

CHAPTER I

INTRODUCTION

This part covers the background of the study, problem of the study, objective of the study, significance of the study, variables of the study, assumption, hypothesis, scope and limitation, definition of key terms, and framework of the discussion.

A. Background of the Study

Language is a tool communication. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enables members or a given community to communicate intelligibly with another.¹

Writing is an important productive skill that can be used in learning other receptive and productive skills.² Most language learners at all levels believe that writing is one of the most difficult language skills.³

As the foreign language, English is an important language in the world. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research. It is

¹Brown H. Douglas, *Principles of Language Learning and Teaching Fourth Edition*, New York: Longman, Inc, 2000, p. 5.

² Wei Zhu, 'Faculty Views on the Importance of Writing', 'The Nature of Academic Writing, and Teaching and Responding to Writing in the Disciplines', *Journal of Second Language Writing*, 2004, p. 29.

³ Gokce Kurt & Derin Atay, 'The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL' *Journal of Theory & Practice in Education (JTPE)*, Vol. 3 Issue 1, 2007, p. 12.

formally thought students of elementary school, junior and senior high school, and even to university.

English is just learnt in the school with limit of time. As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If strategy is not suitable with situation of the class, the teaching and learning will not be successful.

The basic of teaching and learning English is to make students to able to master four language skills; those are listening, speaking, writing and reading. Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the student.

Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the student. Writing is one of communication media. Furthermore, Writing is an important and very essential subject, it has important role to the students in making piece of writing. Also Writing is very important as can help students to have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society .The other definition of writing is the natural outlet for the students reflection on their speaking, listening, and reading experiences in their second language that explained by Thomas Karl.⁴

⁴Thomas Kral, *Teacher Development Making the Right Movie*, Washington D.C: United States Information Agency, 1996, p. 171.

Comic strips are not only for fun in a language class, but there are also methodological reasons for teachers to use them. A text that has a story line and a logical structure is easier to remember and to recall. Comics strips provide the structure and stimulus to which students respond and as Brown points out, since stories are universal, students from different cultures can understand their structure and can identify with the characters, which helps them to acquire vocabulary, grammatical and communicative competence.⁵

At the pre-observation the writer asked the English teacher of the tenth graders of SMA Muhammadiyah Palangka Raya about the source of materials to teach writing. The teacher said that material from textbook and students have less vocabulary. The strengths of comic strips are; familiar and popular with middle and senior high school students, form of literature that students enjoy, students engage in greater literacy exploration than they otherwise would, due to comics' popular and easily accessible format and comic strips students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.⁶

It also means that the students would get more benefits be interesting from use media. Based on the pre-observation the writer tries to teach students using different media, namely using comic strips.

⁵ Noemi Csabay, "Using Comics Strips in Language Classes", English Teaching Forum Journal, (1), 2006, p. 26.

⁶ Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, in Ratnasari Y. "The Effectiveness of Using English Comic Strips In Teaching Writing Of Narrative Text", 2014, p. 20.

Students' problems in writing are due to some factors such as: lack of vocabulary, poor understanding of English grammar, and lack of practice. Jerry states that some problems arising from the teaching of writing include the following; ineffective writing strategies, negative attitudes, and lack of confidence in themselves as writers. The teacher should change these attitudes and building confidence. Thus, teachers need to explore different ways to provide students with feedback. In writing skill, we often find the students get difficulties when they have to write a sentence or even to construct a paragraph. It is just because they tend to point out what to do first or what kind of grammar should be used.⁷

Based on the problem of the students when they write narrative text, for instance, they are lack of ideas, they have unable to organize the paragraph coherence and appropriately and grammatical sentence. The researcher is investigating whether or comic strips can be used to improve the students' ability in writing narrative text. Based on the explanation above, the writer would like to conduct the study entitle:

“The Effectiveness of Using English Comics Strips in Writing Narrative Texts of the Tenth Graders of SMA Muhammadiyah Palangka Raya”.

B. Problem of the Study

Is there any significant effect of comic strips toward writing scores of the tenth graders of SMA Muhammadiyah Palangka Raya?

⁷Saleh, *Pembelajaran Concept of the Teaching of Diary Writing* (Online), 2003.p. 1. URL: <http://www.Tarmizi.WordPress.com>. (Accessed on March, 13th 2013).

C. Objective the Study

To examine the effect of comic strips toward writing scores of the tenth graders of SMA Muhammadiyah Palangka Raya.

D. Hypothesis

There are two hypotheses of the study:

1. Ha: There is a significant effect of comic strips toward Writing Scores of the tenth graders of SMA Muhammadiyah Palangka Raya.
2. Ho: There is no a significant effect of comic strips toward Writing Scores of the tenth graders of SMA Muhammadiyah Palangka Raya.

E. Significance of the Study

The study has two significances, the first is theoretical and the second is practical significance. Theoretical, it is expected that the result of this study support the theory of teaching media using picture in teaching writing of EFL classes. Practical, the result of the research can be used an input for English teaching learning media, especially for teaching writing in senior high school. Also the result of this study gives empiric data on the students' progress in writing. And the last this study can be as the strategy to improve the knowledge for the writer.

F. Scope and Limitation of the Study

The study was only done to measure the use of comic strips media, especially the effect of comic strips media to enhance writing with the material for the tenth-year students, based on the syllabus at the tenth-year students' of SMA Muhammadiyah Palangka Raya. The study has integrated with teaching narrative

text. The subject of the study was the tenth-year students' of SMA Muhammadiyah Palangka Raya in academic year 2015/2016. The samples of the study are classes X-1 and X-3. The number of the population was 22 students which consist of two classes. Therefore, the writer took both of classes as the sample of the study.

G. Variables of the Study

There are two variables in this study, as follows:

Independent variable : Comic Strips used in teaching writing (X)

X₁ : Experiment group is the group where used Comic Strips to teach writing

X₂ : Control group is the group where Comic Strips will not be applied

Dependent variable : Students score of writing narrative textwho involved in this study (Y)

H. Assumption

Comic strips can be effective as media in teaching writing narrative text and English comics strips can ease students to write narrative text.

I. Definition of Key Terms

1. Effectiveness : is very similar to efficiency, but the measure is related to same enterprise objective rather than the technical quality of output.
2. Comic strips : a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. In this study, Comic strips is a media that used by writer to the students.

3. Writing : Writing is one of the language skills which used to for communication, especially indirect communication, not as face to face.⁸ It is a means for the writer to tell others about what the writer thinks. Here, writing is a means to communicate with others although the writer and record his idea in the form of sentences, which is written a paper.⁹
4. Narrative text : is a text that has purpose to entertain the reader with a story that deals with complications or problematic events which lead a crisis and in turn finds resolution.¹⁰

J. Framework of the Discussion

The frameworks of the discussion of this study are:

- Chapter I : Introduction that consist of the background of the study, problem of the study, objective of the study, hypothesis, significance of the study, scope and limitation of the study, variables of the study, definition of key terms, framework of the discussion.
- Chapter II : Review of related literature that consists of the previous studies, nature of writing, nature of narrative text, nature of comics.
- Chapter III : Research Method that consist of research design, population and sample of the study, instruments of the study, instruments try out, data collection procedures, data analysis procedure.

56. ⁸ William Hart. A. *Writing for Career Education Students*, USA: St Martin's Press, 1986, p.

⁹ *Ibid.*, p. 57-60.

¹⁰ Sudarwati, *Look Ahead an English Course for senior High School Students Year XI*, p.154.