

CHAPTER I

INTRODUCTION

This chapter presents background of the research, identification of the research, problem statement, objectives of the research, scope of the research, significance of the research and definition of key terms.

1.1 Background of the Research

In the era of globalization, English is an international language. There is no doubt that English plays an important role in daily life, especially in Indonesia. People are demanded to be able to speak English fluently because it is a language that many countries utilize as a first or second language. By mastering English, people can easily communicate with other people, especially when they communicate with other people from different regions or different countries. Not only for communication but English is also applied in almost all aspects of life such as communicating in international business, applying for a scholarship, looking for a job, going abroad, and so on. Nowadays, to be able to speak and write in English is one indicator of a person's quality. Teachers should be able to foster and to arouse students' confidence so that they will be capable to face the globalization era (Hidayah et al., 2019). It can be concluded that English is necessary for everyone. Hence, many countries involve English in their education system.

Indonesia is one of the countries which involves English in its education system. English is one of the subjects taught in Indonesian curriculum. Based on the Independent Curriculum, English is a compulsory subject that must be taught in elementary school but in elementary school, English is only taught in the first and the fourth grade. Students are demanded to learn and dominate English. They are also required to understand the English language smoothly in the form of written or spoken language. Learning a language means that learning to use that language to communicate both verbally (listening and speaking) and in writing (reading and writing). Learning languages especially learning English, involves four basic skills: listening, speaking, reading, and writing skill. They are called language skills. According to Harmer in Agusta, Listening and reading are receptive

skills, meanwhile, speaking and writing are productive skills. (Agusta, 2015). Those four skills are very essential and support each other.

Writing skill is one of the essential skills that must be comprehended and taken control by learners to learn English because writing is one of the ways used to communicate between writer and reader. According to Muhajirin (2018), writing is an important skill that must be mastered to succeed in learning English. At some level of education, students should be able to write a word, sentence, paragraph, text, paper, thesis, etc. Meanwhile, Troyka in Rengur (2022) states that there are some reasons why writing is important. First, writing offers individuals a singular opportunity to explore concepts and gather knowledge. It is a way of thinking and learning. Second, writing is a mean to learn how the act of writing enables people to forge surprising links between concepts and language. Finally, writers need master their skill. So, it can be said that writing skills are very crucial for learners.

Recognizing that writing skills are crucial for learners, they need to develop their writing skills in English. Allah says in the surah Al-Alaq: 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ ۗ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“He who taught by the pen, taught man what He knew not.” (QS. Al-,Alaq: 4 – 5). (’Ali, 2021).

Human might conclude from the verse above that writing plays an important role in human life. In the verse, Allah explains that He taught people with pens (a writing tool). People will learn something by writing. A person needs to learn how to write properly for this reason. Therefore, learning how to write correctly is very important and necessary for everyone.

Writing is a process where students must consider what ideas and thoughts should be expressed, the choice and order of words, sentences, language, and so on. Moreover, writing product is not instant because the students do some stages of the writing process that includes prewriting, outlining, writing the first draft, revising, editing, and writing the final. As a written language, Nunan (2015, p. 78) said that writing is a manual process of committing symbols (letters of the alphabet, etc) to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard. In other words, writing is a mental process of generating ideas and thinking about

how to present them effectively in the form of written text. In the form of written texts, there are numerous genres that reflect the purpose of writing. These written texts' models differ from one another in terms of social function, general structure, and grammatical features. After the students become familiar with numerous genres, it is hoped that they would be able to comprehend and distinguish texts based on their specific features and various genres.

There are many kinds of text types that are taught in eighth grade. They are descriptive text, narrative text, procedure text, and exposition text, but in this research, the researcher only focus on the narrative text. The narrative text is a type of text that tells a series of events with a chronological system that occurred in the past. In general, narrative text is a figment or imagination of the author. The purpose of this text is to entertain the readers of the story. Hedge's presumption is that narratives are frequently advised for writing because the structuring of ideas is simpler than in other types of discourse, as cited in (Ratnasari, 2014). But in fact, learning writing narrative text is not easy for students. Most of the students find difficulties in writing class due to the rules of language features of the text and get bored with teaching writing class, especially on Narrative text. They usually feel that English is not essential and lack confidence which make them feel bored.

Writing skill is quite difficult for EFL students in Indonesia because there are grammatical, structural, and stylistic variations between Indonesian and English. According to Geminastiti Sakkir (2020), writing is complicated and sometimes difficult to teach because it requires not only mastery of grammatical and theoretical devices but also a conceptual and judgmental element that makes writing, especially English, difficult to dominate in Indonesia. In line with Giti Mousapour Negari (2011), learning to write is challenging, especially for people who write in a second or foreign language in academic environments since they shortage the necessary knowledge of how to come up with writing ideas. Additionally, when writing, EFL students find it difficult to stimulate their ideas or develop their arguments on paper. Because they deficiency sufficient foundational knowledge and writing enthusiasm, they must spend an excessive amount of time researching the ideas for the topic assigned. Therefore, Writing skill is not easy, especially for EFL learners which is a complex process that requires skill and practice.

Based on the pre-liminary study, the researcher found that most students had difficulty with writing skills. These difficulties are due to various factors including lack of vocabulary, punctuation, spelling, and grammar, and also lack of self-confidence and laziness to write because of having low motivation. The teacher has an important role to play in assisting children as they write. Teachers needed to develop effective methods to excite students' interest in English writing abilities. Teachers help students in creating their writing process techniques. In order for learners to understand the differences between various types of written text, the teacher must be able to comprehend the characteristics of each type of written text (Haerazi et al., 2020). Teachers were encouraged to act as facilitators by introducing students to a variety of media in addition of learning tools.

