used in silent projection media. the obvious difference between them is that media graphics can directly interact with the message of the media in question on projection media, sometimes this type of media is called audio recording, but some are just visual.

Types of Still Proyected Medium :

– frame films	– series of films
– transparency media	– invisibility projectors
– microfis	– films
– wristbands	– television
– videos	– games and simulations

2.6.2 Functions of Media in Teaching Learning Process

Using media in teaching-learning activity is very useful and crucial for the teacher and students. For the students, it can help them to understand some certain concepts that cannot be explained orally by the teacher. Meanwhile, for the teachers, when he/she cannot be able to explain about something to the students, they will use it to facilitate them in teaching and giving information to the students, so they can think concretely through the objects of media. According to Sadiman, Arief S, (dkk) (2010:17) in general media has the following functions.

1. Clarify the presentation of the message so that it is not too verbalize (mere verbal).

2. Overcome the limitations of space, time and sense power, such as:

    1. Objects that are too large, can be replaced with pictures, frame films, films, or models.

    2. Small objects, can be helped by micro projectors, frame films, films, or images.

    3. Motion that is too slow or fast, can be helped by timelapse or high-speed photography.

    4. events or events that occurred in the past can be displayed again through film recordings, audio, film frames, photos or verbally.

    5. objects that are too complex (eg machines) can be presented with models, diagrams, and others.

    6. concepts that are too broad (volcanoes, earthquakes, climate, etc.) can be visualized in the form of films, frame films, pictures and more.

3. Use the media appropriately can overcome the passive attitude of the student, in this case the media is useful for:

    1. Cause learning excitement.

    2. Enabling more direct interaction between students and the environment and reality.

3. Enable students to learn on their own according to their abilities and interests.

4. with unique qualities in students and coupled with different environments and experiences, while the curriculum and educational material are determined equally for each student, the teacher experiences many difficulties when it must be overcome alone. this will be more difficult if the teacher's background with students is also different. this problem can be overcome by the media of education, namely with its ability to:

1. give the same stimulus.

2. liken experience.

3. raises the same perception

2.7 Comic

Comic is a medium of expression in which images, often incorporating text, convey information such as descriptive. a comic is art form using a series of static images in fixed sequence. Muslich (2009:140) devines comic is come from France "comique" and Greek "komikos" which means fun or tickle.

Comics are an art form using a series of static images in a fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in the newspaper) and comic books (also popularly called "manga" when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Where as comic books are collections of stories that have pictures and consist of one or more title and theme. the stories are brief and interesting, complete with action. Comic also upper in newspaper Textual devices such as speech balloons, captions, and sound effects (onomatopoeia) are often used to indicate

dialogue and other information. size and placement of planels control the timing and pacing of the descriptive.

Davis (1990:64) devise comics as a kind of cartoon from expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. The comic is the combination of work of fine arts with the literary arts that besides its interesting picture, it also exists with the clearer explanation that easy to understand the content of the story of the comic.

From the definitions, it can be concluded that comic is an art from which has a sequence of the story about the characteristic of the event in the picture form which can be humorous, mysterious, etc.

2.7.1 Comic Characteristics

Comics have several characteristics, while their characteristics include: k present to tell stories. However, unlike the case with reading fiction and nonfiction that conveys stories with verbal diks, comics come through images and language, through verbal and nonverbal texts at once. The connection between verbal and nonverbal diks in comics is so close and inseparable without losing the spirit of the story. The story and message to be conveyed are also expressed through images and language, so the images displayed in the form of panels must be sequential, one is present after the other and is related in meaning. In the comic story picture panels are more dominant than verbal text, and even many picture panels have spoken without language elements or with limited language elements.

1. **Proposal**

   Comics can make readers emotionally involved in reading comics. Readers such as taking part and being involved in comics are the main actors.

2. **Conversational Language**

The language used in comics is usually the language of everyday conversation, so readers easily understand and understand the comic reading. Comic language does not use language that is difficult for readers to understand.

