

CHAPTER I

INTRODUCTION

This chapter discusses: an introduction that consisted of the background of the study, the problem of the study, the objective of the study, the assumption of the study, the significance of the study, the variable of the study, the hypothesis of the study, scope and limitation of the study, definition of key terms, the frame of the discussion.

A. Background of the Study

The language was a set of rules used by human as a tool of their communication. The use of the language was governed by the conventional rules shared by the speakers of the language. In order to be successful to join a communicative interaction, the members of speech community must use their language according to the conventional rules they share among themselves.¹

Language communication media can be grouped into three basic forms, namely, written (reading and writing), orally (listening and speaking) and graphic (drawing and sketching). All of them were important, however, one of language skills can be mastered in two or three core courses (as learning) and a student cannot just read about language skills and then expect to write well. All of them need more ability and comprehension.

To support in mastering English, the students have to master four language skills namely are listening, speaking, reading and writing. Besides that, grammar,

¹Sanggam Siahaan, *Issue in Linguistics*, Yogyakarta: Graha Ilmu, 2008, p.40.

pronunciation, and vocabulary must have been mastered by them. They helped students in mastering the language. All of the skills were acquired at school. The student must master the four language skills so they can communicate well.

Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the students. The writing was also one of communication media. The writing was very important that can help the reader to have a good socialization, express the idea, feeling, and the opinion so that a good interaction can be formed in the society.

Although writing was very important, it was a difficult subject, especially for the students. The reason was because writing was a mixture of our idea, vocabulary and also grammar; according to Heaton that the writing skill was more complex and difficult to teaching, requiring, and mastering not only of 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 was to make the writing become easier to learn for the students.² Then, according to Harmer on his book *The Practice of English Language Teaching*, he stated that each skill was difficulties for the student but the writing had become the most complicated skill to be learned because the writing was production skill and need a feedback.³ This case had to idea that learning to write or to communicate a certain idea clearly and comprehensively was need time, effort, and concentration.

²J. B. Heaton, *Writing English Language Test*, United States of America: Longman Group UK Limited, 1987, p.134.

³Jeremy Harmer, *The Practice of English Language Teaching*, New York:Longman Group, 1991, p.52.

From the Heaton's and Harmer's opinions, the writer concluded that share idea from the brain was a very important thing in writing, it was not easy to translate concept in the brain to be a written language, and it must also be clever to choose and to combine the vocabulary to create something that was meaningful. It also must pay attention to the grammar, so it was normal if the students think the writing was a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Besides those reasons, there was another factor that makes writing be the most difficult subject. The other reason was that there were a lot of many kinds of texts in English, such as:⁴

1. The exposition was a writing form in which it includes most of the people read and write magazine or article and so forth.
2. Argumentation was a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.
3. The description was kind of writing form which is used to evoke the impression produced by some aspect of a person, place, scene or the like.
4. The narration was a writing form is used to tell a story, to give meaning an event or series of related event.

Each text had different characteristics. There were a generic social function, structure, and lexicon grammatical features. Usually, the students can differentiate each text from another and they mix all kinds of texts. This was a challenge for

⁴Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, Palangka Raya, p.1.

the teacher to find out how the students can distinguish each kind of text from another.

To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and they also must find out an interesting strategy to teach writing, so they will be interested in writing class. According to Drama ran and Zain that teaching-learning strategy was the common pattern of teacher activities and realization teaching-learning activities to achieve the purpose that has been scratched.⁵

The problems above also faced by the students at SMA Nusantara Palangka Raya. They complained that the writing was a difficult subject. It was because they got difficult to share the ideas from their brain and also not interested enough to learn English, especially in writing subject. These cases made their writing scores were low.⁶

Media was an object that can be touched, seen, heard, and observe. One of media which used to help the students in writing narrative text was cartoon.

Cartoon is the amount of pictures telling story regarding social matter such as jokes, politics, people thought or recent event.⁷ As time goes by, cartoon is also used as one of the media in the teaching and learning process.

⁵Syaiful Bahri Djamarah and Aswan Zain, *Strategy Belajar Mengajar*, Jakarta: Rineka Cipta, 2002, p.5.

⁶Based on observation done on Monday, October, 5, 2015.

⁷Fairrington, B. *Drawing Cartoon and Comics for Dummies*. Cananda: Wiley Publishing, Inc. 2009

The cartoon is beneficial not only to entertain, but also to teach students in a different way.⁸ It offers a fun and meaningful teaching and learning experience. A cartoon is created not only for children but also for all ages including adult.

