

CHAPTER I

INTRODUCTION

A. Background of the Study

In globalization era, communication is one of the most important thing that must be learned by everyone, mostly for students. In this case, language has their own place in communication. Seems people doing communication with using different languages depend on each country where they live, there is so much languages can be learned. English is one of many languages that usually learned in Indonesian school as the first foreign language. The ability to communicate in a full understanding is the ability of discourse namely the ability to understand and / or produce oral texts and / or written that can be realized in the four language skills; writing, speaking, reading and listening.¹ All of those skills improve their' English skill. One of the skill that must be mastered by students is writing.

According to Hooshang, writing is a complex and important skill demanding more practice by EFL learners². Despite its importance, many

¹ Rahmat Sonjaya, "Improving students' writing report text through mind mapping technique", *Loquen English Studies Journal*, Vol.VIII, No.1, (January-June,2015),18.

² Hooshang Khoshima and Maryam Rabani Nia, "Summarizing strategies and writing ability of Iranian intermediate EFL students", *International Journal of Language and Linguistics*, Vol.II, No.4, (July,2014), 264.

students are struggling to master this skill. Raimes on Nur Hamidah's journal states that there are writing' consideration as a tool in learning; first, in writing process, students can apply their knowledge of grammar, idioms, and vocabulary. Second, students can explore the language. The last is, students can be involved with the new language.³ Writing is the most difficult skill of others because writing has many important components to analyze such as content, use of language, organization, vocabulary, spelling, punctuation, and mechanics.⁴

Referring from all of this theories the writer believes that with writing, student's English skill can improve more and more. Writing is an English' skill that influenced by the mastery of vocabulary, grammar and students' ability to arrange the words into a good text.⁵ Because writing is a skill that needs extra works to be mastered, teacher who give the material to students must have special media that can be used in teaching process.

Manga can be used as teaching media to improve students writing skill. Davis on Luthfi's journal states that manga is a Japanese style of

³ Nur Hamidah, Sriati Usman, Muhsin, "Improving Writing Skill of The Eight Grades Through Comic Strip", *E-Journal of English Language Teaching Society (ELTS)*, Vol.III, No.2, (2015), 2.

⁴ Nada Raudhotul Muthoharoh, "USING FEEDBACK IN TEACHING WRITING DESCRIPTIVE TEXT", *Loquen English Studies Journal*, Vol.XI, No.1, (June, 2018),41.

⁵ Rahmat Sonjaya, "Improving students' writing report text through mind mapping technique", *Loquen English Studies Journal*, Vol.VIII, No.1, (January-June,2015),18.

print cartoon or graphic novel, and it deals with narrative text because the content is about a story or fiction, like slice of life story, action story, animal fiction, fairy tale, etc.⁶ Based on what Anderson on Nur Hamidah's journal, narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener⁷, Manga can be used as narrative content for students on curriculum as learning material.

Beside that, manga translation is another way for teacher to make students more interesting in writing classroom. As one of media in teaching process, stories on manga are complex and may reflect students real life. Compared to teacher only use textbooks as teaching media, manga stories that reflect daily life and contain authentic dialogue, even slang⁸, it can be used in writing class. In this sense, manga content is easy to be understood by students. The other reason is, compared to conventional books which may overwhelm students with the sheer number of words, the text in manga is separated into panels, which allows readers to pause before they go to the next one. Because of this, students may not be discouraged to keep reading as they would be by large blocks of text. While students may be reluctant to re-read thick textbooks. Since

⁶ Luthfi Nurjanatin Aliyah, "The Use of Manga to teach reading Narrative Text to Tenth Graders of SMAN 1 Cerme", *E-Journal UNESA*, Vol.I No.1, (2013), 2.

⁷ Nur Hamidah, Sriati Usman, Muhsin, "Improving Writing Skill of The Eight Grades Through Comic Strip", *E-Journal of English Language Teaching Society (ELTS)*, Vol.III, No.2, (2015), 2.

⁸ Ikue Kunai and Clarissa C.S. Ryan, "Manga as Teaching Tool: Comic Books Without Borders", (California: CATESOL State Conference, 2007), 5.

reading manga brings entertainment, students are more likely to enjoy reading, and it will be affect too to their writing skill.

To understand manga content, the writer believe that summarizing is one of many ways that can be done by students. In summarizing process, students can reproduce their thoughts about the story with their own words but without out of content. According to Bazerman, a summary will help you understand the major direction, the main points, and the overall shape of the more detailed original. It restates the essence of the original in as few words as possible, but not necessarily different words. The flexibility of reproduce many words in a summarizing also allows the writer to fit it in smoothly with his or her original, ongoing statement.⁹ According to Graham and Perin on Hooshang's journal, summarization instruction has shown a great effect in improving writing.¹⁰ It means, students can improve their writing skill with summarizing manga.

