

CHAPTER 1

INTRODUCTION

This chapter presents some reviews of relevant theories relate to this research. It consists of research background, research questions, research purposes, research significances, rationale, hypothesis, methodology, and data analysis.

A. Background

The purpose of this research is to examine students' writing skill in learning narrative text. Writing is a product that needs some aspects to do it. Linguistic knowledge, syntactic patterns, vocabulary choice and cohesive device, are aspects that mostly involved in writing (Hyland, 2003, p. 3) Because of those aspects, writing is considered as a difficult skill to learn. Ghabool, et al (2012: 133) also argue that problems that individual may have in writing are the difficulties in one or more aspects such as conventions, capitalization, proper use of grammar, spelling, punctuation, and some of the basic and initiating aspects of writing. Therefore, writing is considered to be the most painstaking and challenging language skill for EFL learners (Mohamad & Hazarika, 2016, p. 105).

The problem in writing is not only about those aspects. Another problem is about generating an idea. Even if students have mastered those aspects, but they do not have ideas, they will find it difficult. It is important to have the idea of the writing organized and communicated well so that it can be understood by the readers. Hashim (2011) as cited in Mohamad & Hazarika (2016: 105) state that ideas and facts need to be conveyed in a clear and accurate way and are required appropriate written language.

Media can help students resolve the problem. Visual media such as comic strips can help students generate their ideas. Students can use comic strips to describe what is happening in the picture. Although comic strips have a few sentence in it and sometimes it has no sentence at all, the pictures can describe the events. Seelow (2010: 57) states that pictures have a context, and elements of fictions that exist in the stories are introduced to students and discussed in a language classroom. Kachorsky (2015: 14) also states that students have an opportunity to develop literacy skill when reading wordless picture books. Therefore, by using comic strips, students can think of how to describe the events when writing narrative texts.

There is a reason why this research is conducted. Based on the observation in SMK IPTEK Cilamaya, students still have difficulties in writing. They mostly have difficulties in vocabulary, grammar and generating ideas. Students also commented that they mostly practice in speaking. They rarely write. This research is conducted to see students' writing skill, especially in narrative texts.

Previous studies have examined the use of comic strips in teaching English. The research is conducted by some researchers use different participants. Mahir, Ali, and Amin (2016) did research on using comic strips in the newspaper as teaching aids in teaching and learning process. It can improve reading and writing skill of the first-grade students of Faculty of Quran and Sunnah Studies in reading and writing skills. The use of comic strips can also motivate the students in appreciating narrative texts because it brings out the fun and laid back learning

environment. Through the use of comics in the newspaper, students can also enrich their vocabularies.

Another previous research about the comic was conducted by Merc (2013) on Turkish EFL learners where he investigated the effects of comic strips on reading comprehension. It was found that high proficient students recalled significantly better than low proficient students. The result showed that the use of comic strips has a significant effect on students' recall of both the high level and low-level texts for both high-proficient and low-proficient learners of English.

Therefore, the journals do not specify what material the use of comic strips is used. Meanwhile, this research is aimed to find out: **The Use of Comic Strips in Improving Students' Writing Skill in Learning Narrative Texts** (a quasi-experimental research at tenth grade of the senior high school of SMK IPTEK Cilamaya, Karawang).

B. Research questions

Based on the background above, the writer formulates research question as follows:

1. How is students' ability in writing narrative text by using comic strips as learning media?
2. How is students' ability in writing narrative text by using conventional teaching (free-writing)?
3. How significant is the difference between students' ability in writing narrative text with and without comic strips as learning media?

C. Purposes of the study

Based on the research questions, the purposes of this study are:

1. To find out students' ability in writing narrative text by using comic strips as learning media
2. To find out students' ability in writing narrative text by conventional teaching (free-writing)
3. To find out the significant differences between students' ability in writing narrative text with and without comic strips as learning media

D. Significances of the study

1. Theoretical Benefits

The result of this study can be one of the references in studying how to improve students' writing skills for tenth-grade students of senior high school. It can also be used as information how the use of comic strips can improve students writing skill.

2. Practical Benefits

a. For English teachers

It can give inspiration for English teacher in teaching using interesting media. It will help them in choosing the appropriate method and media in teaching writing, especially in narrative text. The output of the study can help them to seek more effective strategies on how to achieve the competence successfully.

b. For students

It can improve students' writing ability in learning English by using interesting media. It can develop their ideas and arrange their own words into good sentences in writing narrative texts.

E. Rationale

It is well-known that writing is a challenging skill between the four skills in teaching English. The differences between what is spoken and what is written, reviewing grammar and joining sentence to make a coherent paragraph are the main challenges EFL student face (Badi, 2015, p. 66). According to Hyland (2003: 3), “writing is seen as a product constructed by the writers’ command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.” It can be concluded that writing is students’ product of what they express and have in their mind and pour into a text. What a teacher tells to students about writing can affect what they will write. In learning English, there are kinds of text that are taught to students. One of them is narrative text.

