

CHAPTER I

INTRODUCTION

This chapter presents some aspects underpinning the topic of the research. They include the background of the study, the problems of the research, the objective of the research, the significance of the research, the scope and limitation of the research, the definition of key terms and the hypothesis.

A. Background of the Study

Public awareness on the importance of English as the main means of communication in this global era has been increasing. In Indonesia, using and learning two or three languages among students and English lectures, with English as the third language (L3) or foreign language (FL), and Javanese as the mother tongue or first language (L1) and Indonesian as a second language (L2) have received considerable attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students' communicative competence, that is, to gain substantial ability to communicate in a variety of communicative competence (Nurhayati et al, 2018). English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased (Nurhayati et al, 2016). Teaching English requires the students to be able to master four skills namely listening, speaking, reading, and writing. Unfortunately, a lot of students find some difficulties

in expressing their ideas through written form. Xing and Jin (1989) state that writing, is a comprehensive ability involving grammar, vocabulary, concepts, and others elements. It refers to the competence of mastering genre that is the competence in understanding and producing some text – types, such as descriptive, narrative, recount, and procedure, both orally and written.

Genre is a type or a kind of text, defined in terms of its social purposes, also the level of context dealing with social purpose. According to the 2007 English Curriculum (Depdiknas, 2007), there are eleven genres that should be taught to the senior high school students during the three years of education. Genres that should be taught for the first grade students are recount, narrative, procedure, descriptive, and news items. In the second grade there are report, narrative, analytical exposition, spoof, hortatory exposition, and in the third grade narrative, explanation, discussion and review are also taught.

Nowadays, the newest curriculum used is K-13. The objective of this curriculum is to emphasize students' center. It means that most of the work is centered on students and teacher as facilitator. Teacher can insert old-model of learning, but she should use other strategy which makes students understand easily about the context of a text. When the previous stimulus in teaching writing only focuses on course book and worksheet uses as media. Meanwhile, in this research the researcher tries to use the strategy which students periodically check their understanding of sentences, paragraphs,

and pages of text as they read. Media can be used to help students recall what they learned in the last class so that new materials can be attached to it and built upon. Not only can media help make new content more memorable, media can also help deliver new content such as text, movie, or video (Nurhayati, 2014a).

It can obviously be seen that recount is taught in the first years students. Recount is important to be taught because the purpose of the genre is to show a process in order. Its social function is to describe how something is completely done through a sequence of series. Teaching writing strategy should be starting from elementary school level, it is because there are some students both in elementary and secondary levels shown the difficulties in writing. It is also supported by Nurhayati's study (2008) indicates that the frequency of conducting various games (role play) could make the students more enjoyable to study English especially reducing their burden to join activities. The students were very energetic and they needed some activities that could make them move. It implies that teachers need to be creative in creating the activities for the students, so that the students do not get bored easily. Therefore, learning writing using media help students to produce more and more creative.

Based on the researcher's observation on February 8th 2019 MA Darul Huda Blitar, writing is difficult for first grade of senior high school. The students are difficult to write long texts such as 5 or 10 paragraphs. Most of the students are lack of vocabulary, they are also seldom in

practice, feel ashamed to acquire that they are do not understand and it is influenced their ability to understand meaning from the text. The next observation on March 28th 2019 the teacher also gives significant influence on students writing, such as the teacher uses monotonous strategy in teaching writing, she also uses uncreative method or only use book as the source of reading materials. The researcher also found that the students commonly faced problems in writing English text. Then the teacher asks the students to make a story recount text. When writing recount text class is going on, usually the students are difficult in getting the idea of the object, less in organizing the idea into paragraph, less in vocabulary and diction.

Recount text is the text of which reports an event or activity of someone in the past (Djuharie as cited in Najmatul et.al, 2015). Recount text is basically sequence events temporally and it is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. In a recount text, the students must retell the sequence of events or experiences which they have ever got in the past. In addition, a recount text is a short story in which narrate the events or particulars of events.

On the other hand, the students' achievement in writing recount text, can use an alternative strategy that is meaningful to be applied is by using Stick Figures. Stick Figures is a very simple type of drawing made of line and dots, often of the human form or other animals. It is an alternative way

on teaching writing recount. By using Stick Figures, the teachers get the target students' achievement in writing recount text, they are: the chronological events illustrated in the situational stick figure can lead students how to do something in good step. The unity of events illustrated can help students divide events by event. Meanwhile, the characters can help students find the specific participants, and the action can help students find the use of action verbs and adverbs like time and manner. Furthermore, the time setting can explain the use of tenses, especially present tense. Finally, the details in the Stick Figures can courage students to dig up their ideas deeper and find the relevant-key words sufficiently, explain some confusion words that student's find, and leads students to construct the words to make sentences or text in coherence and in unity to make a recount text. In teaching recount text teacher should give stimulus to stimulate student's sense. So that, the teacher must use many useful strategies and media to make students easier write well in recount text. The teachers should be creative. The word creative means teachers consider some steps as the main items explained above as the basic reason to determine the next step in redesigning the instructional media. By doing so, the teachers tried to invent some new ways in order to find a suitable media in teaching English (Nurhayati, 2014b).

In general, when writing recount text class is going on, usually the students are difficult in getting the idea of the object, less in organizing the idea into paragraph, less in vocabulary and diction whereas those aspects

are important in writing recount text after mechanics. Therefore, the teacher should provide for the suitable teaching strategy to face those problems on students. In the learning process, using Stick Figure can arise the student interest and attracts their affection, creates an atmosphere in which students learned English naturally, brings into the classroom a live language situation, which involved both language patterns already learned and new items. Moreover, the update research of using interesting media to inspire reading comprehension conducted (Nurhayati, 2014c) investigated retelling the ideas and summarizing text using interesting picture series could increase the students 'motivation in reading class. The study is intended to find out the effectiveness of Stick Figures on the students' writing recount ability.

