

## CHAPTER I

### INTRODUCTION

#### A. Background of study

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992, p.3). English is introduced as a compulsory subject to be taught from the seventh year of Junior High School up to the twelfth year of students and as a local content subject in Elementary school. As a social creature, a human should know other humans. Allah said in Holy Quran Surah Al-Hujurat verse 13 :

يٰٓأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَنْفُسُكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

In the verse, Allah obligates humans to know one another. One of the ways to know one another is by communication. By communication, human can express their ideas, share what they feel or belief, and ask what they want to other humans.

The writer wants to discuss one of the many problems connected with English learning. English learning problems can take place both at home and at school. The teacher and the students are different, and therefore, we might find

different motivations for learning as well. At school, the problems may appear when the class consists of a big number of students. The noisy class does not only disturb the students who really want to study, but also influence the students' concentration to the subject given in class. The condition like this can make the students feel bored and do not like to study. At home, the problems may appear when they recall the subjects from school and they still do not understand the lesson and none of the people at home can help them. If this condition continues they will feel very bored and not interested in studying English. In this case the teacher's role is very important, that is to encourage them to study harder and better.

In addition, students' problems are not only from the classroom environment but also from the students themselves. The reality we often see is that, in fact, many students master the theory better than practice. For example, in speaking, they may have the knowledge of how to speak, but in practice they find difficulties. They lack self confidence. To build their confidence, students need more practice so that teachers are suggested to create and use interesting method. One of such the methods is story retelling. Generally, story retelling is liked by the students because they like stories. It is also an appropriate method for the students at their age. In order to make story retelling more interesting, good media are needed. The term 'media' is defined by Brown: J. W, Richard B. L, Fred F: H(1969, p.2-3) as tools or the physical things used by a teacher to facilitate the instruction. According to Gerlach and Elly (1980, p.245) to select the appropriate media, the teacher must consider the characteristics of the students, which directly

related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in media selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used (Gerlach and Elly, p.255). Comic is one of the many media to teach story retelling. Comics are an art form using a series of static images in fixed sequence. Using English comics as a means for teaching story retelling can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

The phenomena we have for many years are that teachers use particular textbooks, which are stated in the curriculum, without trying to find some other suitable sources. They, in this case, do not attempt to find other materials that support and motivate students' interest in their English class.

The writer assumes that comic is a kind of text that will attract students' interest and stimulate them to enjoy story retelling. As Walt Disney says, animation, an element of comics, offers a medium of story telling and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world. Although the comic is written in English, the students of Junior High School will enjoy reading it for the following reasons:

1. Comic is a light and easy-to-understand reading material. It has pictures and contains short conversations in “bubbles” of speech. The vocabulary used there can be inferred from both pictures and the context, so the students do not waste their time to look up the meaning of difficult words in a dictionary.
2. The sentence structures, which are used in comics, are simple. They enable students to understand what the sentence means. (Taufik, 2006, p. 3) The writer believes that by giving comics as medium in story retelling; the Junior High School students will obtain some advantages as stated below:
  - a. It will stimulate their motivation and interest in story retelling.
  - b. It increases their knowledge and enriches their vocabulary.
  - c. It gives students enjoyment in story retelling

In MTs Kebun Bunga, especially in VIII, the problems on the classroom activities and speaking practices. They were monotonous that drove the students to be bored. There were no fun and challenging activities letting the students to have speaking practices. When I observe the teacher ask the student to read a dialog in the book to improve the students speaking, and will submit on end of the lesson. So in this study the writer takes the title **“THE EFFECTIVENESS OF ENGLISH COMICS TO IMPROVE STUDENTS’ SPEAKING ABILITY IN STORY RETELLING (The Case of 8<sup>th</sup> Year Students of MTs Kebun Bunga Banjarmasin in the Academic Year 2017/2018)”**

**B. Statements of Problems**

The problems that will be discussed in this study are:

1. What is the result of the control class without using English comics in teaching story retelling?
2. What is the result of Experiment class in using English comics in teaching story retelling?
3. Is there any significant difference between both of the class ?

**C. Objectives of Study**

The objectives of the study can be stated as follows:

1. To find out the result of the control class without using English comics in teaching story retelling.
2. To find out the result of Experiment class in using English comics in teaching story retelling.
3. To find out the significant of the different result both of the class above.

**D. Significance of Study**

The result of this study can contribute some benefits to students and teachers. Here are the benefits:

### 1. Students

It may motivate students to improve their interest in learning English since they will find out that speaking, especially story retelling, not always difficult to learn. Their improvement of interest in learning English will help them master English well.

### 2. Teachers

The research findings are expected to be used as a consideration in teaching story retelling in the classroom.

## **E. Hypothesis**

A hypothesis is a statement of the research assumption about the influences two variables that the researcher plans to test within the framework of researches study to previous study.

### 1. Null Hypothesis (Ho)

There is no significant difference in students' achievement in learning English between students who are taught by using Comics and students who are taught without using Comics in VIII grade of Mts Kebun Bunga Banjarmasin.

### 2. Alternative Hypothesis (Ha)

There is any significant difference in students' achievement in learning English between students who are taught by using Comics and students who are taught without using Comics in VIII grade of Mts Kebun Bunga Banjarmasin.

## **F. Definition Of Key Terms**

In order to make the readers get easier in understanding this study, the researcher gives the definition of some key terms that important to be understood as the following:

1. “Effectiveness refers to the intervention’s ability to do many good than harm for the target population in real world setting”. (Schillinger, 2010)
2. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).
3. McCloud (1993, p.9) defines comic as juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer.
4. Johnson (1983, p.54) stated that retelling is the most directly accessing in teaching and the reaction result of the reader from the text. So in my opinion retelling is when you write it, tell it, and present it again in different way from its original form.