

CHAPTER 1

INTRODUCTION

This chapter discusses the phenomenon of the students' difficulties for improving writing skill in the school. This chapter is divided into seven sections, namely research background, research question, research objectives, scope of the research, research benefits and definition of term.

1.1 Research Background

In learning foreign language, mastering writing skills is very important. Writing becomes the essential way to deliver messages through a language mastered by both writer and reader (Megawati & Anugerahwati, 2012). This means that writing is important to learn since it becomes one of the ways to communicate, without face to face interaction (Hamidah & Usman, 2015).

In education, writing is also one of four skills that is required to be mastered by students. They have to learn writing to make it easier in expressing feelings or daily activities, including writing letters, reports, and necessary tasks. Also, by writing, students can convey messages to the readers across place and time (Terrell & Brown, 1981). Moreover, writing is believed as a tool in learning due to three reasons; (1) in the process of writing, students are applying their knowledge of grammar, idioms, and vocabulary, (2) they have an opportunity to be exploratory with the language, and (3) they become very much involved with the new language (Raimes, 1983). Although writing can give many benefits, the complexity of writing skill often makes it difficult to write English text since writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously (Seaman & Nunan, 1990). Also, it makes students have low motivation to learn English through writing.

Students' writing skill is low because of several reasons, (1) students cannot express and develop ideas, (2) students usually make mistakes in vocabulary or word choice when writing something, (3) students often spell some word incorrectly, (4)

grammatically incorrect, and (5) do not use capitalization and right punctuation (Anggraeni et al., 2015). Moreover, some learners can deliver their ideas through speaking but they have difficulty in putting it into written form. This shows that students have problems in translating their ideas into text. Some learners can do this but are very slow (Newton & Nation, 2020). These problems occur not only because of the topic given by the teacher, but also the inappropriate teaching media and strategy. The lack of facility to make students more creative in learning makes the students are not motivated in learning English through writing (Bella, 2018).

Based on the preliminary observation and interview conducted in SMA 1 Sedayu, Bantul Yogyakarta, it is found that students have less interest in writing because it was boring and the text was hard to understand. From 36 students in the class, many of them still have a lack in writing ability. The average age of the students in class X1 MIPA 4 are 16 years old. This also can lead them to the less interest since in that age they are entering the puberty where they want to know anything in creative way. Santrock (2003: 26) mentioned that students in this age experiencing changes in three domains, namely: biology process related to the physical changes, cognitive process that is about changes in mind, and social- Emotional process that includes relation between them and other individual. Moreover, Eccles and Midgely (2002: 16) added those great changes and the transition in education field can cause stress to students. For that reason, there is one problem occurs, the decrease of academic achievement. However, they are forced to know unfamiliar vocabularies and grammar they have not gotten before. This means that the first problem is related to the student's vocabulary mastery, while the second is the technique used by the teacher since the students mentioned that reading was boring. Moreover, the students do not reach the KKM (75) established by the school. For this reason, the teacher admitted that the learning media used so far to teach reading was textbook and novel. It might be assumed that it could make the students feel bored and uninterested to learn reading. Hence, it is proposed that the students need stimulus to learn reading joyfully. Kasman ET, al (2014) mentioned that stimulus is an important factor in learning that can assist students in learning language in order to increase the language development. In other words, stimulus is needed by the teacher to make students have curiosity in learning language through reading so they can achieve the

learning goal

According to the research conducted by Cabrera et, al (2018) it is found that students' writing ability is increased, especially grammar and vocabulary by using Pixton. The improvement is depicted by the students' pre-test and post-test scores. Pixton is a cartoon creation software to make an interesting comics or reading material. This application is easy to use and self-generated tool that encourage collaborative work, creativity and critical thinking. Not only does it become intuitive tool, Lee (2013) also stated that Pixton providing feedback, sharing content online, and downloading comics strips. This means that Pixton actually is not used to teach reading, but also to teach other skills in English. By using this tool, teacher can create exciting reading material in the form of comics, so that students will not be bored anymore.

Therefore, based on the problem mentioned previously, this research attempts to use a Pixton application to help stimulating students in SMA 1 Sedayu, Bantul Yogyakarta to love reading and finally they can reach improvement in learning process.

1.2 Research Questions

According to the explanation, the research question can be formulated as follows

1. How does pixton (comic) application improve students' writing skill?
2. How impact is Pixton (comic) application on students' writing performance?

1.3 Research Objectives

The research objectives of the study are:

1. To describe how Pixton (comic) Application improve the students' writing skill in senior high school.
2. To investigate the impact of Pixton (comic) application on students' writing performance.

1.4 Scope of the Research

The implementation of the learning process, especially for writing skill was required a method that could make improvement. To make limitation of this study, it is concentrated on writing skill by using Pixton application. This method has a function to guide the student`s writing skill and increase their interest in writing, so that they can

write the text and understand the text. The material is about giving opinion to the XI graders will be adapted from the school's curriculum. By using the Pixton, it is hoped that the student can improve their ability in writing.

1.5 Research benefits

a. Theoretically:

Hopefully, the result of this research can be a contribution for educational study especially on teaching writing.

b. Practically

The result of this research is expected can be a practical contribution. For the students, this research helps the students to know and understand about writing as an educational study. For the teachers, the result of this research is expected to be the additional material for writing course. Besides that, hopefully, it can be useful for others as a reference for further research.

1.6 Definition of Terms

- a. Impact: is a real change in behavior or attitude produced by the policy output. (Hosio, 2005) Based on that understanding then the impact is a real change as a result of the issuance of policies on attitudes and behavior. Impact can be positive or negative depending on the policy itself.
- b. Teaching writing Teaching writing is one of process in English activity (Coffin et al, 2003). It is an approach to help students to be able to produce writing in target language, which means English. The importance of teaching writing is guiding and facilitating students to produce their own writing (Brown, 2007).
- c. Pixton Application: It is an easy tool that allow student or teacher to create comics without having a pre-existing design or drawing skill (Meyers, 2015). This tool is an effective for students and teachers since they can create the creative and interesting reading material. As it is mentioned by Meyers, students love to read comics because it's interesting story and the visualization of many characters there. Then, Pixton will

have a positive impact to increase students' reading skill.

- d. Writing: Writing becomes the essential way to deliver messages through a language mastered by both writer and reader (Megawati & Anugerahwati, 2012). This means that writing is important to learn since it becomes one of the ways to communicate, without face to face interaction (Hamidah & Usman, 2015).

It can be concluded that writing has become the most needed skill that students should master in the writing setting, so they can success in education and employment. However, to reach the improvement in writing, teaching writing in the right way and right technique should be applied. In teaching reading, three aspect to reach the learning goals should be included. And to reach the leaning objectives, Pixton application is chosen to increase students' ability in writing.