CHAPTER I

INTRODUCTION

A. The Background of the Problem

The new millennium era, which has been referred to as the millennium of technology is frequently interpreted that in this era the role of technology is more dominant in all aspects of human life than in the previous one. This feature does not only happen to the modern nations, but it also happens to the developing countries in order to achieve such a development. Therefore, all developing countries have given their efforts to improve the quality of human resource as a means of catching up with the development. One of the most effective means to improve the quality of human resource of a nation is education. Arifin (1976: 12) says that *"Pendidikan adalah usaha secara sadar untuk membimbing dan mengembangkan keperibadian dan kemampuan dasar anak didik baik dalam bentuk pendidikan formal dan pendidikan non-formal"*. ("Education is a conscious effort to guide and develop the basic personality and skill of a pupil either in formal and non-formal education").

Most developing countries have provided good education programs for their nations. One of these programs among the non-English speaking countries is the teaching of the world language, namely English, because they believe that English has been widely used in various fields of science and technology. It has been regarded as the window to witness the development of technology and science in the word.

The above case happens in Indonesia. From time to time, the Indonesian government has put a great interest to increase the quality of their human resource through education from kindergarten to Universities. So they have chosen the suitable subjects, which should be taught to each level. One of the subjects taught from Elementary to University students is English. Although English as a foreign language has been taught to the third year students of *SMP Muhammadiyah* Ciledug for about more than five years (three years at Elementary school and more than two years at the third year of SMP), but they still do not master and understand English well, especially in the mastery and understanding of the English conversation or English speaking skill whereas speaking skill is more needed than any other language skills in the years of global era and free-market.

The above poor condition is caused by the fact that during the observation the writer knows that the English teacher never uses teaching aids, such as real objects, pictures, comic strips and or English cassette recorders when teaching this foreign language, while these teaching aids are very important to be used in teaching foreign language. Denis Girard (1972:43) says that there are in modern teaching at least three main applications of term 'teaching aids' or 'visual aids' as follows:

1. It is used in some cases as a label for a method of modern language teaching that use visual aids, especially for mass instruction such as pictures.
2. In other cases, it is applied in a rather muddled way to the exploitation of the language teaching, and is used to imply a kind of press button teaching to indicate either approval or the apposite.
3. It suggests a whole range of techniques used more or less intensively within framework of the normal language lesson class.

Comic strips can be considered as pictures that can be used effectively as teaching aids for teaching foreign language because pictures represent real object. Robert Lado (1964: 195) says that:

> Pictures can be used effectively to teach language and cultural content. They have often been used to elicit conversation on topics such as shopping, a vacation or party. This use of pictures without control of the grammatical structure being taught tends to be more vocabulary rehearsing than language teaching. Nevertheless, teachers who graded the language to be practiced on the basis of their experience have developed some good materials along these lines.

On the basis of above statements stated by Denis Girard and Robert Lado, the writer is of the opinion that comic strips can used as teaching aids for teaching conversation or speaking skill.

The Problem in this study is that on one side the English teacher who teaches English at the third year of *SMP Muhammadiyah* Ciledug has done some efforts to overcome students' difficulties in learning conversation; those are he always encourages the students to try to speak English either at school or outside of the school. He always translates, without using pictures, real objects and other teaching aids, the meanings of words found in the conversation, and he sometimes make a short dialogue by asking the students to answer his question such as what's your name? What's your father? How do you go to school? etc. But on the other side the students still find difficulties in speaking English. So in this case, the writer tries to apply comic strips as the way to learn conversation or speaking skillls to the third year students of *SMP Muhammadiyah Ciledug* in order to their speaking skill will improve and increase.

B. The Formulation of the Problem

To formulate the problem of the research, the writer has divided it into three divisions as follows:

B.1. The Identification of the research which consists of:

1. The field of the research

The field of the research of this thesis is a comparative study of students' achievement in learning conversation through and without comic strips.

2. The approach of the research

In this case, the writer uses a descriptive approach that is the writer collects, organizes, analyzes, compares, and summarizes the data in order to make systematic, valid and reasonable indicators of the events and situations.

3. The type of the problem

The type of the problem in this thesis is to describe the students' achievement in learning conversation through comic strips and without comic strips.

B.2. The Limitation of the Problem

To avoid misunderstanding and misinterpreting, the writer has to limit the problem of this research into three sections as follows:

1. Students' achievement in learning conversation through comic strips.

2. Students' achievement in learning conversation without comic strips.

3. The reference to the aims of the research.

B.3. The Questions of the Research

The questions of the research, which have been formulated by the writer, are as follows:

1. How is the students' achievement in learning conversation through comic strips?

2. How is the student's achievement in learning conversation without comic strips?

3. Is there any positive and significant comparison between students' achievement in learning conversation through and without comic strips?

C. The Aims of The Research

The aims of the research that will be gained are as follows:

1. To find out the data of the students' achievement in learning conversation through comic strips.

2. To find out the data of the students' achievement in learning conversation without comic strips.

3. To find out the comparison between the students' achievement in learning conversation through and without comic strips.

