

CHAPTER I INTRODUCTION

A. Research Background

Writing is one of four language skills that is important and has to be mastered by the students of Junior High School in learning English. The other opinion, writing is extremely complex cognitive.¹ At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.²

Writing is assumed as the most difficult skill because it is a combination of mechanical problems, linguistic problem, cognitive problems, and psychomotor problem.³ One of problem is to find the idea. According to Cimcoz, one of students' difficulties in writing skills are making their ideas flow when writing on the paper.⁴ The purpose is to communicate the ideas or feelings to the reader.

English teachers have to be more creative. They should use some media to elicit students' creativity. One of the media suggests using visual aids for example pictures, pictures in the classroom can represent situations, which would be impossible to create in any other way. They can help students associate what they hear with their experience.⁵ Carey Jewwit also states that "the visual experiences and practices are common in the

¹ David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge University Press, 1989). 35

² *Ibid.* 35-56

³ Ibrahim Mohamed Alfaki, *UNIVERSITY STUDENTS' ENGLISH WRITING PROBLEMS: DIAGNOSIS AND REMEDY*, <http://www.eajournals.org/wp-content/uploads/University-Students---English-Writing-Problems-Diagnosis-and-Remedy.pdf>, accessed 14 Oct 2016. 50

⁴ Cimcoz - *Teaching ESL/EFL Students to Write Better (TESL/TEFL)*, <http://iteslj.org/Techniques/Cimcoz-Writing.html>, accessed 17 Oct 2016.

⁵ Carol J. Kreidler, *Visual Aids for Teaching English to Speakers of Other Languages* (English Teaching Division, Information Center Service, United States Information Agency, 1968).

classroom and have a central role in how knowledge is presented and support dialogue and interaction between learners.”⁶ Pictures as a visual aid or visual media can be used as students’ medium to facilitate their learning, especially in writing.

One media that can be produced from a picture is comic. Comic creator in [readwritethink.com](http://www.readwritethink.com) is invited children and teens to design their own comic strips for a variety of contexts (prewriting, pre-and post-reading activities, response to literature, and so on).⁷ In the development of technological transformation, many tools and applications that can be used to make a comic. Although in some researches, many researchers are taking comics from the internet or books. However, in this study, the teacher and students make comics by their self in Pixton website.

Have you read rage comic or comic strip about the PPAP (Pen, Pineapple, Apple, Pen) that popularized by Pico Taro, Mukidi joke, Yayan (Maddog) joke, the Udin joke, the Juki joke and the others? All of these were Indonesian creations young people who express their imagination to comics. Comics in 9 Gag websites, MCI, 1 Cak and the others website contains about joke and humor. In this study, the researcher will be use the comic creator as a medium of education. However, the researcher wants to apply this comic creator on learning activities such as writing in the narrative text.

Narrative is a type of text which is studied in Junior High School. The reason is the comic as pictures’ medium that contains with dialogues. Even though, in the junior high school, there are 2 types of text that have a dialogue that is narrative and recount text. However, the researcher chooses the type of narrative text as a text which was be studied.

⁶ Carey Jewitt, *The visual in learning and creativity: A review of the literature* (Arts Council, 2008), https://www.researchgate.net/profile/Carey_Jewitt/publication/253401828_The_visual_in_learning_and_creativity_A_review_of_the_literature/links/552bf37d0cf2e089a3aac7f0.pdf, accessed 17 Oct 2016.

⁷ “Comic Creator - ReadWriteThink”, [readwritethink.org, http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html](http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html), accessed 14 Oct 2016.

Nowadays, there are three providers for the comic creator. The first is a comic maker in the website version for examples in Pixton website, Toondoo, Marvel comic maker and the other websites. The second is computer software version, for examples, Comic Life software, Manga Studio, and Sketchbook. The last is android application version that available a lot of application for a comic maker, for examples, Comicker, Picsay, PicsArt, Comic strips, and the others.

The researcher's reasons using Pixton website as a tool and medium used in creating comics are this website are easy to use, there are many panel layouts or storyboards, many characters, easy to change the movements and expressions of characters, available editing tools are varied, and available searching features characters, props, and backgrounds. Therefore, the researcher chooses Pixton as a medium to make comics.

