

# CHAPTER I

## INTRODUCTION

This chapter presents the discussion on the background of the research, statements of the problem, object of the research, significances of the research, scope and limitation and Definition of key terms in the research.

### 1.1 Background of the Research

Language is universally definition. This is one of the aims for the disagreement among scientists about whether non- people species can use language. In nature numerous kinds of communication systems, many of which appear to be unique to their possessors, and one of them is the language of the people species and people language is creative and unpredictable. Basically, the purposes of communication are the preservation, growth, and development of the species (Smith and Miller 1968:265).

It can not be denied that people have one of intelligences in a variety of languages from age to age every single region even different languages. However in this era of globalization English is an international language that allows to connect with another area makes people understand each other. Language is not only taught or learned, but it is used as a habit. Since the language is an important thing in our life, because without language we cannot interact with other people.

According to Crystal (2003:11) moreover English is global language in the world that some countries pursue English as their primary language or mother tongue including England, America, Australia moreover many countries make English as the official language or lingua franca that is India, Nigeria, Singapore, Poland, Japan, Mexico, Hungary etcetera, lingua franca or common language are important to solved the problem when different native speaker begin to communicate. Within the meaning of the English language that was used by all nations with its own characteristic. Nobody owns English any more, in other words or perhaps we could say that we all, 'native' and 'non-native' speakers alike.

On the other hand, in society there are two kinds of ways to communicate, namely direct communication and indirect communication. Activities of speaking and listening are directly communication, while the activities of writing and reading are indirect communication.

Writing skill is also an integral activity of teaching and learning activities of students in school. The writing activity makes students active in learning and stimulate students' skill in stringing words. However in practice many people find it difficult to familiarize students learn to write. The reason in the teaching that is too stiff giving the impression that writing skill is difficult. Not all teachers who can provide the subject matter in the right way and interesting. Since now the students are not able to understand and they dislike writing lesson.

According to Dunlap and Weisman (2006:106) Writing skill is one of four language skill that has an important role in people life. It is productive language skill

which needs more effort to produce than to receive. They states that writing also needs some considerations to see because putting something in writing can be intimidating by writing. A person can express their thoughts and ideas to achieve goals and objectives.

Some teachers considered that students' success most viewed from the value achieved in tests, general tests, and the National Standard School Final Examination (UAS-BN). The value is used as a barometer of the success of teaching. Teacher sometimes only provides training or discussion about the receptive skills, such as reading and listening, but writing skill is less of teacher attention. Therefore the students sometimes get difficulties in writing.

The students get the difficulties that may come from three common reasons they have nothing of any idea when they are asked to start writing. What topic they should discuss, what kind of a piece of text they should present, and how to deal with the composition the common problem they experienced, media in this case is comic strip that plays important role to arouse the student's interest and to trigger off their ideas by seeing the media. Unfortunately, the teacher does not consider the important role of media. He regards that using media is time consuming, expensive, and difficult

According to Greenfield (1984:178) that bringing the media in teaching student could capitalize on the strong motivation qualities. Many students who are turned off by school are not turned off by one or another of the electronic media; quite the opposite. In educational system that capitalized on this motivation would have a chance of much greater success and to improve students ability. Therefore the teachers should be more use of media.

The media in this case are comic strips according to Kinlaw (1976:18) using comic strips very important to arouse the student's interest and effectively to trigger their ideas by seeing the media to study English in the classroom and according to Wright (1997 2004:2) picture is important media in the classroom because stimulus the student to development their ability, specifically pictures contribute to: 1) interest and motivation, 2) a sense of the context of the language, 3) a specific reference point or stimulus.

The use of the media has an important role in the achievement of quality learning so that students get bored with and less interest in writing activities. It was seen from the liveliness of current students to follow the learning process about 40%, while about 60% other is quiet, talking with friends and day dreaming.

Problems arise when researcher observed the students in the classroom. From the observations, the researcher found the problem, the difficulties were faced by students when writing in, among others: 1) Students are less interested if using text book only. 2) Students are bored if using text book only. 3) They have nothing idea when they are asked to start writing.