D. The Frame of Thinking

It should be noted that there are four basic skills of English, which have to be taught to the students of SMP; they are reading, writing, listening and speaking skill or conversation.

Reading skill is a skill taught to the students in order that they are able to read what are written in English. The students must be able to read books on technology, religion, laws, politics, articles, and other information written in English. Tinker and Cullogh (1968:90) say that:

> Reading involves the identification and recognition of printed or written symbols which serve as stimuli or recall of meaning built up through past experience and further the construction of new meanings through the reader's manipulation of relevant concepts which have been already in his mind.

Writing skill is a skill taught to the students in order that they are able to write a short paragraph, which consists of five sentences.
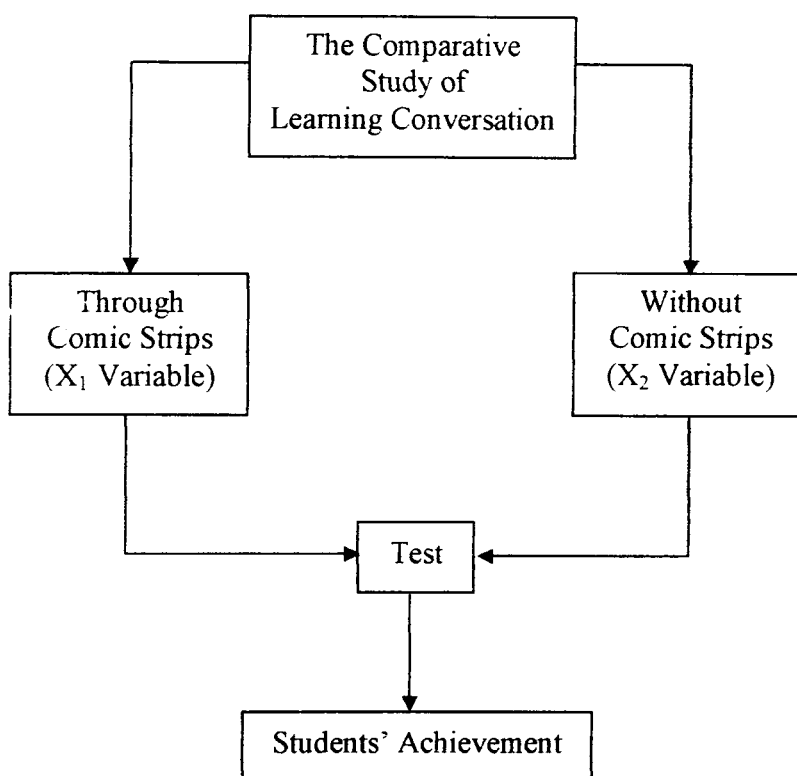
Listening skill is a skill taught to the students in order that they have knowledge of understanding and discriminating the sounds of the language or the words and sentences spoken by speaker.

Speaking skill is a skill taught to the students in order that they are able to use English for communication with other people who speak English as a second language or native language.

Among of the above four language skills, speaking or conversation is the most difficult skill for the students to master. Not only the students of SMP, the students of SMA or even the students of the English department of Universities often come upon speaking difficult. This is because in spoken English (conversation), the non-native speakers do not have much time to think of the arrangement of the sentences they want to express to other people.

In this case the speakers of English as a foreign language should try and practice speaking English more and more for practice makes one perfect.

Based on the frame of thinking above, the writer would like to improve students' achievement in learning conversation (speaking skill) through comic strips and to put the problem of this research on the following diagram:

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                    ┌─────────────────────┐
                    │   The Comparative   │
            ┌───────│      Study of       │───────┐
            │       │ Learning Conversation│       │
            │       └─────────────────────┘       │
            ▼                                       ▼
    ┌─────────────────┐                   ┌─────────────────┐
    │     Through     │                   │     Without     │
    │   Comic Strips  │                   │   Comic Strips  │
    │  (X₁ Variable)  │                   │  (X₂ Variable)  │
    └─────────────────┘                   └─────────────────┘
            │                                       │
            │            ┌────────┐                 │
            └──────────► │  Test  │ ◄───────────────┘
                         └────────┘
                             │
                             ▼
                 ┌─────────────────────────┐
                 │  Students' Achievement  │
                 └─────────────────────────┘
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E. The Steps of the Research

The steps of the research, which have been done by the writer for the needs of this thesis are as follows:

1. Data Resources

   a. Theoretical Data Resources

      To obtain theoretical data resources, the writer has read the English curriculum for SMP students, some English scientific books on teaching English, especiaiiy on teaching the Engiish conversation, books on comic strip, and other books, which are relevant to the discussion of the topic of this thesis.

   b. Empirical Data Resources

      The Empirical data resources are gained from:

      1). The Primary Data of the Students

         From the primary data of students, the writer knows exactly the entire number of the third year students of *SMP Muhammadiyah* Ciledug, the villages where they live, the economic condition and the educational background of their parents, and their interest in learning English. All these primary data of the students of course, determine the success and the failure of their learning English as a foreign language.

