

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the study including background, scope of the study, research question, aims of the study, significance of the study, hypothesis, research methodology, clarification of key terms, and organization of the paper.

1.1 Background

Teachers of English have been searching for new ways so that can overcome the difficulties that students face in learning English, especially in writing. Writing is indeed not an easy skill to learn. Students have difficulties in developing their ideas and put them together in an appropriate sequence of events. This is due to the lack of organization and knowledge of the text (Cortazzi, 1994). One of the most important factors causing the difficulties is that English teaching in Indonesia focuses only on transferring knowledge and information from teacher to students. In other words, students need more practice.

For that reasons above, variations in teaching writing are needed. The variations should be more creative and interactive. In order to create a more interactive writing lesson and to motivate students to practice more on writing, it is better to provide teaching aids. Brown (1983) stated three kinds of aids namely audio, visual, and audio-visual. One of the most commonly used is visual aid, and comic is one of many visual aids.

Comics have been very popular and have been increasingly used as teaching aid by many teachers in many fields, especially language. Fay (2009) stated that the reason of using comics in the classroom is because of their visual appeal, efficiency, and power of message. Comics have characteristics that make them attractive as an educational tool. Davis (2006) wrote that they build a desire to learn; they are easy to access in daily newspapers and bookstands; they depict real life language; and they have a variety of visual and linguistic elements and codes that are attractive to students with different learning style.

Csabay (2006) found that comics can bring cheerfulness into the classroom and can motivate students to continue reading. In line with Csabay, Fay (2009) also found that students are fascinated by the combination of graphics and text and by the story. Comics' lower readability and the aid of graphics also ensure students can access the authentic language easier compared to other authentic sources.

Related to narrative writing, Davis (2006) mentioned several uses of comics. Comics can be used to practice several verb tenses, to practice telling a story in sequence, to reinforce the use of time-sequence transition words to integrate a paragraph or story, to practice writing direct speech and reported speech, to practice describing characters using adjectives, to introduce culture-specific onomatopoeia, to help students recognize word reductions in written text, and to identify social, political, economic, or environmental problems facing the world today.

Based on the explanation above, the effectiveness of using comics in teaching about writing narrative text effective or not should be investigated. This study is aimed to find out whether the use of comics in teaching writing narrative text is effective or not. In addition, this study is also aimed to find out the students' point of view about the advantages and disadvantages of using comics in teaching about writing narrative text.

1.2 Scope of the Study

This study investigates the effectiveness of comics in teaching writing narrative text for the senior high school students and to find out the advantages and disadvantages of using comics for teaching narrative writing from the students' point of view.

1.3 Research Question

This study attempts to answer these questions:

1. Is the use of comics in teaching writing narrative text effective?
2. From the students' point of view, what are the advantages and the disadvantages of using comics in learning about narrative text?

1.4 Aims of the Study

This study is aimed to find the effectiveness of using comics in teaching writing narrative text and to find out the advantages and the disadvantages of using comics in teaching writing narrative text.

1.5 Significance of the Study

This study is expected to give a new contribution for teachers in teaching English as a foreign language, especially to help them overcome the difficulties in teaching narrative writing by acquiring suitable teaching aid.

1.6 Hypothesis

According to Hatch and Farhady (1982:85-86), hypothesis is a tentative statement about the outcome of the result. The hypothesis in this study is null hypothesis (H_0) and alternative hypothesis (H_a).

$$H_0: \mu_{\text{experimental}} = \mu_{\text{control}}$$

$$H_a: \mu_{\text{experimental}} \neq \mu_{\text{control}}$$

H_0 states that there is no significant difference in students score in writing narrative text between experimental group who receive comics treatment and control group who do not. H_a states that there is a significant difference in the scores of writing narrative text between the experimental group, who receive comics treatment, and the control group who receive traditional treatment.

1.7 Research Methodology

1.7.1 Research Design

The design of this study is quasi experimental, or the non-equivalent control group design. This design is used to test the hypothesis by acquiring valid conclusion of the relationship between independent variable and dependent variable (Best, 1989). The independent variable is the use of comics, and the dependent variable is narrative writing score.

Two groups are used for this study, an experimental group and a control group. The experimental group will receive treatment using comics, while the control group will receive traditional treatment.

Experimental	O ₁	X	O ₂
Control	O ₃		O ₄

O represents the observation or measurement process of students' writing scores. O₁ and O₃ refer to students' writing scores in the pretest. O₂ and O₄ refer to students' writing scores in the post-test. X refers to the exposure to an experiment or the treatment. Paralel rows separated by dashed lines represent groups not equated by random assignment (Cohen, et. al., 2005).

1.7.2 Population and Sample

Given that this study uses quasi experimental design, samples are not randomly assigned. Second grade students of a private school in Bandung is the population of this study. Two classes were taken as samples. These classes are the experimental group and control group.

1.7.3 Data Collection

The data collected are students' writing scores and students' point of view about the advantages and disadvantages of using comics in learning about narrative writing.

Students' writing scores were obtained by administering pretest and post-test in a form of written tests for both experimental and control group. Pretest was conducted to find out the initial equivalent of writing scores between experimental and control group. Post-test was conducted to find out students' score after they receive treatment. To find out students' perception about advantages and disadvantages of using comics, questionnaires were used.

1.7.4 Data Analysis

The written tests was analyzed by using scoring criteria. After that, the scores were analyzed by using Mann-Whitney test to find out whether the means of scores of experimental and control group are significantly

different. The Mann-Whitney test was used because the scores were not normally distributed.

The data acquired from questionnaires are transcribed and analyzed to discover the students' point of view of the advantages and disadvantages of using when used in learning about narrative text.

1.8 Clarification of Key Terms

In this study, there are some terms that need to be clarified in order to comprehend the notions the title of this paper.

1. **Effectiveness** refers to measuring and producing good result of the study. The effectiveness of using comics in teaching writing narrative text means efficiency value of the visual aid to achieve the instructive goals. The effectiveness will be measured from students' writing test.
2. **Comics** mean juxtaposed pictorial and other images in deliberate sequence intended to convey information and/or to produce an aesthetic response in the viewer (Mcloud, 1993).
3. **Narrative text** is one of text types (genre) proposed to entertain, and to deal with actual or vicarious experience (Gerot and Wignell, 1994:204). Therefore, kind of narrative used in this study is a story of personal experiences that is appropriate for the first grade of senior high school students.

1.9 Organization of the Paper

This study consists of five chapters. Chapter I contains introduction, which discusses background, scope of the study, research question, aims of the study, significance of study, hypothesis, research methodology, clarification of the key terms, and organization of the paper.

Chapter II consists of theoretical foundation from the experts and the research, which serve as base for investigating the research problem.

Chapter III includes methodology of the research which discusses the steps and procedure of the research, the instrument of the research and the reason for choosing its procedure.

Chapter IV contains the analysis of the results of the study after conducting the research and obtaining the necessary data in this section. It includes analysis, finding, and discussion.

Chapter V contains interpretation toward the result of the research in a form of conclusion, and the suggestion in associating with the research.