3. **Character Tracer**

Character depictions in comics, described simply. The simple depiction is done so that readers easily understand the characteristics of the characters involved in the comic.

4. **Provide Humor**

Rude humor presented in comics is easy for someone to understand because humor is often in the community.

2.7.2 Types of Comics

Comics can also be divided into several categories.

1. Strip Comics

It is a comic that only consists of several picture panels, but viewed in terms of content has revealed a whole idea. Of course, because the images are few and the ideas conveyed are not too many, it usually involves only one focus of discussions such as responses to current events and issues. Comic strips are easily found in various children's magazines and newspapers such as bobo magazines and fantasy kids.

2. Book Comics

That is, comics packaged in the form of books and one book usually displays a complete story. Book comics usually glow and one comic book title often appears in dozens of series and like it is endless. There are those comics that do present stories that

are sustainable, but some are not. That is, between comics series before and after there is no connection between events and conflicts that have cause and effect.

3. Comic Humor and Adventure

This comic includes comics that are very popular with children. Humor comics are comics that contain something funny that contains readers to laugh when enjoying the comic. Aspects of humor or humor can be obtained in various ways both through pictures and through words. Humor comics usually display funny pictures both in terms of pieces, body size, appearance, the proportionality of body parts and other parts of the body that look more strange.

Adventure comics are comics that feature stories of adventure characters to find, pursue, defend, fight, fight or other actions included in the action of adventure. This comic shows two groups of figures, namely good groups and evil groups, who are fighting over something or maintaining their respective principles and almost certainly the good group always wins the fight even though there were many difficulties before.

2.8. The Use of Comic in Teaching

Comic has been spread out widely as the medium to entertain. The widespread of comic has interested the writer in using comic as a medium for teaching. A teacher may use the potential of the comic in motivating the students. The main role of a comic book in teaching is its strength in motivating the students' interest. It is better to combine the use of comics with a particular method of teaching. So, the use of comic as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students' age. Also, a teacher should help them get broader information and knowledge from the comic.

Some teacher also use projected slides, images from an overhead projector, or projected computer images. The teacher also draws pictures on the board to help with explanation and language work. The choice and use of pictures is very much a matter of personal taste, but we should bear in mind they need to possess if they are to engage students and be linguistically useful. In the first place, they need to be appropriate not only for the purpose but also for the classes they are being used for. If they are too childish students may not like them, and if they are culturally inapropiate they can offend people.

2.9 The Purpose of Using Comics as a Learning Media

1. To translate verbal sources (writing) and clarify students' understanding.

2. To make it easier for students to imagine (imagine) the events contained in the picture.

3. To help students express ideas based on images and accompanying narratives.

4. Concretize learning and correct wrong impressions from illustrations orally.

2.10 The Use of English Comic in Teaching Writing of Descriptive Text

Most of the students are lazy to write because they regard it as a complex and difficult English language skill. In their thought, it needs a long process to write something. They also are often having no idea about the topic that will be written on their paper. Moreover, they are always getting stuck to tell and describe the next plot of the story after writing the introductory paragraph. Therefore, the teacher can use a comic strip to help them develop their ability in writing from the pictorial story.

In the classroom, the teacher can apply it to teach writing a descriptive text. After explaining about descriptive text, he/she can distribute the comic to each student, and then asked them to describe the contents of the comic, such as describing the character of the players in the

comic story, and describes the atmosphere and conditions that exist in the comic, writing a story in the comic into a paragraph in English. This method is very easy to be conducted by the teacher in the classroom, and it will make the students feel fun in writing. Hence, teaching the writing of descriptive text by using comic strips is appropriate and recommended method for the teachers to apply in the classroom in the teaching-learning activity.

2.11 Previous Research

Here is previous research that Tapestry Approach in Teaching writing, there is:

1. The effectiveness of English comics in teaching grammar (present and past tense) by Dian Rakhmawati (English Department of STKIP Muhammadiyah Pringsewu, 2018) From this research can be taken a conclusion that using comic can improve students' ability in teaching students' grammar. It can be seen from the results of the student's posttest score with the results of the student's pretest score, which results in the student's posttest score being higher than the student's pretest score.