      2). The Secondary Data of the Teachers

         From the secondary data of the teachers, the writer gets the information about the books they use for teaching and learning English, the background of their education, the years of their experience in teaching English, and their abilities in management of the classroom, and their performance in the classroom. All these data may also determine the students' achievement in learning English.

2. The Population and Sample

   a. Population

To know the definition of population, Borg and Gall (1971:115) say that "Population is all members of the group of people, events, or things to which generalization that are going to be involved in research".

Based on this opinion, it is concluded that the population may take the form of groups, which may consist of people, events, or things.

The population of this research is all third year students of SMP Muhammadiyah Ciledug with the number 170 students (four classes). The number of the students in each class will be illustrated in detail in chapter three of this thesis.

   b. Sample

About the sample, Borg and Gall (1971:115) say that "Sampling means selecting a given number of persons from a defined population as representative of that population".

From the above population (170 students), the writer takes 50 % of it; that is 50% X 170 students = 85 students (two classes). The students of class 3C (42 students) who are taught conversation through comic strips are considered as the experimental class while the students of class 3D (43 students) who are taught conversation without comic strips are regarded as the control class.

Taking such the sample is called stratified sampling and is based

theory on Borg's and Gall (1971:11) as follows:

> Stratified samples are particularly appropriate in studies where part
> of the research analysis is likely to be concerned with comparisons
> between various subgroups. In summary, stratified sampling
> procedure assures the research worker that his sample will be
> representative of the population in term of certain critical factors
> that have been used by the research worker as a basis for
> stratification, and also assures him of adequate cases for subgroup
> analysis.

3. The Techniques of Collecting Data

The techniques for collecting the data used by the writer as the

instruments of collecting the data are follows:

a. Observation

In this case, David R. Shaffer (1985:13) says that "observation is a

method in which the scientist tests the hypotheses by observing people as

the engagement in everyday activities in their natural habitats".

In the observation, besides the writer himself teaches conversation

through comic strips, he also observes and notices the teaching and

learning process of the English conversation carried out by the English

teacher of the third year students of SMP Muhammadiyah Ciledug without

using comic strips.

b. Interview

About interview, David R.Shaffer (1985:19) says that "an interview is a technique in which all interviewees are asked the same question imprecisely the same order so that the responses of different participants can be compared". In this case, the writer has interviewed the headmaster, the English teachers, the administrators and students of SMP Muhammadiyah Ciledug in order to get the information about the objective condition of the school.

c. Test

To take the test, the writer gets the theory from the statement of Finoochiaro (1984:278), as follows: "test (oral, written, short answer, essay, etc.) and other measures such as observation and or questionnaire is a means to ascertain results being achieved and progress being made towards objectives of language learning".

For the needs of testing the students, the writer has presented 20 items of multiple-choice test on conversation with four options (a, b, c, or d) as the answers. The test given to the students of class 3C and 3D is the same.

From the results of the test achieved by the students, the writer will get the data of whether there is some positive and significant improvement or not between students' achievement in learning conversation through comic strips and without comic strips.

4. The Techniques of Analyzing Data

    a. Qualitative Data

        The qualitative data are analyzed based on objective condition of the school, the condition of the teachers, the administrators, the students, the facilities and the equipment provided by the school for teaching and learning English as a foreign language.

    b. Quantitative Data

        The quantitative data are analyzed based on the results of the test on conversation achieved by the students. These data are analyzed by using 't-test' formula formulated by Suharsimi Arikunto (1992:261) as follows:

$$t_0 = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{SD_1^2}{n_1} - \dfrac{SD_2^2}{n_2}}}$$

Where:

t_0 = The value of t-observed. .

X_1 = Mean of students' achievement in learning conversation through Comic strips (X_1 variable).

X_2 = Mean of students' achievement in learning conversation without Comic strips (X_2 variable).

SD_1 = Standard deviation of X_1 variable

SD_2 = Standard deviation of X_2 variable

n_1 = Number of students of X_1 variable

n_2 = Number of students of X_2 variable

df   = Degree of freedom = (n_1 – 1) + (n_2 – 1)= (42 – 1)

      + (42 – 1) = 41 + 41 = 82.

To classify main score based on the result of the test, the writer got

the interpretation of Suharismi Arikunto's standard (2002:245) as follows:

Score	Classification
8.0 – 10.0	Very good
6.6 – 7.9	Good
5.6 - 6.5	Sufficient
4.0 - 5.5	Poor
3.0 - 3.9	Fail

5. Testing Hypothesis

Before finding out the results of the calculation of t_0 (t-observed) by

using the t-test formula above, the writer has used the statistic hypothesis to

make the testing hypothesis more clearly, that is by consulting it to the value

of t-table with the significance 5% and the degree of freedom 82 as follows:

HO (Null Hypothesis): the students' achievement in learning conversation

    through comic strips is better than without comic strips.

HI (Alternative Hypothesis): the students' achievement in learning

    conversation without comic strips is better than through comic strips.