According to Anderson and Anderson (2003: 3), a narrative text is a text that tells a story which has purposes, other than to entertain the audiences, to make the audience think about the problem or to think the lesson that can be obtained from the story or to excite the audience. To transfer the meaning of the story correctly, supporting media can be used. Visual media such comic strips can be used in teaching narrative text. Visual element (pictures, props, facial expression, etcetera) can help the narrator communicate meanings (Anderson and Anderson, 2003, p. 2).

Some media can support the learning of narrative text. One of them is comics. Comics are chronological images that provide stories to the audiences (Azman, Zaibon & Shiratuddin, 2014, p. 589). It is one of the visual aids that can

be used in teaching English. Through visual, readers can comprehend the information presented within the text (Merc, 2016, p. 55). Through comics, students can get the information through picture represented in it.

According to Liu (2004), as cited in Merc (2016: 57), comic strips are a series box of images that contain a story. Each box will represent the event systematically. Through comic strips, students can compose their ideas based on the pictures. Because there are two major media that are communicated using comic strips - words and images - it is expected for students to gain the ideas easily from the chronological order of the story (Liu, 2004; Megawati & Anugerahwati, 2012). Brown (2004: 226) states that a sequence of three to six pictures describing the storyline can provide a suitable stimulus for written production. Because comic strips are a series of images, it can be concluded that comic strips can help students developing writing' skill.

In writing, students can express what they have in their mind. It will be better if the comic strips used as teaching aid in language teaching process are textless. If the comics are full of text, it will make students stuck in generating their ideas. According to Hillman (1995), Textless comics are pure comics or picture series that contains very minimal text. Along with that minimal text, pictures can describe the story inside it.

Megawati and Anugerahwati (2012: 184) consider comic strips as an appropriate strategy to help develop the students' skills in producing good narrative texts. Comic strips can help students in some aspects. First, it assists students in generating ideas and retrieving words for their writing. Second, it can make students

more careful in using correct spellings. Third, it provides the students with interesting writing prompts.

Based on the description above, teachers can teach narrative text using comic strips as media to improve students' writing skill.

