

CHAPTER I

INTRODUCTION

A. Background of the Study

English language learning holds an important role in the Indonesian education system. English language learning is provided at every school level as a compulsory subject. This is aimed at ensuring that students in Indonesia have sufficient English language skills to compete internationally. Students with strong English proficiency can serve as intermediaries in accessing and disseminating broader information sources, thereby enhancing their opportunities to compete in international careers. To enable students to compete internationally, teachers in Indonesia provide English language instruction students. According to Amumpuni et al (2020), There are four fundamental English skills that teachers must develop in students: listening, speaking, reading, and writing. These four skills serve as the foundation for students to use English actively and compete in the global era.

A major lesson in teaching English at school to strengthen writing skills. Through writing activities, a person can discover their ability to argue or organize ideas and thoughts well and systematically, and can foster a high level of curiosity about new things, which automatically enriches their insight and knowledge about what they write (Melalolin et al., 2020). Proficient writing skills are essential to help students effectively express their ideas and thoughts. Writing in English can train students to

use vocabulary, grammar, and paragraph structure correctly. Therefore, teaching writing has become one of the main focuses in teaching English at the high school level.

Writing instruction in tenth-grade high school focuses on teaching recount text. A recount text is a type of text that retells experiences or events that have occurred in the past. According to Widiningrum et al. (2022), recount text consist of several types, namely: Personal Recount, Procedural Recount, Literary Recount, Imaginative Recount, and Historical Recount. In recount text instruction, students can learn to construct stories clearly. Through this instruction, students not only learn to write but also organize their thoughts and communicate them effectively through writing. Recount text provides students with the opportunity to express their personal experiences, thereby enhancing their engagement in writing.

Many students in schools have difficulty writing a paragraph of recount text due to a lack of interest in writing. Lots of students feel that writing is a tedious task, so they tend to avoid practicing writing. This lack of interest can be caused by a lack of self-confidence, difficulty in organizing ideas, or an unpleasant learning environment. As a result, students often feel stressed and struggle to express their thoughts in writing when faced with the task of writing a recount text. According to Wahyudin et al. (2020), the primary factor contributing to students' lack of writing skills and interest is the use of ineffective teaching media. Therefore, students require the use of appropriate media to stimulate and activate their

ideas, making it easier for them to produce written work.

One of the ways teachers can get students more interested in writing recount text is by using comic strips and project-based learning in class. The use of comic strips can make the learning process more interactive and enjoyable because students can illustrate their stories in the form of pictures and dialogues. This can stimulate their imagination and creativity. Comic strips in writing instruction are used to encourage students to learn all the indicators of writing so that they can produce a text that aligns with the writing achievement indicators (Ekorini & Rosiana, 2018). Comics with interesting pictures and illustrations can help students improve their visual reading skills and learn how to write recount texts the right way (Aini & Indah, 2023). In this way, students not only learn about the structure of a recount text, but they can also more easily understand how to compose a story with a clear plot. Additionally, research conducted by Prastiwi & Mazidah (2024) showed that comic strips are an effective medium for teaching writing to tenth-grade students at Assa'idiyah Tanggulrejo Manyar Gresik High School. Based on the results of these studies, it is evident that comic strips can enhance students' English writing skills.

Meanwhile, the use of project-based learning in teaching recount text writing in the classroom can provide students with the opportunity to be directly involved in real projects that are relevant to their lives. It makes them feel more motivated to write about their personal experiences. Based on the results of Argawati & Suryani (2020) research, there was a significant

difference in students' writing ability before and after project-based learning was applied. The approach was effective in helping students write better and enhancing their creativity. Through this activity, students can work together in groups, share ideas, and support each other in the writing process, which can boost their confidence. Based on research conducted by Pohan (2020), it showed that project-based learning is more effective than conventional models in improving the writing skills of secondary school students. Similarly, the results of research conducted by Mufidah et al. (2024) that the project-based learning model has a proven impact on improving critical thinking skills among eighth-grade students of SMPN 2 Gresik.