2. The Effect of Using Comic Strips on The Eighth Grade Students' Narrative Writing Achievement by Ika Fitriani Martages and Bambang Suharjito (Language and Arts Education Program, The Faculty of Teacher Training and Education, Jember Universtity, 2017). From this research can be taken a conclusion that using comic strips can affect the eighth grades students' narrative writing achievement at SMP Negeri 5 Jember.In this research, the results showed that the experimental group got better results in writing achievement, due to using comics in the learning process and different from those who did not use comics in the learning process. That happens because the use of comics can attract students' attention. This attraction influences students' motivation in learning to write English well.
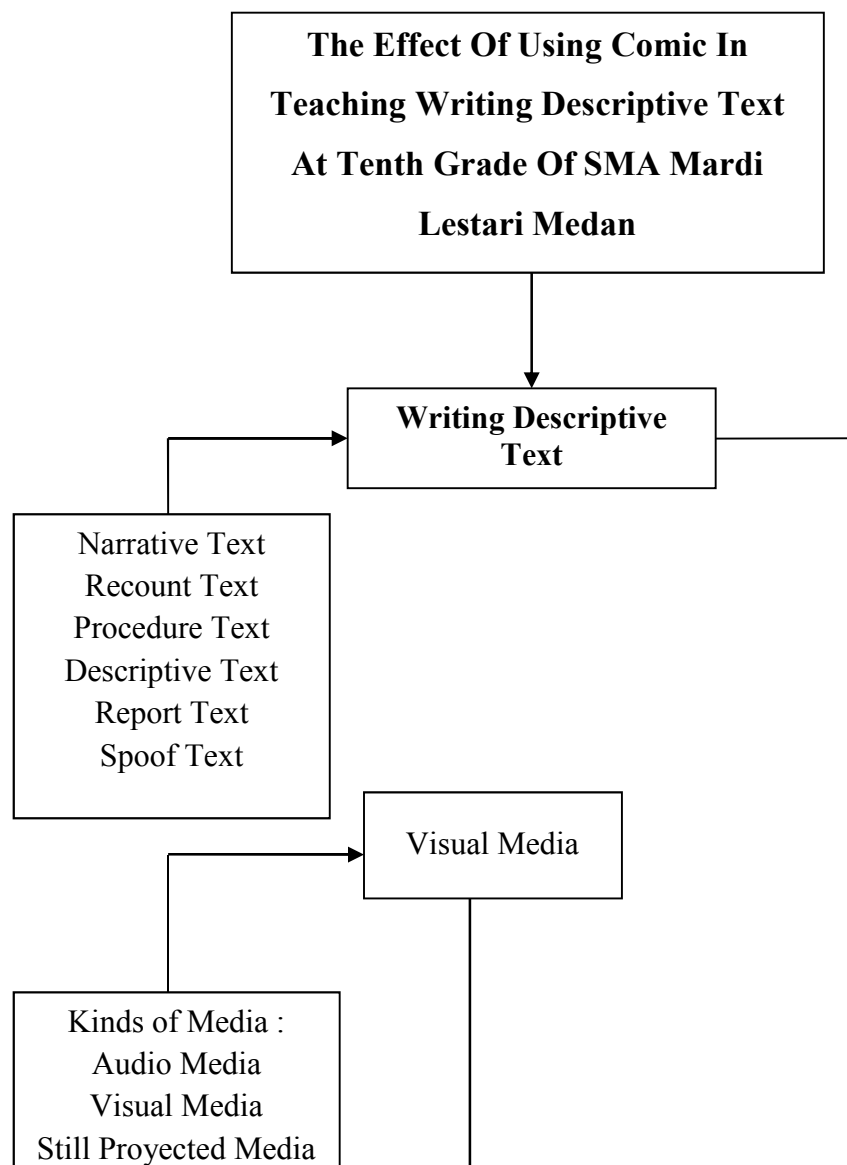
From the two previous studies above, there are similarities in this study, namely discussing the use of comics as a medium in writing teaching and research methods. Meanwhile, there are similarities in each of the theses above with the research thesis. That is the media used by researchers and some differences that will be discussed by researchers from previous researchers, namely researchers who use writing skills while one of the researchers above uses grammar, and researchers are more directed at the effects of comics used. while one of the previous researchers showed the effectiveness of comics used in grammar learning.

