

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, significance of the study, scope and limitation of the study, definition of key terms.

A. Background of the Study

In the current era of globalization, it is crucial to possess the ability to communicate and engage with individuals worldwide through the use of the English language. In Indonesia, English is considered a foreign language that can be taught starting from primary education. It holds significant importance for the younger generation in this era, as it is not only an international language but also a prerequisite for attaining proficiency in an international language and securing a promising future in the age of globalization. When acquiring English language skills, it becomes necessary to develop competence in various areas such as listening, speaking, writing, and reading. English is very useful in human life to convey information to others. Technological advancements today show many advantages and, in most cases, English is used as a language identifier and a means of communication.

Brown (2001) defines speaking as a dynamic process of creating meaning, encompassing the generation, reception, and comprehension of information. Speaking requires two-way communication. They are speakers and listeners of messages. The primary objective is for the listener to comprehend the speaker's message, regardless of grammatical accuracy. In addition, a good discussion allows the audience to express their reactions while also getting feedback from the speaker.

Difficulties caused by students in the speaking process are caused by many factors, namely lack of knowledge, less vocabulary, less grammar, and less

motivation and do not know how to speak correctly in English. They are not confident when speaking English. Sometimes, students get bored if they have to do the same activity over and over again. When students are bored, they have trouble concentrating in class. So, they don't understand the material well.

Related to students' difficulty in speaking, the teacher is one of the factors that has a crucial role. The creativity of teachers plays a crucial role in the learning process, as it significantly impacts the effectiveness of teaching. It is essential for teachers to devise innovative teaching techniques to facilitate the delivery of lessons. One effective approach for addressing challenges is the use of instructional media. Among the various media options, comics can be employed to overcome student difficulties.

According to Varnum & Gibbons (2001) comics are one of the most popular and pervasive forms of media from our ever-increasing visual age. Comics contain images with interesting stories as a media for teaching and learning. There are two types of comics: comics and comic strips. Comic strips are serialized comics typically found in newspapers or magazines. Utilizing comic strip media can improve students' engagement and enthusiasm in learning English. Comic strip media can increase students' interest in learning English. The story in the comic is adjusted to the learning material presented and according to the level of the student's ability to understand the comic strip.

The researcher decided to use Classroom Action study (CAR) as the study design to investigate the issue with the students' speaking ability after taking into consideration the arguments that were mentioned above. The Classroom Action Research that was discussed before and is titled "Improving Speaking Skills through Comic Strips".

B. Research Question

The question formulated based on the background of study above was “How does the comic strip improve speaking skills at the eleventh-grade students’ of SMAN 1 Purwoasri? “.

C. Objectives of the Study

Based on the research background, the research objectives were intended to investigate the use of comic strips to improve speaking skill at the eleventh-grade students’ of SMAN 1 Purwoasri.

D. Significance of the Study

The researcher expected to give contributions to the language teaching process as follows:

1. Theoretically

This research hopefully finds a good method in learning to speak English through the comic strips.

2. Practically

- a. For students, improve student speaking achievement so the students can share with friends since learning English by using comic strips.
- b. For the English teacher, it can be used as a reference in order to improve students’ speaking skill.
- c. For other researchers, it is hoped that this research can add information to other researchers to help their study of comic strip techniques in English.

E. Limitation of the Problem

To make this study easier to understand and to clarify the problems, it is important to set limitations of the problems. The study will

be focused on improving speaking skills through comic strips. It will be conducted in the eleventh grade of SMAN 1 Purwoasri.

F. Definition of Key Term

The researcher defines some key terms related to this researcher in order to prevent any potential misunderstanding. The key terms are speaking and comic strips.

1. Speaking

Speaking refers to the act of expressing language verbally, using the mouth. It involves using language as a means of communication, typically involving two or more individuals, namely a speaker and a listener, who actively engage in the process by applying what they hear.

2. Comic Strip

A comic strip is a sequential series of images that conveys a story, often published in newspapers. It consists of connected panels displaying brief humor or forming a narrative. The panels feature text within speech bubbles and captions. Such comic strips can also be compiled into a book, containing images accompanied by one or more titles.

3. Webtoon

Webtoon is a digital form of comic that originated in South Korea. It is specifically designed and formatted for online platforms, featuring vertical scrolling and frequently including multimedia elements.