This study will be conducted in MTS Sabilul Muttaqin. The researcher chosen this school because this school had the main program namely intensive class. In intensive class, the students demanded to have more competence in English that integrated in IT (information technology). In the pre-research based on the interviewed with one English teacher, she was told to researcher about students' difficulties in learning English. She said that students had difficulties in writing skill, they were still confused in finding ideas in writing and they didn't know what will they write in their paper when they were writing a text. The result of the research showed that based on the pre-research of most students' score were lower than the school "KKM (*Kreteria Ketutasan Minimal*)" that was 75. Therefore, the researcher attempts to take advantage for these reasons to using pixton medium in improving students writing.

The use of pixton is expected to make students more creative in writing. The researcher varied the comics that was given to students. They made their own comics on the outside of the classroom as homework. The use of comic maker medium encourages the researcher to examine the effect on learning comic maker in writing narrative text at 8th grade MTS Sabilul Muttaqin.

B. Research Question

Is pixton effective to improve students' narrative writing ability at MTS Sabilul Muttaqin Pungging Mojokerto?

C. Objective of the Study

To find out the effectiveness of pixton in improving students' narrative writing at MTS Sabilul Muttaqin.

D. Research Hypothesis

The formula of hypothesis is as follow:

1. Null hypothesis (H_0)

There was no significance improvement in achievement between students who were taught by using pixton medium than who were not taught by using pixton medium.

2. Alternative hypothesis (H_1)

There was a significant improvement in achievement between students who were taught by using pixton medium than who were not taught by using pixton medium.

E. Scope and Limitation of the Study

This study focuses on the effectiveness of the pixton on students' writing skill in exploring of narrative text. Pixton in this research as medium of students to get idea in writing narrative text. Writing skill that tested is writing achievement that related to students' mean score in exploring the narrative text. Based on the research question above, the researcher limits this study in the improvement of students that are using

pixton on narrative text and the students that are not using pixton.

F. Significance of the Study

The advantages of conducting this study:

1. For teachers
For teachers, this study provides an alternative media in teaching writing narrative text to make more practical and effective by using technology, especially pixton.
2. For students
For students, this study provides the positive effect of using a pixton to improve their writing ability. In expected, students enjoy their process in writing ability on narrative text.
3. For readers
For the reader, this study provides the impact of using a pixton to improve writing ability on narrative text.

G. Definition of Key Terms

1. Effectiveness:
Effectiveness refers to the investigation's ability to do more good than harm for the target population in a real-world setting.⁸ Effectiveness is when the media can improve students' score. It showed in their test in pretest and posttest.
2. Pixton:
Pixton is a way for students to engage in the world of comics and it provides a powerful visual writing tool.⁹ Pixton is medium of web browser that provides to make comics. In this research, the researcher using pixton as

⁸ Dean Schillinger, "An introduction to effectiveness, dissemination and implementation research", *From the Series: UCSF Clinical and Translational Science Institute (CTSI) Resource Manuals and Guides to Community-Engaged Research*, P. Fleisher, ed. *Clinical Translational Science Institute Community Engagement Program*, University of California San Francisco (2010).²

⁹ Vivian WH Lee, *Using Pixton As a Tool in the Classroom - ETEC 510*, http://etec.ctlt.ubc.ca/510/wiki/Using_Pixton_As_a_Tool_in_the_Classroom, accessed 13 Feb 2017.

medium to facilitate students in finding an idea or topic in writing narrative text and students make comics with pixton.

3. Writing:

Writing is a productive skill that must be mastered by the students in MTS Sabilul Muttaqin. Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.¹⁰ Writing ability assessment scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar or mechanics.¹¹ In this research, it was measured by using the score of pre-test and post-test with an aim to know how the effectiveness of pixton in students' narrative writing ability.

4. Narrative text:

Narrative text focuses on a pattern of event with a problematic or unexpected outcome.¹² It mean that narrative text focused in the complication and the resolution to solve the problem or complication. In this research, narrative text as genre of text that tested in students' narrative writing skill at junior high school.

¹⁰ David Nunan, *Practical English Language Teaching* (New York: The McGraw Hill, 2003).88

¹¹ Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press., 2002).116

¹² Joko Priyono, Arnys R. Irijayanti, and Virga Renitasari, *SCAFFOLDING English for Junior High School Students Grade VIII* (Pusat Pembukuan Departemen Pendidikan Nasional, 2008). 139