Based on what researcher found on the observation, there are some problem in student' writing skill especially in writing narrative. It is include student' grammar, the content, etc. After this consideration, the writer interest to analyze the effect of using manga to improve students

⁹ Bazerman Charles, *The Informed Writer: Using Sources In The Disciplines* (California: Te WAC Clearing House, 2011), 51

¹⁰ Hooshang Khonshima and Maryam Rabani Nia, "Summarizing Strategies and Writing Ability of Iranian Intermediate EFL Students", *International Journal of Language and Linguistics*, Vol.II, No.4, (July,2014), 265.

writing skill in story summarizing. It will be focus on writing a story summarizing that can be found on curriculum as narrative text material. The analysis will be done at the Tenth Grade MAN 2 Kota Serang. With story summarizing, the writer hopes studets can be more understand about manga content and rewrite the story in the line of content, by summarizing procedure and using their own words.

B. Identification of the problem

Based on the background, there are some aspect that will be observed. The problems are:

1. Students writing skill include their grammar, vocabulary and content
2. Manga improve Students Writing Skill.
3. Summarizing Manga content.
4. Summarizing Procedure.

C. Limitation of the Problem

The writer realise to make a limitation of the problem in order to make readers easy to understand this research. The researcher will be focus on how students' write a story summarizing that can be found on curriculum as narrative text material

D. Statements of the Problem

The writer found some formulation that will be observed in this research, based on the background of the problem there are:

1. How Manga (Comic Strip) effected to students writing skill?
2. What kind of Procedures can be used in Summarizing Manga Story?

E. Objectives of the Research

The objectives of this reasearch are:

1. To find out the effect of using Manga in students writing skill.
2. To find out the procedures in summarizing manga story.

F. Significance of The Research

The use of this research are:

1. For students, this research will be an important information about how to write story summarizing with using Manga as learning media.
2. For the teacher, this research may will be affect for their teaching media selection in EFL classroom. In this case, teacher can use manga to improve students writing skill.
3. For the researcher, this observation will improve her own skill and knowledge about how using manga as teaching media to improve students writing skill.

G. Hypothesis of the Study

An hypothesis is a specific statement of prediction. It describes in concrete rather than theoretical) terms what you expect will happen in your study.¹¹ The hypothesis are:

Ha: There is a significant effect of using manga (comic strip) in learning process towards student's writing skill in story summarizing at Ten Grade of MAN 2 Kota Serang in The Academic Year of 2018/2019.

H() : There is no significant effect of using manga (comic strip) in learning process towards student's writing skill in story summarizing at Ten Grade of MAN 2 Kota Serang in The Academic Year of 2018/2019.

H. The Previous of the Study

*1. The Use Of English Comics To Improve Students' Ability In Story Retelling (The Case Of 8th Year Students Of SMPN 1 Bojong Pekalongan In The Academic Year 2006/2007) By Royanti 2007 English Department The Faculty Of Languages And Arts State University Of Semarang.*¹²

¹¹William M.K. Trochim, "Hypotheses", (20 October 2009). <https://socialresearchmethods.net/kb/hypothes.php>.

¹² Royanti, "The Use Of English Comics To Improve Students' Ability In Story Retelling", (English Department The Faculty Of Languages And Arts State University Of Semarang, Semarang, 2007).

This research focus on finding out whether there is any significant difference in the improvement of students' mastery in story retelling using comics and without using comics and to identify the effectiveness of English comics as a medium of teaching story retelling.

2. *Improving Writing Skills Of Tenth Grade Students Of Sma N 1 Prambanan By Using Picture Series In The Academic Year Of 2011/2012* By Siti Nurjanah 2012 English Education Department Faculty Of Languages And Arts State University Of Yogyakarta.¹³

This research focus on students writing aspects of content, vocabulary, language use and organization can be reduced by implementing picture series in the teaching and learning process of writing. Implementing picture series was also effective to improve the students' motivation in the writing process.

3. *The Influence Of Summarizing Technique Tothe Students Writing Ability At 8 Th Grade Perguruan Islam Al-Ulum Terpadu Medan* By Nita Widasari Nasution 2017 Department Of English Education

¹³ Siti Nurjanah, "Improving Writing Skills Of Tenth Grade Students Of Sma N 1 Prambanan By Using Picture Series", (English Education Department Faculty Of Languages And Arts State University Of Yogyakarta, Yogyakarta, 2012).

Faculty Of Tarbiyah And Teachers Training State University For Islamic Studies North Sumatera Medan.¹⁴

This research focus on discovering whether the summarizing technique is more effective than conventional technique in teaching writing. The instrument of this study is a writing test. The data is analyzed by using t-test. The finding of this research shows that summarizing technique is better than the conventional one in teaching writing.

¹⁴ Nita Widasari Nasution, "The Influence Of Summarizing Technique Tothe Students Writing Ability At 8 Th Grade Perguruan Islam Al-Ulum Terpadu Medan", (Department Of English Education Faculty Of Tarbiyah And Teachers Training State University For Islamic Studies North Sumatera Medan, Medan, 2017).