

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents the background of the study, scope and limitation of the study, research questions, objectives of the study, significance of the study, and definition of key terms.

### **1.1 Background of the Study**

English as a global language is very needed in this era. It has important role in the international interaction on many aspects, such as education, business, politics, entertainment, and many others (Reddy, 2016). It means that English has become one of communication tools around the world. In Indonesia, English has been becoming one of the languages that should be learned. It is proved that all of educational levels in Indonesia always put English as a subject that have to be given to the students.

There are four main skills of English that should be learned by the students, those are listening, speaking, reading, and writing. All of those skills are important to be learned but as non-verbal communication tool, writing can be more important than others. As an important part of English skill, sometimes students find the difficulty to learn it, because in writing students cannot just write what they want, but also put the proper words by words based on the context, so that the readers can understand the ideas of their writing.

Moreover, there are some types of english texts that must be given to students. Those are procedure text, descriptive text, report text, recount text, and narrative text. According to English teacher in SMK PGRI 13 Surabaya, the location where the researcher used as a place to do experiment, almost students in the school have the

difficulty to write some texts, especially in writing narrative text. The reason is because English itself make them uninterested to learn.

Teaching writing is not easy because it needs additional elements to make it completes. Those elements are grammatical, rhetorical, conceptual and judgmental (Heaton, 1975:135). Most teachers tend to teach writing only by giving explanation of text's structure, giving some examples, and then asking the students to make some text writing. But rather than using that old way, actually teachers are able to use different way to make students can be more interested to write, such as using webtoon as a medium.

Webtoon or website cartoon is a comic strip which is only published in the internet. Webtoon firstly popular only in Korea before finally spread out to all over the world especially in Indonesia. It is very popular among teenagers. As well as comic books, webtoon also has a series of pictures and narrations which can attract students to learn English through webtoon. Wright (1989) argues that comic strips are a sequence of pictures which are related to a narrative text. In addition, comic strip helps the students to develop their writing skill. It means webtoon as website cartoon will also help students to improve their writing skill in narrative text. Since webtoon is only published through the internet, so anyone can access it easily using their smartphone.

Related to the reasons above, the researcher would like to conduct the experiment using webtoon for developing students' writing skill of tenth grader of Office Administration in SMK PGRI 13 Surabaya.

## **1.2 Scope and Limitation of the Study**

The scope of the study the on this research is only on tenth grader of SMK PGRI 13 Surabaya and the limitation of the study on this research is only about the use of webtoon for developing students' writing skill and.

## **1.3 Research Questions**

According to the limitation of the problem, the researcher formulates the problem as follows:

- a. Is webtoon effective to use to develop students' writing skill in narrative text?
- b. How is the interest of students after using webtoon in writing narrative text?

## **1.4 Objectives of the Study**

Based on the problem above, the objective of the study can be stated as follow:

- a. To find out the effectiveness of webtoon in developing students writing skill in narrative text.
- b. To find out the interest of the students after using webtoon in writing narrative text.

## **1.5 Significance of the Study**

The result of this research is expected to be useful for teachers and students. For English teacher, it gives a new method of teaching writing by using webtoon to develop students' writing skill. For the students, they will be able to do the method by

themselves to develop their writing skill using webtoon. The last for the researcher, she gets a new many experiences and knowledge to improve a new method for teaching writing.

## **1.6 Definition of Key Terms**

Based on the Background of The Study, the researcher can make a conclusion about definition of the key terms of:

- a. Writing : it is one of important skill of English that must be learned by the students.
- b. Narrative Text : it is one of many kinds of text that must be learn by the students.
- c. Webtoon : it is web comic that has same function of comic books which has a series of pictures and narration.