

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the important language in Indonesia that has purpose only study because all the product that goes into the Indonesian language English and then to know development knowledge, technology, and to establish a relationship between countries. Thus it is essential to learn English to help people's need to get information and knowledge in every aspect such as education, science, religion, social and technology.

English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the skills that are learned in the English class. In writing class, we often find the students who can not write in English. The reason is because writing is a mixture of our idea, vocabulary and also grammar; according to Heaton that the writing skill is more complex and difficult to teach, require, and master not only grammatical and rhetorical devices but also conceptual and judgment elements. Because of the difficulties of Writing, some efforts have been done to solve the problem . The main objective is to make the writing become easier to learn for the students.¹

Based on the syllabus of the school-based curriculum (KTSP), the students are required to learn some genre types such as Narrative, Report, Spoof,

¹ J. B. Heaton, *Writing English Language Test*, (United States of America, Longman Group UK Limited, 1987), p. 134

Analytical Exposition, Hortatory Exposition, etc. They must be able to express their ideas in the form of written text. It can be said that the target competence through teaching several kinds of texts that want to develop students writing ability in the form of written text.

So, the writing is very important, especially for Indonesian students as it belongs to four language skills that have to be mastered in elementary school, writing skill is considered difficult assignment. There are many reasons why they considered it difficult. They had very poor performances in arranging sentences in logical order and fair in making a good paragraph structure.

The next is a cognitive problem. Writing is learned through a process of instructions. It means that the learners have to master the written form of language and to learn structures that are less used in speech, but which are important for effective communication in writing. The learners also have to learn how to organized the idea in such a way that the writing or the text can be understood by a reader who is not present and possible by a reader who is not known to the writer himself.

Besides that reason, there is another factor that makes writing be the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as:²

Firs, Exposition is a writing form in which it includes most of the people read and write magazine or article and so forth. Second, Argumentative is a kind of writing form which is used to convince to persuade the readers to adopt a certain

² Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, Palangka Raya, p. 1

idea, attitude, or course of action. Third, Descriptive is kind of writing form which is used to evoke the impression produced by some aspect of a person, place, scene or the like. Five, Narrative is a writing form is used to tell a story, to give meaning an event or series of related event. The last, Recount text is a piece of text that retells past event, usually in the order in which they occurred.

They are many problems in writing text like grammar problem, the organization of the writing, the content of the text, vocabularies, and about spelling.³ Students' skills in writing were low. The first factor dealt with the lack of audience's awareness. The second factor dealt with their inability in increasing unity and coherence in their essays.

Writing needs special attention because it needs more knowledge about many parts of language elements and needs many writing processes. As a result, students must master all writing elements such as content, organization, vocabulary, grammar, and mechanic.

Based on Curriculum of Senior High School which recommended by the government, there are some texts which have to be mastered by the student of senior high school such as Narrative Text, Descriptive Text, Procedure Text, Report Text, Recount text, Analytical Exposition, etc. The writer limited this study on one type writing Recount text at the tenth-grade students of MAN Katingan Hilir.

³ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1998), p.6

In learning Recount text, students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar.

There are many methods to increase the student's competence in teaching writing. In this research, using cartoon story maker is a new method of teaching writing. Cartoon story maker as media of teaching are the best-known sensory aids. Visualization is necessary for younger students because "most activities for the young learners should include movement and involve the senses.

Based on the statement above, cartoon story maker in teaching writing, can develop students' ideas creatively and project based learning can be active in classroom activity that emphasizes on students centered learning activities that are long-term, interdisciplinary and making integration with real world issues and practices, because Cartoon Story Maker refer to writing ability and sharpen on writing ability to students. For example, the students can develop their writing using cartoon story maker this the project of cartoon story maker, so the students will produce a good writing. Second, the students can classify their ideas. For example, using cartoon story maker can help the students to organize their ideas so they will remember their ideas easily. The students' writing will be organized well. Third, using cartoon story maker make the students more creative in getting the ideas and can be active in the class. For example, it helps the students in finding some new ideas than before. This media can help the students in learning writing because there is an application.

Based on researcher observation most of the students Tenth grade of MAN Katingan Hilir have a problem related to writing ability. They are still confused about how to organize their ideas and develop their idea into text. That is the reason why the researcher chooses the students Tenth grade of MAN Katingan Hilir as the subject of her study. So the researcher interest to use the using cartoon story maker to help the students to improve their writing ability, especially in writing Recount text.⁴

According to the researcher, the method that is appropriate to the characteristics of the students of MAN Katingan Hilir is using cartoon story maker in teaching writing skill. By using cartoon story maker with project based learning, it is hoped that the students will increase their motivation in the teaching and learning process. Of course, there are many other techniques, methods or approaches, yet it needs priority.