The use of comic strips combined with project-based learning is an effective strategy for fostering students' interest in writing recount text. Based on research conducted by Ratnawati (2020), the application of the project-based learning model and comic strips in English language learning can improve students' writing skills in tenth-grade IPS at SMA Negeri 2 Kuta in the 2019/2020 academic year. The combination of comic strips and project-based learning helps students not only understand the structure of recount text but also apply that understanding in a real-world project. As a result, English writing activities become more engaging and meaningful, thereby encouraging tenth-grade high school students to produce higher-quality recount text writings.

In conclusion, the purpose of this study to explore how comic strips and project-based learning can be implemented in teaching recount text to tenth-grade high school students. This study aims to examine in depth the process of teaching writing in high school. The use of comic strips and project-based learning is expected to foster students' interest in writing recount text so that they can produce better writing.

B. Research Focus

This research focuses on the implementation of comic strips and project-based learning to teach writing recount text. The delimitation of the study is one class of tenth-grade high school students at SMAN 1 Barat.

C. Research Questions

Based on the background of the study, the research questions are:

1. How is the process of implementation comic strips and project-based learning approach as a learning method to teach writing recount text for the tenth-grade students of SMAN 1 Barat?
2. What obstacles are found in the implementation of comic strips and project-based learning approach as a learning method to teach writing recount text for the tenth-grade students of SMAN 1 Barat?
3. What solutions are needed in the implementation of comic strips and project-based learning approach as a learning method to teach writing recount text for the tenth-grade students of SMAN 1 Barat?

D. Purposes of the Study

1. To know the process of the implementation comic strips and project-based learning approach as a learning method to teach writing recount text for the tenth-grade students of SMAN 1 Barat.
2. To describe obstacles are found in the implementation of comic strips and project-based learning approach as a learning method to teach writing recount text for the tenth- grade students of SMAN 1 Barat.
3. To explain solutions are needed in the implementation of comic strips and project-based learning approach as a learning method to teach writing recount text for the tenth- grade students of SMAN 1 Barat

E. Significances of the Study

This final project report is expected to give significances to:

1. Teacher

This study can help teachers by showing innovative teaching strategies to improve students' recount writing skills. By integrating comics and project-based learning, teachers can create a more engaging classroom environment, helping students overcome their reluctance to write. In addition, this study can provide broader insights, enabling teachers to refine their teaching methods.

2. Student

For students, this study highlights the benefits of using comics and project- based learning in improving their writing skills and motivation. Comics make stories more visually appealing, while project-based

learning allows students to apply their skills in practical and meaningful projects. As a result, students develop confidence in organizing ideas, constructing narratives, and expressing themselves effectively.

3. Future Research

This study provides a basis for further research on effective learning strategies in English language learning. Future research could explore the long-term impact of comics and project-based learning on students' writing skills or investigate their applicability across different grade levels and subjects. Additionally, research can evaluate these methods in comparison to other innovative approaches that may provide a deeper understanding of best practices in writing instruction.

F. Definition of Key Terms

1. Writing Skills

Writing skills refer to a person's ability to communicate ideas, information, and thoughts effectively through writing. It is not just about the ability to string words together, but also involves various complex elements such as grammar, vocabulary, and paragraph structure.

2. Teaching Writing

Teaching writing is a teaching process that aims to develop students' writing skills. This process involves various methods and strategies used by teachers to help students understand and apply effective writing principles.

3. Recount Text

Recount text is a type of non-fiction text in English that aims to retell events or experiences that happened in the past. This text is arranged in chronological order and aims to provide information or evoke readers' memories of an event.

4. Comic Strips

Comic strips are a form of visual art consisting of a series of images or panels arranged in sequence, usually accompanied by dialogue or narration. Comic strips are often used to convey stories, humour, or specific messages in an engaging and easy-to-understand way.

5. Project-Based Learning

Project-based learning is an educational approach that emphasizes student engagement in real-world projects relevant to their lives. In project-based learning, students collaborate to plan, execute, and complete projects that require problem-solving, research, and the application of knowledge. This method aims to enhance students' critical and creative skills, encourage active and independent learning, and make learning outcomes more meaningful and applicable