## **1.2 Statement of the Problem**

Based on the background there are problems than to limit the problems have been described above so researcher formulated the above problems in the form of questions to discuss as follows:

- 1.2.1 What comic strips criteria are used for teaching writing recount text in vocational high school Al-Muhajirin?
- 1.2.2 How are the comic strips applied to the student's writing recount text in vocational high school Al-Muhajirin?
- 1.2.3 How are the student's responses toward the use of comic strips in the teaching writing recount text in vocational high school Al-Muhajirin?

### **1.3 Object of research.**

This research can find out effort to improve writing skills by using the comic strips in tenth grade vocational high school Al-Muhajirin Wringinanom are as follows:

- 1.3.1 To know the criteria of comic strips used for teaching writing recount text in vocational high school Al-Muhajirin
- 1.3.2 To describe the comic strips applied to the student's writing recount text in vocational high school Al-Muhajirin.
- 1.3.3 To know the student's responses toward the use of comic strips in the teaching writing recount text in vocational high school Al-Muhajirin.

### **1.4 Significances of the research**

The use of comic strips to give an alternative way for English teacher of senior high school, especially in vocational high school Al-Muhajirin, in teaching writing so that

the students are being entertained in learning inside classroom. Besides, the use of teaching using comic strips can be from things around. By using comic strips, the research intends to help students in learning writing. The reason is to assist them in generating ideas and constructing a text in this case is comic strips. Moreover, there has never been a research conducted at the school, especially concerning to the teaching writing by comic strips is a kind of advantage technique to facilitate student in learning writing of recount text. Beside the research attempts to make useful of used comic strips, it also tends to deliver a cheap material that can be implemented in the classroom

Everything that starts with a systematic procedure, it must have a purpose either directly or indirectly. The research is expected to be useful:

#### 1.4.1 Theoretical Significances of the research

1.4.1.1 The result is expected to be used as input for learning to write recount text.

1.4.1.2 The result is expected to enrich the research in teaching writing recount text by using comic strips and give idea in education of vocational high school.

#### 1.4.2 Practical Significances of the research

##### 1.4.2.1 For a teacher

1.4.2.1.1 Comic strips media as mean for teacher to motivate students to be more active in writing.

1.4.2.1.2 Improve teacher performance because of the comic strips can create effective learning time

1.4.2.1.3 Creating innovative learning and fun so that it can attract students' attention

1.4.2.1.4 Teachers become active and creative in using media in teaching learning process

1.4.2.2 For students

Students can easier easily and keep spirit in understanding course material. With an interesting way of learning, and will not be bored to listen a teacher in lessons so that students will listen lesson well. Students can learn actively and they can more understand easily the lesson,

1.4.2.3 For school

Give advice to school that learning media in the form of comic strips can be used in improving writing skills, so that schools try to equip school facilities that can improve student achievement.

## **1.5 Scope and limitation**

This research discusses the use of comic strips when it is applied into teaching writing recount text for vocational high school, especially for first grade in vocational high school Al-Muhajirin. Thus it focuses on the technique for teaching writing recount text only, not for another type of texts. It takes the comic strips from internet sub-material of teaching writing.

## 1.6 Definition of key terms

1.6.1 Teaching : Teaching writing is a major focus for virtually every primary school in the country. Whilst standards in reading have risen considerably, this has not yet been matched by improvements in writing.

Teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning. Understanding of how the learner learns will determine a philosophy of education (Brown, 2007: 8). From this definition, teaching means helping the students in mastering materials and provoking the students to learn

1.6.2 Comic strip : a sequence of drawings, either in color or black and white, relating a comic incident, an adventure or mystery story, etc., often serialized, typically having dialogue printed in balloons, and usually printed as a horizontal strip in daily newspapers and in an uninterrupted block or longer sequence of such strips in Sunday newspapers and in comic books. But, there is simple definition of comic also carton series of drawings that tell a story and are often printed in newspapers (oxford learner pocket)

1.6.3 Writing ability : Writing often seems a very mysterious process. When we write, somehow or other, ideas which are in our heads yet the process of writing is not so simple. How exactly do we shape our ideas into

writable forms, and does the process, then simply involve the transferring of these ideas to page? Do we all follow the same process in writing or does the process vary according to how skillful we are at writing, how experienced we are our individual styles or personalities, or any other dimension? Viewed on Wray (1995:33)

1.6.4 Recount text : Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative Viewed on department for education (2012:1).

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened according to Rosyadi ( :1)