Therefore, considering these problems, the teacher must apply various teaching techniques that can motivate and increase student interest in writing. Especially in the current era of globalization, there are many media that can be applied to facilitate the teaching and learning process. Media is a tool that can be used to convey information to students. Media comes from Latin and is the plural form of the word "Medium" which means "sponsored" which means the source of the message. Media now has an important part in the learning and teaching process. The goal is to motivate and influence young students psychologically as well as to increase their interest in the subject and help them study more (Martages et al., 2017). The media can also be used to transfer the learning material and help students understand the material well or possibly better (Widya & Swondo, 2021). The use of media in the classroom has a significant positive impact on learners' competence to write. Due to media, The writing teaching-learning process will be more varied and interesting . There are three kinds of teaching media, they are (1) audio media, the media that only can be heard, for example podcast, tape-recorder, radio. (2) visual media, the media that only can be seen and be touched, for example pictures, realia, posters, charts etc. (3) audio-visual media, the media not only can be heard but also can be seen and be touched.

In this case, to overcome the problems above, the researcher prefers using comic strips that are categorized as visual media. A comic Strip is a brief series of funny pictures and limited words that is often organized horizontally and frequently

appears in newspapers. Comics are a succession of pictures and an arrangement words also emphasizes that comics are a medium or tool that can be used to tell a story and make the reader feel engaged as cited in (Amrizal, 2022). According to Dzikra (2021), Comic strips have the power to convey information and are easy to understand. It happens because comic strips combine two media: pictures and words. The pictures in comics can assist students in imagining and producing story ideas, making learning materials simpler, especially when learning to write narrative text. Because of that, media can undoubtedly inspire students to write narrative texts. It can be quite helpful for teachers because it is inexpensive and takes little time. Students can learn new words through this media by reading the conversational language that the comic strip characters offer. They can compose stories based on their comprehension and ideas and use the new vocabulary to develop numerous sentences in order to convey or express their thoughts with full ability.

Based on the explanation above, the researcher is interested to conduct research on “*Fostering Students' Ability in Writing Narrative Text Using Comic Strips*” at the eighth grade students of one private secondary school in Bojonegoro.

1.2 Identification of The Research

Based on the background above, the researcher finds there are many problems that can be identified as follows :

1. Writing is a difficult skill for foreign language
2. The learners have a limited vocabulary source
3. The learners are getting difficulty with topic, unfamiliar vocabulary, how to develop ideas into written text, and grammatical structure
4. The learners hesitate in using punctuation
5. The learners are not interested and look bored in English class
6. The learners have less ability in comprehending narrative text
7. The teacher doesn't give the variation of the method in teaching narrative text
8. The learners lack of confidence and motivation in studying English

1.3 Problem Statement

Based on the explanation in the background above, the problem of the research can be formulated :

1. How is the writing ability of the eighth grade students on narrative text before and after applying comic strips at one private secondary school in Bojonegoro?
2. How effective is the use of comic strips in improving students' writing ability on narrative text at the eighth grade students of one private secondary school in Bojonegoro?

1.4 Objectives of the research

Relating to the problem statements above the objectives of the research are :

1. To know student's ability on writing narrative text before and after using comic strips at the eighth grade students of one private secondary school in Bojonegoro.
2. To find out whether or not using comic strips effective to improve students' ability on writing narrative text at the eighth grade students of one private secondary school in Bojonegoro.

1.5 Scope of the Research

Based on the background of the research and the identification above, The researcher needs to limit and focus the problem only on fostering students' ability on writing narrative text at the eighth grade students of one private secondary school in Bojonegoro.

1.6 Significance of the Research

The significances of the research are :

1. Students

This study is expected to enhance the students' motivation to write narrative texts, inspire them to love to learn their own, and advance their writing ability.

When they write some types of text, especially narrative text, They may also find it enjoyable and more energizing.

2. English Teacher

By conducting this research, the researcher sincerely hopes that the teachers will understand the significance of writing in language skills, be aware of how to use comic strips to help students improve their writing ability, especially on narrative text, including any strengths and weaknesses, and try to implement comic strips when teaching writing in learning English.

3. Other Researchers

The researcher expects that this research will be beneficial to other researchers who wish to pursue the issue of increasing students' ability in writing.

4. Readers

By carrying out this research, it will inform the readers of the common issues teachers encounter when using comic strips as a teaching medium, including the most common solutions they have used and their justifications. Not just by applying the theory, but also by putting it into practice. Since the comic strip is used as a teaching medium, it would therefore provide knowledge about the situation in the teaching and learning process of English, particularly in Writing.

1.7 Definition of the Key Terms

1. Writing

Writing is one of the skills in English that expects learners to produce a text by using English. Learners in school are required to learn how to write well. In order to be able to write effectively and creatively, it aids in the development of their critical and imaginative thinking skills. In writing activity, involves students' thoughts and feeling. On their paper, they are allowed to write whatever they want as long as they keep paying attention to the rules and structures in writing. Hence, writing is often regarded as a complex skill. However, it doesn't imply that the learners can not complete it because it is quite difficult. Everything, including writing, needs a process of

learning. The learners simply need a lot of practice to produce an excellent composition.

2. Narrative text

The narrative text is one kind of text in English that is taught in eighth grade. Narrative text tells a series of events with a chronological system that occurred in the past. The purpose of this text is to entertain the readers' story. Because this text occurred in the past so the tenses that are used is simple past.

3. Comic strips

Comic strip is a kind of media that can used in learning process. Comic strip is a short series of funny pictures with a small amount of writing usually arranged horizontally and often published in a newspaper.