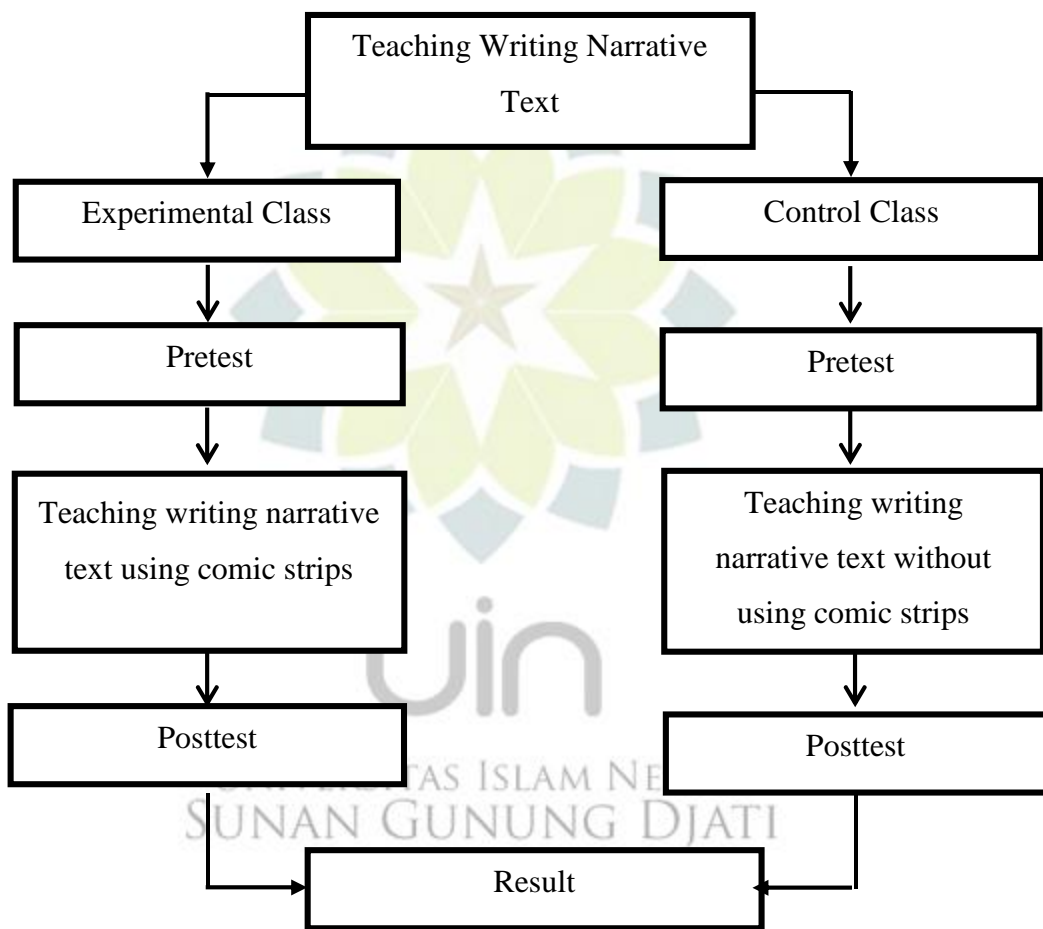


Figure 1.1

Frame of Research

Based on the scheme above, the classes are divided into two classes. The first class is the experimental class and the second class is the control class. The experimental class uses comic strips in learning narrative text. On the other hand,

the control class learns narrative text without using comic strips. To get the information about students' writing skill, the pretest and the posttest are employed.

F. Hypothesis

Hypothesis is a predictive statement or a conjecture statement about the outcome of the relationship among attributes or characteristics from an investigator in quantitative research (Creswell, 2012). While according to Kothari (2004), a research hypothesis is a predictive statement that relates an independent variable to some dependent variable and it is capable of being tested by scientific methods. In short, a research hypothesis is a possible outcome of the research.

The hypothesis that had formulated is as follows:

1. Alternative Hypothesis (H_a) is accepted if $t_{\text{count}} > t_{\text{table}}$: There is a significant difference in students' writing skill with or without using comic strips in learning narrative text.
2. Null Hypothesis (H_0) is accepted if $t_{\text{count}} < t_{\text{table}}$: There is no significant difference in students' writing skill with or without using comic strips in learning narrative text.

G. Research Methodology

1. Research Design

This research uses the quantitative method because the writer intends to measure how comic strips can improve students' writing skill. Quantitative research is a research about the measurement of quantity or amount (Kothari, 2004, p. 3). It attempts to measure the effect of using comic strips for teaching narrative text of

tenth-grade student of the senior high school. It is whether or not the use of comic strips can improve students' writing skill.

This research uses quasi-experimental design. According to Creswell (2012), Quasi-experiments are an experiment without randomization. It involves selecting groups without any random pre-selection process. In this research, the groups are not selected by the writer; it is selected by a teacher because the teacher knows students' skills. The subject of this research is divided into experimental class and control class. In experimental class, individuals will receive treatment while in control class they will not.

2. Research Site

The research is conducted at tenth-grade students of SMK IPTEK Cilamaya, Karawang. The tenth grade is chosen for some reasons. First, it based on the syllabus. Narrative text is learned by tenth grade in the second semester. Second, it based on observation. There are many students at tenth grade who are still having difficulties in creating a sentence. Third, the teachers that teach English at tenth grade never use comic strips before.

3. Participant

a. Population

Population is the generalization of an object or subjects who have the same characteristics (Creswell, 2012). Population is all cases, situations or individuals who share one or more characteristic (Nunan, 1992). In this research, the population is the tenth-grade students of SMK IPTEK Cilamaya, Karawang that is 480 students which are divided into eleven classes.

b. Sample

A sample is a group from which the data drawn is a representative sample of the population and the results of the study can be generalized to the population as a whole (Creswell, 2012). In this study, the sample is X Administrasi Perkantoran (AP) 1 as the experimental class and X Administrasi Perkantoran (AP) 2 as the control class. Those classes are selected based on teacher consideration who teach in the school. This research uses nonprobability sampling. In nonprobability sampling, individuals are selected because they are available, convenient, and represent some characteristic the investigator seeks to study (Creswell, 2012)

H. Techniques of Data Collection

In this research, the data are collected using test. A test is given to the students to get the information about students' understanding in learning narrative texts after the teaching process.

1. Pretest

A pretest is a measurement that is assessed for participants on some attribute or characteristic in an experiment before they receive treatment (Creswell, 2012, p. 297). The pretest is given before the treatment of using comic strips in learning narrative text. In this research, the pretest will be conducted in both experimental and control class. In the pretest, students should write a narrative text based on the pictures provided. The result of this pretest is to find out the students' initial understanding about writing narrative texts.

2. Posttest

A posttest is a measurement that is assessed for participants on some attribute or characteristic in an experiment after they receive treatment (Creswell, 2012, p. 297). The posttest will be given after the treatments. It is given to both experimental and control class at the end of the research. This posttest is used to measure students' writing ability after the treatments.