2.12 Conceptual Framework

Writing is one of the four language skills that should be mastered. writing is a process to express what people think to inform of words in written form. As one type of writing, descriptive is important to study. A descriptive text is an activity of writing something that describes through identification and description. it explains how students describe something which is around them.

The researcher researched to find out whether teaching using comic can be an effective way to increase and influence students' motivation in writing descriptive text or not. She uses comics as media in teaching because they are interesting for children. It consists of unique pictures with fascinating stories arranged in a series. The problems that students often face in writing are the factor of laziness, having a lack on mastering grammar, vocabulary, diction, and difficult to develop and perform their ideas into written form. Therefore, the researcher assumes that the use of comics can stimulate their interest and motivation in writing, especially in

descriptive text. It can help them to build up ideas in writing the story by creating a topic and then developing into some paragraphs. They will also learn how to write grammatically to make a good composition.

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┌─────────────────────────────────┐
│   The Effect Of Using Comic In  │
│ Teaching Writing Descriptive Text│
│   At Tenth Grade Of SMA Mardi   │
│          Lestari Medan          │
└─────────────────────────────────┘
                 │
                 ▼
        ┌──────────────────┐
        │ Writing Descriptive │
        │        Text        │
        └──────────────────┘
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┌─────────────────────┐
│   Narrative Text   │
│   Recount Text   │
│   Procedure Text   │
│   Descriptive Text │
│   Report Text   │
│   Spoof Text   │
└─────────────────────┘

┌──────────────────┐
│   Visual Media   │
└──────────────────┘

┌─────────────────────────┐
│   Kinds of Media :   │
│   Audio Media   │
│   Visual Media   │
│   Still Proyected Media │
└─────────────────────────┘

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┌─────────────────────────┐
│  Kinds of Visual Media : │
│        Cartoons          │          ┌──────────────┐
│        Graphics          │ ───────▶ │     Comic     │
│         Comic            │          └──────────────┘
│      Bulletin Boards     │                 │
│         Posters          │                 ▼
└─────────────────────────┘      ┌──────────┬───────────┬───────────┐
                                 │ Pre-Test │ Treatment │ Post-Test │
                                 └──────────┴───────────┴───────────┘
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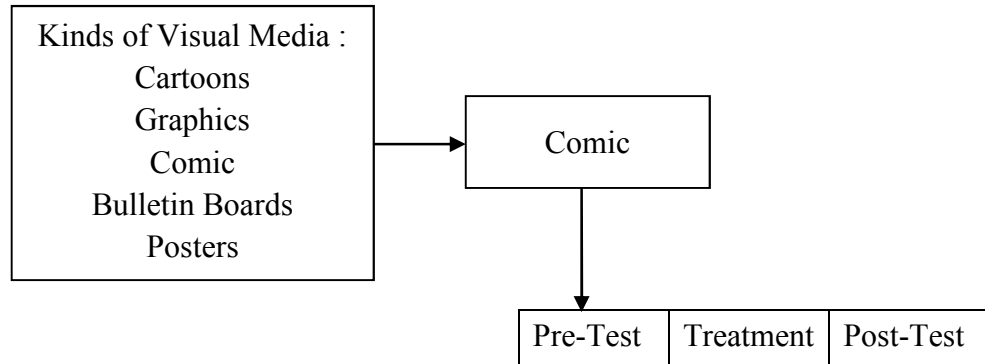
Figure 2.1 Conceptual Framework of The Effect of Using Comic in Teaching Writing Descriptive Text at Tenth Grade of SMA Mardi Lestari Medan

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research conducted using experimental quantitative research. It means that treatment follows the concept. according to Arikunto (2006: 3) experimental research is a way to find a causal relationship (causal relationship) between two factors deliberately caused by researchers to eliminate or reduce other factors that can interfere. There were two variables involved in this research. There were English comic as the independent variable and descriptive writing text as the dependent variable.