This study also used cartoon story maker to support learning writing skill in narrative text. Cartoon story maker is the chosen software to support this study. This software is easy to use, it is already completed with some characters and background, and some other features.

Cartoon story maker was a simple program that lets you rapidly create 2D cartoon stories with conversations, dialogues, and different backgrounds. Background images can be imported from external sources, such as the Web, unlike the character images (the character cartoons) which were limited to the 8 default templates. This might be a noticeable disadvantage as being able to add different character images from external sources, would have definitely increased the field of possibilities offered by this program when it came to creating original cartoon stories. Anyway, it was still a pretty handy cartoon creation tool, as it allowed adding an unlimited number of frames to the story. It also allows for selecting and using dialog boxes and text bubbles of various types and sizes. Last but not least, voice recordings concluded be added to the cartoon, and not only from existing recordings but also by creating new ones, a recording panel was included in the application.⁹

⁸ Wyk, M. *The Use of Cartoon as a Teaching Tool to Enhance Student's Learning in Economics Education*. J Soc Sci, 2011, p.117-130.

⁹ Margie, Smeer. cartoon story maker (online), URL: (<http://cartoon-story-maker.software.informer.com/1.1/>, 12th January 2016, 13:06).

This study choose cartoon story maker because teachers can make cartoon stories to model language and cultural conventions. Students can make them as a stimulating and engaging way to practice their language skills. The cartoon story maker has been designed with a focus on applying language learning. It is easy to use with simple controls so students spend less time manipulating tools and more time on the language. Within a few minutes of opening the cartoon story maker, students can be typing text or add their own voice recordings.

From the explanations above, this study was interested in conducting a research, for some reason: the first reason was the English score especially in writing the narrative text at SMA Nusantara Palangka Raya still low. From the data gotten, the students got a score under KKM of English in the school. It was because the teacher asked the students in making narrative text just based on the picture. The teacher showed the picture, and then the students made a narrative text based on the picture, so the students felt difficult to express their ideas and they confused what must they do with the picture.¹⁰ The second reason was the cartoon story maker is a new media which had not been applied yet in SMA Nusantara Palangka Raya, especially in the tenth grade.

Based on the explanation above, this study made research entitle, “**The Effectiveness of Cartoon towards Students’ Writing Skill in Narrative Text at SMA Nusantara Palangka Raya**”.

¹⁰Based on observation done on Monday, October, 5, 2015.

B. Problem of the Study

Based on the background of the study above, the problem “how effective is cartoon toward students’ writing skill in the narrative text at SMA Nusantara Palangka Raya?”

C. Objective of the Study

Based on the problem of the study, the objective of the study is to measure the effectiveness of cartoon toward students’ writing skill in the narrative text at SMA Nusantara Palangka Raya.

D. Assumption of the Study

The assumptions in this study are that cartoon is effective towards students’ writing skill in the narrative text at SMA Nusantara Palangka Raya.

E. Significance of the Study

This study has theoretical and practical significances, Theoretically, this study help teacher to understand more about the used of cartoon in teaching learning process that can be used to improve the quality of the writing narrative text. Practically, the study is the alternative way to improve the students’ writing skill in narrative text at SMA Nusantara Palangka Raya, as one of the alternative technique that can be used by English teachers in teaching writing of narrative text, and as contribution for those who want to use cartoon in teaching learning process.

F. Variable of the Study

According to Arikunto, the variable was the object of the research.¹¹ There are two variables in this study, as follows :

1. The independent variable of this study is the cartoon used in teaching writing of narrative text (X).
2. The dependent variable of this study is the students' writing score in the narrative text (Y).

G. Hypothesis of the Study

The hypothesis was a formal statement about an expected relationship between two or more variables which can be tested through an experiment.¹² The hypothesis is divided into two categories they are Alternative Hypothesis and Null Hypothesis:

1. Alternative Hypothesis (Ha). Cartoon was effective toward students' writing skill in the narrative text at SMA Nusantara Palangka Raya.
2. Alternative Hypothesis (Ho). Cartoon was not effective toward students' writing skill in the narrative text at SMA Nusantara Palangka Raya.

This study formulated the hypothesis because it would make this study easy to focus on collecting the quantitative data based on variables in the hypothesis.

¹¹Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, Jakarta : PT Rineka Cipta, 2002, p.96.

¹²Ibid, p.230.

H. Scope and Limitation of the Study

According to the background and the problem of the study above, the writer made the scope and limitation of this research. The scope and limitation made in order to make the research more focus, effective and not go away from the topic.

The study belongs to an experimental study. It measured the effectiveness of a method or strategy, especially the effect of cartoon toward students' writing skill in the narrative text at SMA Nusantara Palangka Raya.

