

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In learning English subject there are four skills to be mastered, namely listening, speaking, reading, and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. Writing is the most difficult skill to learn, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. This statement is supported by Tangpermpoom (2008:1), who states that writing is considered as the most difficult skill for language learners because students need to have a certain amount of language learning background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers.

Writing is needed in the activities of human life. They use their writing skills when they want to make an appointment, write a cover letter for applying for a job, enroll for college scholarship, and apply for many jobs that require writing skills such as journalists, authors, and secretaries. In a learning process, students are taught to write sentences in English. Writing skills must be mastered by students, because writing is essential in learning the language. Students are taught to write with the correct grammar and the appropriate vocabulary.

The ability to write is not what people are born with, this is reinforced by the statement from Myles (2002:1), that the ability to write well is not a natural skill, it is usually learned or culturally transmitted as a set of practices in school or

other environments. Writing skill in learning English must be practiced which may take form of a story, narration, description, information, and argumentation.

Teachers can use the media to teach writing in English class. In teaching and learning process, media is needed to attract students to learn. Learning media also serves to facilitate students to understand the lesson. As stated by Tileston (2003:1), teachers can bring the media for students into the classroom through visuals, sounds, smells, and tastes. Because the student's brain needs an outside stimulus to facilitate understanding the English lesson given by the teacher, the researcher considers to use comic strips as visual media and an appropriate strategy to develop the students skill in writing.

As mentioned by Afrilyasanti and Basthomi (2011:552), one of the media used in teaching that engage the students in using their multi modalities is comics. Comic strips is one of the media that makes students easy to retell the story and it can improve the students writing ability. Comic strips is a medium that has artistic value that can increase the creativity of students to write and create stories in the form of writing.

In addition, comic strips are also a medium that can attract students to understand the stories conveyed. This is supported by the opinion from Rokhayani and Utari (2014:6), comic strips have a very interesting potential to help teachers in learning process. Comic strips have interesting pictures and short dialogue which makes students interested to learn the story deeper. The visual images in comic strips help encourage students to observe and analyze the situation. Learning writing in English using comic strips makes students easily understand the situation.

Comic strips also has an element of art and education that is suitable to be a media of learning English. Based on Wright and Sherman (1999:2), the creation of comic strips allow teachers to promote literacy, higher level thinking, and writing skills through the interdisciplinary approach of combining language and art.

This research focuses on teach is writing skill on narrative text. Comic strip is assumed to be suitable as media for teaching narrative because most stories in comics are fiction. Writing narrative text makes students need more imagination, and by using comic strips as media of instruction, teachers can provide instructional sessions which both stimulate and activate students' thinking processes. Therefore comic strips are considered as one of the visual media that can improve students' skill in writing.

The researcher chooses comic strips as a media in teaching learning to students' writing of eighth grade at MTs Wahid Hasyim Balung. This media is assumed to be able to sharpen the creativity of students to explain a story about what is delivered to the comic strips in their writing test.

1.2 Problem of the Research

Is there a significant effect of using Comic Strips on the eighth grade students' writing ability at MTs Wahid Hasyim Balung in the 2017/2018 academic years.

1.3 Objectives of the Research

To know whether there is an effect of using Comic Strips on the eighth grade students' writing ability at MTs Wahid Hasyim Balung in the 2017/2018 academic years.

1.4 Operational Definition of The Research

Operational definition is needed to avoid misunderstanding or different interpretation between the writer and the readers about the concepts used in the research. The variables that are necessary to be defined operationally are Comic strips and Writing.

a. Comic Strips

Comic strips is a picture story consisting of 2-10 panels only, and has little text. Comic strips as a visual learning media will make it easier for students to write sentences based on stories that exist on comic strips. In this research, Comic Strips was used by the teacher in teaching writing that included the students' activities.

b. Writing

Writing is one of the skills that must be mastered by students in learning English. Writing is the most difficult ability possessed by students, because they have to understand grammar and vocabulary. This study will use narrative as the text genre. In writing narrative students must understand the generic structure such as orientation, complication, and resolution. In this research the ability of student's writing in terms of their test scores. Their test scores are rated by grammar, vocabulary, and spelling.

1.5 Significance of the Research

1.5.1 Theoretical Significance

Theoretically, this research is expected to be useful to provide answers and solutions to problems in teaching of writing in English.

1.5.2 Practical Significance

1. For the student

The result of this research will be useful for the students to make their writing skill better than before by using comic strips.

2. For the teacher

The result of this research for English teacher will be able to use Comic strips in teaching and learning process.

3. For the researcher

The objective of the research is expected to motivate the researcher in using the media in order the students can be easier to write the story using comic strips.

1.6 Scope and Limitation of the Research

To avoid the disorientation and misinterpretation in this experimental research, scope and limitation of the research are provided. The scope of the research is focused an implementation of Comic Strips on writing. The subjects of this research are limited at the eight class students of MTs Wahid Hasyim Balung in the 2017/2018 academic year.