Table 3.1

Research Design

Group	Pre-Test	Treatment	Post Test
Experimental Group X-IPA	✓	Using Comic	✓
Control Group X-IPS	✓	Without using Comic	✓

In this research, the students in the experimental class were taught by using English comics and the students in the controlled class were taught without using English comics. The research was done for five meetings, including giving the pretest, treatment, and posttest. The pretest was done to collect the data by measuring students' performance before they received treatment. Meanwhile, the posttest was done to measure students' performance after treatment.

3.2 Population

Population is the generalization area in which consist of: object/subject that has a specific characteristic and quality determined by the researcher to learn and then getting the conclusion. According to Arikunto (2006 : 108) Population is the subject of research. If someone wants to examine all the elements in the research area, the research is population research. The population of this research was taken from eighth grade in SMA MARDI LESTARI MEDAN. It consisted of 2 classes, namely class X-IPA and X-IPS that consisted of 40 students.

3.3 Sample

In selecting the sample, the researcher used a purposive sampling technique. This technique is used to determine the sample with a certain consideration. According to Arikunto (2006:109), The sample is part or representative of the population studied. In selecting the sample, the writer used as random sampling technique. The sample taken 2 classes. The experimental group is class X-IPA and the control group is class X-IPS. The sample was 40 for

the experimental group consisted of 20 students and the sample for the control group consisted of 20 students.

3.4 Instrument for Collecting the Data

This research used test as an instrument. The instrument used in this research was a written test, by using pretest and posttest in the experimental class and control class. Two kinds of test to collect the data. The students in the experimental and control class were taught by using a different method. The students in the experimental class learned descriptive writing by using English comic. Meanwhile, the students in the control class learned descriptive writing without using English comics. Nonetheless, they were given the same topic in the pre-test and post-test. As it has been known that in giving tests to the students, validity and reliability were required as the measurement of the test. Validity is the extent to which it measures what it is supposed to measure. Meanwhile, reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring test. To obtain the validity of test, the face and content validity were used by adjusting the test with SKKD (Standard Kompetensi dan Kompetensi Dasar). To make the test reliable, an analytical scale is used as the students' assessment in writing. It assesses some aspects, such as content, organization, vocabulary, language use, and mechanics.

3.5 The Procedures of Collecting Data

In order to get data in this study, three procedures were taken by the writer namely: pre-test, treatment, and post-test.

3.5.1 Pre-Test

The pretest was done before the learning process to measure students' understanding in learning descriptive writing at first, so it was held in the first meeting. Students in the experimental class were asked to write a descriptive text by using an English comic. Meanwhile, students in a controlled class were asked to write a descriptive text without using English comics.

3.5.2 Treatment

In the treatment, the teacher conducted teaching-learning activity with the students in both experimental and controlled class in three meetings. In the first meeting of treatment, writer explained about descriptive text and how to write it. Then, in the next two meetings, writer asked the students to practice to write descriptive text by using different descriptive stories, and also different comic strips for students in an experimental class especially.

Table 3.2

The Treatment for Experimental Group

Steps	Teacher Activities	Students Activities
1	Teacher enters to the classroom and greats the students.	The students give the responds to show their politeness.
2	Teacher was given pre-test to students at 30 minutes to measure students' writing skill before using media	The students did the pre-test
3	Teacher explained some steps how to write a good paragraph	The students pay attention to the teacher.
4	Teacher lets students read the comic.	The students read the comic.
5	Teacher explained about the generic structure of descriptive text and ask the students to discuss the generic sturucture of the comic have read	Students pay attention to teachers' explanation and discuss about the descriptive text.
6	Teacher asked the students to write descriptive text based on the comic.	The students write the descriptive text.
7	At the end the writer collected all the	The students say their difficulties

Steps	Teacher Activities	Students Activities
	students's task and teacher does reflection about the subject.	while doing the task.

