CHAPTER I
INTRODUCTION

This chapter consists of the general preview of the research. It includes background of the study, problem of the study, objective of the study, hypothesis, significances of the study, scope and limitation of the study, definition of key terms.

A. Background of the Study

English is a language that almost used by everyone. English is also a language that must be mastered because it has become an International language. English can be referred to as a first language, a second language or a foreign language, this is in accordance with the policies of each country in the world.

In English language skills, writing is one of the most complex methods besides speaking. Writing is referred to as a form of literacy and communicative activity. Peter, J., & Singaravelu (2020:1503) On the other hand, students who have a desire to improve the positive side of their brain cells because it improves memory, creativity and imagination.

Among the skills in English, writing is one of the four important English skills and must be mastered by students. Jeremy, H (2004:34) said that writing is called a productive skill and it can help students more effective because it expresses feelings through writing. In this skill, students develop ideas through their knowledge and vocabulary, students can also produce their own language according to the ideas they get from knowledge and vocabulary.

Writing is one of the most difficult tasks for students because it requires high imagination. In addition, writing also needs the ability to coordinate the use of good language and complex thinking (Sihombing, P, S, R 2016:46).

There are many problems that arise when the teacher asks students to write, such as students feeling confused in finding ideas about what to write, not having enough vocabulary to produce good writing, decreasing students' interest in writing because there is no media that can build writing motivation. Things like this make students complain, always think negatively and feel less confident to start writing.

According to Wati, N, S (2018:142) teachers find students confused in writing due to low student motivation. This is related to the lack of vocabulary mastery, unclear ideas, lack of logical connections between paragraphs and grammatical errors. As a result, students still need effective learning media to improve their writing skills efficiently.

The problem of lack of writing skill is not only experienced by students but also by teachers. Some of the obstacles that often occur are the use of approach methods, learning strategies, teaching techniques, and even media that are often not suitable for students' conditions. The selection of the right things will make students able to understand the material presented easily. In other words, the teacher must have the right way to facilitate students in the learning process and support the smooth teaching in the classroom so that students feel comfortable, happy, excited, no doubt.

Based on the explanation above, there are still many problems that occur related to writing problems experienced by students, especially in high schools in Indonesia.

Therefore, in this study, the researcher wants to try to find out the use of Comic Strip as a suitable learning medium to be applied to students. So, the researcher wants to conduct experimental research at MA Sunan Kalijogo by taking classes, namely experimental class and control class as the objects of the research.

B. Problem of the Study

Based on the background of the research states above, the research problem of this research can be formulated as follow "Is using Comic Strip effective in teaching writing descriptive text at MA Sunan Kalijogo?".

C. Objective of the Study

This research is conducted to investigate whether Comic Strip is effective in teaching writing descriptive text at MA Sunan Kalijogo.

D. Hypothesis

In this research the null hypothesis (Ho) and alternative hypothesis (Ha) as follow:

Null Hypothesis (Ho): There is no significant difference on writing achievement between students who are taught writing descriptive text by using Comic Strip than the students who are not taught by using Comic Strip.

Alternative Hypothesis (Ha): There is significant difference on writing achievement between students who are taught writing descriptive text by using Comic Strip than the students who are not taught by using Comic Strip.

E. Significances of the Study

The results of this research give a positive contribution to teachers, students and other researchers. The result can be used as follows:

1. To the teachers

This study shows its usefulness to help teachers in improving students' writing, especially in writing descriptive text. This media is also an alternative way for teachers to be used during the teaching process in the classroom.

2. To the students

This research gives results to students to be more interested, enjoy and powerful in learning and improve English skills, especially in writing. They will not feel bored when writing descriptive text because this learning media is very easy to apply.

3. To the other researchers

This study can be a reference for further researchers who want to take related research on the usefulness of Comic Strip in teaching writing descriptive text.

F. Scope and Limitation of the Study

This study focuses on the students' achievement in writing descriptive text using Comic Strip. Making descriptive text can be learned through an interesting learning media namely Comic Strip. Therefore, students will feel more enthusiastic and motivated to write better. This study is for students of Senior High School. The

respondents of this study are divided into two categories namely experimental class and control class at MA Sunan Kalijogo.

G. Definition of Key Term

The researcher defines some key terms related to this researcher in order to avoid misunderstanding. The key terms are Comic Strip, writing and descriptive text.

1. Comic Strip

Comic strip is one of the media that can be used in the learning process in class. Comic strip presents a series of pictures and sentences arranged according to the sequence of events and are related to each other which are useful for entertaining readers.

2. Writing

Writing is the process of connecting sentences into coherent and continuous paragraphs. Writing is also calls an activity to explore and manage ideas in the mind which are then poured into paper.

3. Descriptive Text

Descriptive text is a type of text that describes information about a particular object, place and person. Descriptive text provides a more detailed description of an object to make the reader understand the meaning clearly. The description of the object must show something that is unique among the others.