The study is limited to the tenth grade students of SMA Nusantara Palangka Raya. The number of the population were 33 students which consist of two classes. The material for teaching English at SMA Nusantara Palangka Raya, the writer chose a text type of narrative text for avoiding the deviation from the topic. The material was relevant based on Competence Standard and Basic Competence which include in KTSP (School Based Curriculum) as the curriculum was used by this school.

I. Definition of Key Terms

To make readers have the same perception for some terms used in this study, so the following definitions need, they were:

1. In this study, effectiveness means referred to the intervention's ability to do more good than harm for the target population in a real-world setting.¹³

¹³Schillinger, D. (2010). *An Introduction to Effectiveness, Dissemination and Implementation Research*. P. Fleisher and E. Goldstein, eds. From the Series: UCSF Clinical and Translational Science Institute (CTSI) Resource Manuals and Guides to Community-Engaged Research, P. Fleisher, ed. Published by Clinical Translational Science Institute Community Engagement Program, University of California San Francisco (online), URL: (http://ctsi.ucsf.edu/files/CE/edi_introguide.pdf, 14th January 2016, 13:20).

2. In this study, Cartoon means the amount of pictures telling story regarding social matter such as jokes, politics, people thought or recent event.¹⁴ As time goes by, cartoon is also used as one of the media in the teaching and learning process.
3. In this study, Cartoon Story Maker means a simple program that lets you rapidly create 2D cartoon stories with conversations, dialogues, and different backgrounds. Background images can be imported from external sources, such as the Web, unlike the character images (the character cartoons) which are limited to the 8 default templates.¹⁵
4. In this study, writing skill means comprehensive writing program for beginning struggling, at-risk or reluctant writer. For these writers, this structured program provides an essential foundation in thinking and writing skill. For proficient and advanced writers, it offers strategies, techniques, and opportunities to apply them. Writing skill provides special instruction in spelling, handwriting, and keyboarding, and addresses important skills that many writing curricula take for granted.¹⁶
5. In this study, narrative text means a text that has a purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.¹⁷ Narrative of human action that was perceived and listeners to take place within human history.

¹⁴ Fairington, B. *Drawing Cartoon and Comics for Dummies*. Cananda: Wiley Publishing, Inc. 2009

¹⁵ Margie, Smeer. cartoon story maker (online), URL: (<http://cartoon-story-maker.software.informer.com/1.1/>, 12th January 2016, 13:06).

¹⁶ Hanbury, Diana. 2004. *Writing skills*. New York: Educators Publishing Service, Inc.

¹⁷ Sudarwati, *Look A head an English Course for senior High School Students Year XI*, Jakarta: Erlangga, 2007, p.154.

Typically, a legend was short. The example of legend in narrative text was: Legend of Malin Kundang (Legenda Malin Kundang), Legend of Toba Lake (Legenda Danau Toba)

6. In this study, experimental study means the event planned and carried out by the researcher to gather evidence relevant to the hypotheses. It was researched studies design for establishing causal relationships.¹⁸

J. Frame of discussion

To make this study to be systematic, so in this research need the framework of the discussion. It was as follow:

Chapter I: Introduction that consisted of the background of the study, the problem of the study, the objective of the study, the assumption of the study, the significance of the study, the variable of the study, the hypothesis of the study, scope and limitation of the Study, definition of key terms, the frame of the discussion.

Chapter II: This chapter that consisted of previous studies, writing (the nature of writing and the kinds of writing), writing process (prewriting, drafting, revising/editing), writing assessment (process assessment and product assessment), the elements of paragraph (the topic sentences, the supporting sentences, the concluding sentences, unity and coherence). Narrative text (the nature of narrative text and the structure of narrative text). Teaching media (the definition of teaching media and the function of teaching media. Cartoon (the

¹⁸Donald Ary, Lucy Cheser Jacobs & Asghar Razavich, *Introduction to Research in Education Third Edition*, New York CBS College Publishing, 1985, p.247.

definition of cartoon, the benefit of cartoon). Cartoon story maker (the definition of cartoon story maker, the advantages and disadvantages of cartoon story maker, the procedures of teaching writing using cartoon story maker). Teaching writing in senior high school level (SMA/MA)

Chapter III: Procedures research methodology that consisted place and time of the study, Research type of the study, Population and sample of the study, Data collecting procedure, Instrument of the study, Instrument validity, reliability, Data analysis procedures.

Chapter IV: The presented data consisted of standard mean, standard deviation, standard error, and analysis of hypothesis.

Chapter V: The closing consist of conclusion and suggestion.