Table 3.3

The Treatment for Control Group

Steps	Teacher Activities	Students Activities
1	Teacher enters to the classroom and greats the students.	The students give the responds to show their politeness.
2	Teacher was given pre-test to students at 30 minutes to measure students' writing skill before using media.	The students did the pre-test
3	Teacher explained some steps how to write a good paragraph	The students pay attention to the teacher.
4	Teacher explained by orally without the comic. The teacher explained about descriptive text.	The students pay attention to the teacher' explanation.
5	Teacher asked the students writing descriptive text without comic.	The students write descriptive text.
6	Teacher asked some students to write down their task on the white board.	The students come in from of the class and write down their task in the white board.
7	The teacher collected the students' task that have written in the white board and evalutes the students work as well as possible.	The students pay attention to the teacher' s correction and short explanation.
8	At the end the writer collected all the students task and teacher does reflection about the subject.	The students say their difficulties while doing the task.

3.5.3 Post-Test

The post-test was done to know the progression between the experimental and controlled class after the teacher gave treatments to the students. In this last meeting, writer will the test to

the students in the experimental and controlled class. The way writer did the test was similar to the pre-test.

3.6 Data Colection

In scoring the test of writing, the cumulative scores range from 1-100. There are five components used to asses writing, namely; content, organization, vocabulary, language use, and mechanics**.**

Table 3.4

Rubric Scoring Procedures for Writing Descriptive Text Paragraph

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable a substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated /supported • succinct • well organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing

	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicative • no organization • or not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*
	13-10	FAIR TO POOR: limited range • frequently errors of word/idiom form, choice, usage • *meaning confused or*
	9-7	*obscured*
		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function,
	21-18	articles, pronouns, prepositions
		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order, function, articles,
	17-11	pronouns, prepositions, *but meaning seldom obscured*
	10-5	FAIR TO POOR: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, repositions and/or fragment, run-ons, deletions • *meaning confused or obscured*
		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing

	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or*
	2	*obscured*
		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to Evaluate
Total Score		

3.7 The Technique for Analyzing Data

In order to find out the differences mean of the two groups, the writer will use the formula. The result of data was used to compare which is higher between the result of the test to find out if the Comic gave a positive or negative effect on students speaking. t-test formula is as follow:

1. Scoring the pre-test and post-test for the control group and experimental group. To find out the mean score for each group by using:

$$M = \frac{\Sigma x}{N}$$

In which: M   = The mean of students

   Σx = The total score

   N   = The number of students

2. Tabulating the data for the control group and the experimental group.

3. Comparing the score by using t-test.

   The formula of the test is:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right] - \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

t   = the effect

Mx = mean of experimental group

My = mean of control group

Dx^2 = the deviation square of experimental group

Dy^2 = the deviation square of control group

Nx = the sample of experimental group

Ny = the sample of control group

3.8   Reliability of The Test

Reliability is concerned with the extent to which we can depend on the test results. Arikunto (2006:154) says that reliability shows an instrument that can be trusted used as a tool of collecting the data because it has already well enough. A good instrument wasn't be tendencies to lead the respondents in choosing certain answers. If the data was appropriate to the fact, the result was same although it is exercised many times. It means that reliability refers to the consistency of the measurement.

$$r = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N(\sum_x 2) - (\sum x)2][\sum y2) - (\sum y)2]}}$$

Where:

r   = reliability of the test

N = Number of students

   = Sum of rater I (R1)

   = Sum of rater II (R2)

   Arikunto (2006:154) the categories of coefficient correlation are as the following:

$0,00 - 0,20$ = the reliability is very low

$0,21 - 0,40$ = the reliability is low

$0,41 - 0,60$ = the reliability is fair

$0,61 - 0,80$ = the reliability is high

$0,81 -$ above = the reliability is very high