

# **CHAPTER I**

## **INTRODUCTION**

This introduction part consists of background of the research, research problem, objective of the research, research hypothesis, scope and limitation of the research, significances of the research and definition of key terms.

### **A. Background of the Research**

When it comes to studying English, one of the most important abilities is writing. It is possible that this is a more significant component for English language learners. Students need to be proficient in both speaking and writing as productive skills in order to graduate. Students in the tenth grade are required to be able to write a recount narrative according to the general structure and linguistic elements as fundamental abilities and signs of minimal completeness, as outlined in the curriculum for the year 2013. (KKM). The pupils will not be successful unless they are able to locate, cultivate, and communicate their thoughts with one another before writing them down.

Finding and developing ideas in writing might be difficult for many students. This case was also noticed in SMAN 4 Kediri's tenth grade. It was determined through an interview with an English teacher while observing at SMAN 4 Kediri. It has been demonstrated that students did not meet the requirement of minimum completeness (KKM). According to the daily and mid-term tests, most of students did not pass the minimal mark.

According to the teacher's interview and observations, several students had difficulty. Firstly, the students are unable to identify the major concepts and supporting ideas for the sentences they will compose. As a result, the majority of students lack the capacity to write sentences. In reality, they merely write word for word and spend time focused on finding the appropriate word for the statement. They are unable to predict the words. Secondly, they struggled to arrange their thoughts and lacked motivation to write due to their limited vocabulary. Thirdly, they are unable to accurately detect and enhance a sentence or paragraph. As a result, students must devote a significant amount of time to completing their work and may be unable to proceed. Furthermore, those issues have a negative impact on students' writing results.

Consequently, the condition may be exacerbated by a number of circumstances. The reality demonstrates that students and teachers can present a variety of problems.

In addition, there was an issue with students being motivated to learn despite the fact that writing is a laborious task for them. During the time when they were supposed to be paying attention to the instructor, the students instead participated in activities such as chatting with their friends or concentrating on something else. The only method of instruction available was the conventional one, which placed an emphasis on the major function of the instructor in choosing the subject and restricted the duties of the students to just listening to the instructors and writing a paragraph based on the topic. The material from the textbook was delivered by the instructor by reading the

subject out loud while simultaneously having it translated into bahasa Indonesia. After that, the teacher gave the pupils an assignment to write a paragraph.

This method can only be used in a repetitive and predictable manner, which ultimately results in poor performance in the class. There is just a limited amount of media and resources left. The instructors solely referred to a single book. Whiteboards and board markers are the sole forms of media that are used. The students' interest in writing was not piqued by any appealing medium, which was frustrating.

To address this issue, the major focuses on how strategy and media might be utilized in a manner that promotes students' writing abilities. In teaching writing according to Curriculum 2013, teacher should begin their teaching with reading. Academic writing is difficult if the students have not read anything, so teachers must come up with guidelines, parameters, checklists, and the like as props to substitute for students' motivation to describe or express in writing something they have learned (Fitzhug, 2022). Karen Langbehn in 2021 also states that students need a reading strategy before write anything effectively. It can be concluded that teaching reading with the appropriate strategy can increase writing ability. In this research, the researcher choose predicting strategy to teaching reading before writing. The teaching of reading is done by following scientific approach; observing, questioning, collecting information, associating. In associating stage, prior knowledge is needed. Not only in reading, prior knowledge is also needed in the process of writing, such as planning and drafting stage. Duffy argues that

the act of using prior knowledge to make deliberate decisions is known as predicting. (G. Duffy, 2009). In reading and writing, the activation of background knowledge and prior knowledge raises the impending issue. According to Koda, quoted in Gurses and Buovet, when readers integrate their interpretation and information from the text with their existing knowledge, they are able to grasp the material (Gurses,Ozkan and Bouvet, 2016).

Predicting strategy as a component of teaching reading strategies can facilitate the development of prior knowledge in students. It will stimulate their background experience and global knowledge in order to make educated guesses to determine whether or not their predictions are accurate. By using this strategy, the students are expected to get concept of the materials in planning and drafting stage,and stimulate the students to get a topic by their own mind for their writing.

Comics are a form of media that may be utilized as effective assistance for pupils in the present day. According to Drolet in Harwaningsing, comics provide significant benefits for students with visual learning and stimulate their interest (Drolet 2010). In light of the advancement of technology, Webtoon as an online comic provides one technique to pique the interest of students. The user may basically open it at any moment without carrying a large number of printed books because it is easy to access and free. The strategy incorporates the use of digital comic media.