Some researchers also have been conducted on Stick Figure. A research conducted by Traer (2014) who examined the implementation of teaching writing by using Doodling in Science Class Using Stick Figure Animations to Explain Complex Science at Stanford University. This study used classroom action research. The subject of the study of the research was Science Class. The result showed that turning these doodles (Stick Figure) into animations might help other grasp these tricky concepts too. He was found that cartoons are amazingly effective at capturing the complexities inherent in science while simultaneously making the subject matter move attainable to a broader audience. Then, a research done by Guerra (2005) who conducted a study of LIBRE Stick Figure Tool A

graphic Organizer to Foster Self- Regulated Social Cognitive Problem Solving. She was recommended Stick Figure for research to solve the students' problem in writing activity, because based on her journal the conclusion of the activity (Using LIBRE Stick Figure Tool) the students' is able to talk about her thoughts and feelings in an organized way resulting in a realistic plan for addressing her self-identified concerns.

Another study was conducted by St Munifah (2011) who examined a study of Using Stick Figure to Improve the Students' Ability of class VIII-E SMPN 1 Kencong to Write Recount. The result shows that learning process runs more joyful and using stick figure helps students to dig up their ideas and construct the text-type more easily both in-groups and individually. Teacher can consider of using Stick Figure to encourage students to be active, participated, competitive, and brave. It gives more joyful to have new impressions or experiences. The result showed that the combination of both strategy effectively be used in teaching writing. By using Stick Figures in training students to used to write in English. If the previous study is only to attract students' ideas, but in this research Stick Figures are also to hone students creativity in writing, creativity created through Stick Figures and then poured into writing. So, students not just deliver what is in their mind but also apply a creativity through words in their writing.

To date, however, there has been a few research which examined the effectiveness of using Stick Figure strategy towards student's writing

achievement in the first grade of senior high school with recount text as the subjects and researcher also wants to apply Stick Figure strategy with emoticon picture as media.

This researcher is interested in conducting pre-experimental research to know the effect of Stick Figures on the first grade students of Islamic senior high school (MA) Darul Huda Wonodadi Blitar. Therefore, the study entitled “The Effectiveness of Using Stick Figures on Students’ Ability in Writing Recount Text of The First Grade Students of MA Darul Huda Wonodadi Blitar” Writing Achievement Recount Text” needs to be conducted.

B. Formulation of Research Question

Based on the background of the study, the use of media in teaching learning is low. It causes teaching learning process become monotonous and boring. Stick Figure can be the alternative to get a new experience in teaching learning process. Stick Figure offers an interesting atmosphere in teaching learning process. Thus, the research problem can be formulated as follows:

1. Is there any significant difference score of the students on writing recount text taught before using Stick Figures and taught after using Stick Figures?

C. Objective of the Research

The study is aimed at knowing information related to the formulated questions, they are: to know the students’ scores of writing recount taught

before using Stick Figure, to know the students' scores of writing Recount taught after using Sick Figure, and to find out whether there is significant difference scores on the achievement of the students on writing Recount taught before using Stick Figure and after using Stick Figure.

D. Significance of the Research

The result of the research are expected to be contributive for the English teacher of senior high school in teaching and learning process on writing recount text by using Stick Figure. The Stick Figures can arise and create an interesting atmosphere on writing recount text naturally.

It can also help students to express their idea of recount text easily. Furthermore, students can enjoy to have new impression on writing recount by using Stick Figure. This research is formulated as an effort of finding some uses. The uses of this research are:

1. Theoretically, the result of the research can contribute useful information for the future classroom research with the similar problem of writing skill improvement.

2. Practically

- a) The English Teacher

This research can become information source to make better quality teacher in teaching writing to his/her students. English teachers are suggested to use Stick Figure as an additional activity in the teaching writing without leaving the process writing.

b) The students

The researcher believes that this research may be useful for student's achievement in writing recount text by using Stick Figure. It is very helpful for the students especially in getting better achievement in writing a text.

c) The next Researcher

The next researcher is recommended to explore the more about the Stick Figure in the teaching writing other text types. Besides, this study also can be used a reference for the next researcher who could conduct a similar study with different subject of the study.

E. Scope and Limitation of the Research

The study focuses on the students' writing recount ability. Besides, the purpose of the study is to know whether there is significant difference score on the students' ability on writing recount text of the students taught before using Stick Figure and after using Stick Figure.

F. Definition of key Terms

The definition of key terms used in the study need to be defined in order to avoid misunderstanding and misinterpretation. Those terms are:

1. Stick Figure is a very simple type of drawing made of line and dots, often of the human form or other animals. In a stick figure, the head is represented by a circle, sometimes embellished with details such

as eyes, mouth, or crudely scratched-out hair. The arms, leg, and torso are represented by straight lines.

2. Students writing achievement is the students' ability to master writing, indicated by scores they gain in the test.
3. Effectiveness is a measure of the match between stated goals and their achievement.

G. Hypothesis of the Study

In this study there are two kinds of hypothesis formulated to be tested. They are Null Hypothesis (Ho) and Alternatives Hypothesis (Ha).

The Null Hypothesis (Ho): There is no significant different score of the students' writing recount taught before using stick figure and after using stick figure.

The study belongs to quantitative study because the data of the study are analyzed statistically. Therefore the purpose of the study is to test hypothesis. When the result of the study show that the Null Hypothesis is rejected, then needs to test the Alternative Hypothesis. In this study the Alternative Hypothesis is formulated.

The Alternative Hypothesis (Ha) : There is significant different score of the students' writing recount taught before using Stick Figure and after using Stick Figure.