

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Given that English is the majority language used of the world today, the importance of learning English cannot be overstated or overlooked. (Putra, 2020). English is important which is used by many countries in this world. Learning English could not be separated from its four basic skills, consisted of reading, writing, speaking, and listening. As a part of learning English, writing represents one of the four language skills required to increase learning quality, writing also can be interpreted as an embodiment of students' understanding of various things that have been obtained during learning.

As stated by to Brown (2003), the outcome of thinking, drafting, and revising processes that demand for certain expertise can be concluded as writing. Therefore, it allows students to are encouraged to write down their thoughts, feelings, and ideas. However, writing becomes interesting when students are fascinated in what they are going to write. This is one of the teacher's tasks to make writing interesting as mentioned by Daffern & Mackenzie (2020), writing is socially constructed by the teacher and the students. Writing is a crucial instrument for communication, and people use it to convey their thoughts, feelings, and opinions in written form. Richard & Renandya (2002), stated writing as the hardest ability for learners of second languages to acquire. Although writing is difficult, it must be learned. EFL teachers use text composition techniques like planning, drafting, revising, and editing in their

writing classes. (Hadi et al., 2021). McMahan et al. (2016) as cited in Toba et al., (2019), The objectives of writing are to communicate emotions, entertain, inform, and persuade people. Messages should be prepared in a clear and thorough manner. In writing, readers should comprehend the ideas consisting of words and words become sentences, it means that the learning process has occurred and got success.

Several types of text can be employed, including descriptive, explanation, recount, report, argumentation, and many other texts in teaching English. A narrative text is one that narrates a story about something intriguing in order to pleasure or involve the readers. Writing process can be fun, if the teacher can make the lesson interesting.

The media which the researcher used in this research comic strips. Comic strips can enhance students' writing skills (Humola & Talib, 2016). One of the strategies that has been proved to be successful and capable of maximizing learning results is the comic strip approach (Amrizal, 2022). For teachers, it can be quite beneficial because it is inexpensive and does not take much time. The teacher can request the students read for a few minutes and then redo the story. Students can learn new vocabulary from dialogue texts supplied by characters in comic books by using this medium. They can employ the new vocabularies to develop into multiple sentences to build stories about their comprehension and thoughts, allowing them to fully complete or form their minds.

The researcher offers comic strips as a possible alternative to learning

material. Along with the process, the teachers and the students may get some difficulties. Established by researcher's past experience gained during the conductional teaching practice, the researcher discovered that (1) the students had problems in developing opinion into written form. (2) The students had less interest in writing and (3) Students were lack of confidence while delivering their ideas into written form. To overcome the problems, teachers should find or create an attractive way when they are learning writing narrative text. One of the media that can be used to solve the problem is by using comic strips. The researcher uses comic strips as a media for teaching writing narrative text.

As supported by Wulandari (2016), For eighth-grade student of MTs, there was a significant influence of comic strip media on writing skills and supported by (Hassanirokh & Yeganehpour, 2018), Students who used comic strips as reading resources reported high levels of motivation., furthermore, supported by (Mayarani Tanjung, 2018) The research findings revealed that the student's achievement in teaching writing using Structural Analytic Synthetic (SAS) supported by comic strips is higher than the students' achievement taught using the Direct method.. These factors encouraged researcher conduct research with the title "The Effect of Using Comic Strips in Teaching Writing of Narrative Text" on the X grade of TLAS of SMKN 3 Tanjungpinang.

1.2. Identification of the Problem

1. The students having difficulty in developing ideas into written form.
2. The students have less interest in writing.

3. Students were lack of confidence while delivering their ideas into written form.

1.3. Limitation of the Problem

The problem of this research limited into the student's writing.

1.4. Research Question

From the identification and limitation above, the researcher proposes a question: Is there any significant effect on student's writing skill taught by using comic strips on the X grade of TLAS of SMKN 3 Tanjungpinang.

1.5. Purpose of the Research

The intention of this study is to see if there is a significant effect of comic strips on student writing skill taught using comic strips on the X grade of TLAS at SMKN 3 Tanjungpinang.

1.6. Significance of the Study

The outcomes are likely to provide some advantages as follow:

1. Theoretical Significance
 - a. This research can help teachers learn more about using comic strips to help students improve their writing skills.
 - b. The research findings could be used as a reference at school to improve the technique for teaching writing.
2. Practical Significance
 - a. Students

This research is believed to be beneficial to students in terms of expanding their knowledge, it will help them to use interesting ways in

writing, especially in writing narrative text. It also can help the students more active during the process of learning.

b. Teachers

The researcher expected this research can give them information that the comic strips is a useful media. Thus, the teacher can use it and make learning more fun and easier.

c. Others Researcher

This research is believed to be a reference to other who are interested in developing teaching media, and hopefully it can give additional knowledge especially in teaching writing narrative text using comic strips.

1.7. Definition of the Key Terms

1. Effect

The result of something that produced by some activity.

2. Comic Strips

Series of panels in which the story is told, mostly through conversation, or simply visual symbolism.

3. Writing

In this research, researcher defines writing as an activity that express the contents of the mind, ideas, and then put them into paper.

4. Narrative Text

The narrative text is intended to amusing, entertaining the readers which the text contain a folklore, legend, myths and etc.