CHAPTER I

INTRODUCTION

A. Background of the Research

The teacher often use a media to teach the students. Media is something that can be a channel of communication. Derived from the Latin word meaning "between," the term refers to anything that carries information between a source and receiver. So, media is anything which carries information used by the teacher in the learning process. There are many example of media such as video, television, printed materials, computer, and so on. The purpose of media is to make the teacher easier to explain, facilitate communication, and so on. Certainly, it will help the teacher explain the lesson or material easier with an instructional media. Based on Romiszowski (1981:339) Instructional media which includes not only electronic communications media, but also devices as slides, photograph, teacher-made diagrams, charts, real objects handouts that we use in the process of planned instruction. Besides that, the learning objectives must be from Syllabus. The function of instructional media are make the students more interest and attractive to the lesson especially in writing skill.

There are two productive skills that are writing and speaking. In addition writing is more difficult than speaking. According to Heaton (1998) "the writing

skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgment elements." In writing, there are some process to create a sentence and paragraph. Besides that, it have to concern the grammar also punctuation.

Therefore, the English teachers are supposed to be able to organize the teaching learning activities in the classroom. They use different method and media to teach the students. Of course, they want to develop the students' ability. To know their ability, the teacher ask the students to practice their skills in listening, speaking, reading and writing.

The general problem about writing in some of junior high school are students confused in writing simple sentence and conversation. When the teacher ask the students to write simple sentence, many of them still did not understand about the structure and time signal too. Besides that, they always look bored with the writing session. Therefore, it is important to make them be able to write simple conversation which make them not bored anymore. Based on the reason, the researcher uses cartoon story maker as a media in write simple conversation.

Writing is the process of thinking to share an ideas to illustrate simple dialogue or conversation which use cartoon story maker. The students will be work in pair to write simple dialogue with their friends as a group. Based on Brown (2001: 336) is a thinking process. According to (Rohman : 2009) writing skills is specified into the skill in organizing ideas. Teaching writing using cartoon

story maker is teaching writing which use cartoon story maker as a media. It means that the teacher teach about how to use cartoon story maker to write simple dialogue based on their ideas.

Cartoon story maker is a software offline which used for make cartoon 2 dimensions. This software is free download in Google. In addition, this software can be installed in computer. This software consists of various character which different expression, different background, and text bubbles. In the software cartoon story maker, the teacher and students can add sound, texts, or picture based on their story or conversation. The stories can be saved on computer as HTML, page, and can viewed by others by using a web browser such as internet explorer, and etc.

Nowadays, the technologies grown up better. Many of the teacher use computer or software as a media in the learning process. The use of cartoon story maker software have positive impact for the learning process, increase motivation, and reduce assessment anxiety (Pratama, 2012). Of course this kind of research has been done before. Rohmatika (2018) found that there is significant difference of the use of cartoon story maker to master writing ability in composing simple sentence of the students in the first grade of SMK Negeri 1 Tengaran after they are taught by using cartoon story maker. The research design is experimental. Ningsih (2016) who has investigated about using cartoon story maker on writing recount text at MAN Hilir, found that cartoon story maker is effective to improve writing's

ability. And other research by Hakim (2016) about using cartoon story maker through project based learning in teaching creative writing. Here, the researcher investigated about the differentiate result between use cartoon story maker and comic life. The result of the research implies that cartoon story maker is effective in teaching creative writing. Besides that, the researcher want to investigate this topic to make the students more interest and not bored in writing simple dialogue. Besides that, can make the students learn new way for writing conversation by using cartoon story maker.

Based on the problem and the explanation above, the researcher interest to conduct the research entitled **"The Effectiveness of Using Cartoon Story Maker in Students' Writing Achievement at the Second Grade of Smpn 1 Ngantru".**

B. Research Question

1. Is there any significant difference score on the students' writing achievement taught by using cartoon story maker and those taught without using cartoon story maker?

C. Objective of the Research

1. To explain whether cartoon story maker is effective on students' writing achievement

D. Significance of the Research

This research will provide contribution for teacher, researcher, and school:

1. For teacher

    It can help the teacher to enrich about the media of teaching English in writing.

2. For researcher

    For the researcher, it can help the researcher to give new innovation, knowledge to make teaching English in writing better.

3. For SMPN 1 Ngantru

    It can give the new way and innovation for the teaching learning process at the SMPN 1 Ngantru.

E. Scope and Limitation

Based on the identification of the problem above, the present study is to describe the effectiveness of using cartoon story maker in students writing achievement at the second grade of SMPN 1 Ngantru. The limitation of the study covers the use of cartoon story maker to write simple dialogue using simple past tense.

F. Hypothesis

The hypothesis of this research are:

1. Null hypothesis (Ho)

   There is no significant different score on the students writing achievement that are taught by using cartoon story maker and taught without using cartoon story maker.

2. Alternative Hypothesis (H1)

   There is significance different score on the students writing achievement that are taught by using cartoon story maker and taught without using cartoon story maker.

G. Definition of Key Terms

The researcher wants to explain the terms of the title to avoid misunderstanding. The definition is as below:

1. Writing

   Writing is the process of thinking to share an ideas to illustrate simple dialogue which use cartoon story maker. The students will be work in pairs to write simple dialogue with their friends as a group. Writing can be conclude that writing is the process of thinking to share

an ideas to illustrate simple dialogue that use simple past tense which use cartoon story maker.

2. Cartoon Story Maker

Cartoon story maker is a computer application which useful to illustrate simple dialogue. In addition can illustrate by using images, different character of the people, and text bubble. In addition, cartoon story maker is a computer application that can be used by the students to illustrate conversation or dialogues in a 2D form. The stories can be saved on computer as HTML, page, and can viewed by others using a web browser such as internet explorer, and etc.