3. Non-test (Observation)

Observation is used for collecting data. Through observation, the data of school, teachers, students, the learning process and facilities in SMK IPTEK Cilamaya, Karawang can be found out.

There is writing scoring rubric to analyze and assess students' writing ability. That is:

Table 1.1.
Writing Scoring Rubric
(Heaton, 1989)

Items	Score
Content: 30 points	
30-27: Excellent to very good Knowledgeable, substantive, through development of topic relevant to assigned topic	
26-22: Good to average Some knowledge of topic, adequate range, limited development of topic, mostly relevant to topic but lack of details	
21-17: Fair to poor Limited knowledge of topic, little substance, inadequate development of topic	
16-13: Very poor Does not show knowledgeable of topic, non-substance, non-pertinent, or not enough to evaluate	
Organization: 20 points	
20-18: Excellent to very good	

Ideas clearly stated or supported, fluent expression, well organized, cohesive, succinct, appropriate register, logical sequenced.	
17-14: Good Loosely organized but main ideas stand out, logical but incomplete sequenced	
13-10: Fair Ideas confused or disconnected, lack logical sequencing and development	
Vocabulary: 20 points	
20-18: Excellent to very good Sophisticated range, effective words/idiom choice, and usage, word form mastery, appropriate register	
17-14: Good to average Adequate range, effective words/idiom choice, and usage but meaning not obscured	
13-10: Fair to poor Limited range, frequent errors of words/idiom from choice and usage, meaning confused or obscured	
9-7 : Very poor Little knowledge of English vocabulary, idioms, word form, or not enough to evaluate	
Grammar: 25 points	
25-22: Excellent to very good Effective complex connection, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
21-19: Good to average Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns but meaning seldom obscured	
17-11 : Fair to poor Major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragment, run-ons, deletion, meaning confused or obscured	
10-5 : Very poor Virtually mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate	
Mechanism: 5 points	
5: Excellent to very good	

Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing	
4: Good to average Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured	
3: Fair to poor Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning obscured	
2: Very poor No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate	

I. Analyzing The Data

According to Subana (2000), determining the normality of data is carried out by conducting the steps as follows:

1. Determining the normality of data

a. Making the distribution table of frequency, with procedures:

1) Determining range (R)

$$R = \text{The Highest} - \text{The lowest} + 1$$

2) Determining interval classes (K)

$$K = 1 + 3.3 \log n$$

3) Determining Interval length (P)

$$P = \frac{R}{K}$$

4) Making frequency distribution table:

Table 1.2

Frequency Distribution Table

Interval Class	x_i	f_i	$f_i \cdot x_i$	$(x_i - \bar{X})$	$(x_i - \bar{X})^2$	$f_i(x_i - \bar{X})^2$
1	2	3	4	5	6	7

b. Determining Mean (\bar{X})

$$\bar{X} = \frac{\sum f_i . x_i}{N}$$

c. Determining Standard of Deviation (SD)

$$SD = \sqrt{\frac{\sum f_i (x_i - \bar{X})^2}{(n-1)}}$$

d. Arranging the distribution of observation and expectation frequency

Table 1.3
Observation and Expectation Table

Interval Class	Class Limit (X)	$Z_h = \frac{X - \bar{X}}{S}$	Z_{tabel}	Li	Oi	Ei	$\chi^2 = \sum \frac{(O - E)^2}{E}$
1	2	3	4	5	6	7	8

e. Calculating the value of χ^2_{count} observance

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

f. Determining the degrees of freedom

$$df = K - 3$$

g. Interpreting data normality by comparing Chi-square count (χ^2_{count}) and Chi-Square table (χ^2_{table}) with the formula:

If χ^2_{count} is smaller than χ^2_{table} , the data have normal distribution

If χ^2_{count} is bigger than χ^2_{table} , the data do not have normal distribution

2. Determining the homogeneity of two variables

a. Determining F_{count}

$$F_{count} = \frac{S_1^2}{S_2^2}$$

- b. Determining F_{table} with level of significances 5%

$$Df1 = N1 - 1$$

$$Df2 = N2 - 1$$

- c. Interpreting homogeneity of the data with criterion

It is called homogeneous if $F_{table} < F_{count}$

It is called not homogeneous if $F_{table} > F_{count}$

3. Testing Hypothesis by using T-test

- a. Determining t_{count}

$$t_{count} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

- b. Determining t_{table} with significance level 5% :

$$df = N1 + N2 - 2$$

4. Testing Index Gain

Index Gain = $\frac{\text{Posttest Mean Score} - \text{Pretest Mean Score}}{\text{Maximum Score} - \text{Pretest Mean Score}}$, with category:

Table 1.4
Index Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

(Hake, 1999)