Based on the reason above, the researcher made a research entitled “ *THE EFFECT OF PROJECT-BASED LEARNING USING CARTOON STORY MAKER ON WRITING SKILL AT MAN KATINGAN HILIR*”

B. Problem of Study

Based on the background of the study above, the problem of the study is as follow:

Is there any significant effect of Project Based Learning with Cartoon Story Maker on writing recount text at tenth graders of MAN Katingan Hilir?

⁴ To observation on 04 November 2015

C. Objective of the Study

Based on the background of the study above, the objective of the study is to measure the significant effect of project-based learning with Cartoon Story Maker to increase students' writing recount text score at tenth graders of MAN Katingan Hilir.

D. Assumption of the study

The researcher asserts that several assumptions framed in this study :

1. Language learning is a complicated sociocultural process shaped by a learner participation in various content.
2. Using Cartoon Story Maker can give effect in teaching writing recount text at the tenth grade of students MAN Katingan Hilir.
3. Students who are at the tenth grade of students MAN Katingan Hilir will be interested in developing their ability to write with using Cartoon Story Maker.

E. Significance of the study

The writer hopes that this research gives some benefits to the researcher herself and to the reader general :

1. Theoretically, it was expected that the result of the study gave a contribution to support the theory in teaching English as a foreign language, especially for the writing skill.

2. Practically, the study was as the alternative way to improve the students' writing recount text at MAN Katingan Hilir, as one of the alternative media that can be used by English teachers in teaching writing recount text, and as a contribution for those who want to use Cartoon Story Maker as a media in learning the process.

F. Variable

Variable is the object of the study which indicates variations.⁵ There were two variables in the study, as follows:

1. The first variable of the study is the effect of project-based learning using Cartoon Story Maker in writing recount text. It is independent variable (X)
2. The second variable of the study is the students' writing score. It is dependent variable (Y)

G. Hypotheses of the Study

The hypothesis was divided into two categories; they were alternative hypothesis and the null hypothesis.

1. Alternative hypothesis (Ha)

There was significance effect of Project-based learning with Cartoon Story Maker in writing recount text at tenth graders of MAN Katingan Hilir.

⁵SutrisnoHadi, *Metodologi Research*, Yogyakarta:Garaha Ilmu, 2004 P 250

2. Null hypothesis

There was no significance effect of Project-based learning using with Cartoon Story Maker in writing recount text at tenth graders of MAN Katingan Hilir.

H. Limitation of Study

The scope of this study was only done to investigate the effect project based learning using Cartoon Story Maker in writing recount text. Here, the researcher also used the picture as supporting media.

The limitation of the study belongs to quantitative quasi-experimental research. The focus of the study was the effect of project-based learning using Cartoon Story Maker in writing recount text. The subject of the study was tenth graders of MAN Katingan Hilir with the sample are X A 1 consisted of 33 students and X B consisted of 36 students.

I. Operational Definition

1. **Quasi-Experimental Design** is similar to true experiments in every respect except that does not use random assignment to create the comparisons from which treatment-caused change inferred.⁶
2. **The effect** is a change caused by something.⁷ That also means a change of something because of treatment.

⁶Zoltan Dornyei, *Research Method In Applied Linguistics Quantitative, Qualitative A Mixed Methodologies*, P 24

⁷Karen E Patzelt, *Principle of WL and implications for ESL learners*, Pall, 1995 p 3.

3. **Writing Skill** is a tool to produce language in written form. And also it is a way of sharing personal meanings and it emphasizes on the individual to create his or her views on the topics.
4. **Project Based Learning** is a model that organizes learning around projects. As technique to teaching writing recount text
5. **Recount Text** is piece of text that retells past event, usually in the order in which they occurred
6. **Cartoon story maker** is a mobile application developed to improve the quality of content produced by the mobile application and to disseminate it in a secure way. As media to teaching writing recount text

J. Frame of Discussion

The organization of study facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This study is divided into three chapters:

1. Chapter I is Introduction. It consists of tenth parts: The Background of Study, Previous Study, Problem of The Study, Hypothesis of The Study, The Limitation of The Study, The Objective of Study, The Significance of Study, Variable of The Study, The Operational of Definition, and Frame of Discussion.
2. Chapter II is Review of Related literature includes some points, they are: Previous Study, Definition of writing, writing aspect, The purpose of

writing, writing processes, writing assessment, Definition of cartoon story maker, Definition project based learning, Definition Recount text, The Structure of Recount text, Example of Recount text

3. Chapter III is Research Method. Research Method consists of Time and Place of Study, Research Type, Research Design, Population and Sample, Instruments of study, Data Collection Techniques, Data Collection Procedures, The Technique of Data Analysis.
4. Chapter IV presented the research findings, result data analysis, and discussion.
5. Chapter V presented the conclusion and suggestion.