It is a predicting strategy based on digital comics, Webtoon, that may have a significant impact on addressing the writing abilities of students. Stimulating students by having them guess the concepts using digital comics may make their background knowledge active and grasp the notion of the contents at the association stage through the use of engaging media, hence improving their writing outcomes.

A few of previous studies, carried out by a variety of researchers, have been completed. In the first study, which Nova, Linda, and Sulton (2018) carried out, the researchers came to the conclusion that the use of webtoons is useful in helping students enhance their writing ability in narrative text. In the second study, which was carried out by Rochman (2016), the researcher came to the conclusion that it is advised for English teachers to make use of comic strips as a teaching medium while educating students about narrative texts. According to the findings of the third research, which was carried out by RusliSumirat (2019), predicting method has a substantial influence on the level of reading comprehension shown by students. In the preceding study number four, which was carried out by Bagus (2019), the researcher demonstrated that the use of webcomics as a medium for the instruction of reading was successful. The most recent investigation, which was carried out by Desy (2017), was the one that came before it. She demonstrated that using a prediction technique may improve students' reading comprehension of descriptive material.

Based on the background of the study and previous study, the researcher is interested to conduct a study entitled "The Effectiveness of Predicting Strategy with Webtoon in Improving Students' Writing Ability"

### **B. Research Problem**

Based on the background of the study above, it is necessary to do study on the process of teaching writing at SMAN 4 Kediri. The statement of the problem of this study is: "Is there any significant effect of applying Predicting Strategy with Webtoon in improving Students' Writing Ability?"

### **C. Objective of the Research**

Based on the research problem above, the aim of this study is to know the significant effect of Predicting Strategy with Webtoon in improving Students' Writing Ability at 10<sup>th</sup> grade of SMAN 4 Kediri.

### **D. Research Hypothesis**

The writer formulates her research hypothesis as follows:

$H_0$  : there is no significant difference between students who were taught by Predicting Strategy with Webtoon and the students who were taught by free writing strategy with power point in teaching writing ability to the students of SMAN 4 Kediri

$H_a$  : there is significant difference between students who were taught by Predicting Strategy with Webtoon and the students who were taught by free writing strategy with power point in teaching writing ability to the students of SMAN 4 Kediri

### **E. Scope and Limitation of the Research**

The scope of this research is the students of second semester of 10<sup>th</sup> grade at SMAN 4 Kediri. The researcher chooses this school because the material of the research using Recount Text which is a competency that should be learnt and mastered in senior high school and it relevant in K13.

The limitation of the research, the researcher focuses and emphasized the research on the effectiveness of Predicting Strategy with Webtoon in improving Students' Writing Ability at 10<sup>th</sup> grade of SMAN 4 Kediri.

### **F. The Significance of the Research**

The researcher arranges this research to reach the critical result to the readers, such as teacher, learner, and researcher. The significance of the study is as follows:

#### 1. Theoretical significance

This study aims to support the existing idea of the Predicting Strategy with Webtoon's effectiveness in improving students' writing ability.

#### 2. Practical Significance

##### a. The teacher

The result of this study expects to give information to the teachers of English about Predicting Strategy with Webtoon as one of alternative in teaching writing and help the teachers create the situation in the class to be more active and exciting.

b. The students

The result of this study expects that the student can improve their writing ability with the Predicting Strategy with Webtoon. Furthermore, it can minimize students' problems in writing ability.

c. The further researcher

This research can give references for the researcher conducting similar research that deals with the same strategy.

## **G. The Definition of the key terms**

The definitions of the key terms are required to ads the readers more understand about the research.

### **1. Predicting Strategy**

By predicting, readers can guess and imagine what will happen in the text and then change their guesses after reading. One important part of teaching with predictions is making sure that the readers' logical predictions match up with the authors' goals as a part of their interaction with the text.

### **2. Webtoon**

Webtoon is a digital comic platform that allows online and mobile users to read numerous comics for free. Users may use Webtoon to read intriguing comic tales, including Indonesian, English, and Korean, which can be translated for free into many languages.



### **3. Writing Ability**

Writing is the ability to compose the ideas in mind on a piece of paper. In writing process, the writer arranges it understandable for the readers.