THE EFFECT OF SITUATIONAL CARTOONS
ON STUDENTS' WRITING SKILL
AT GRADE X OF MAN 2 PADANG

THESIS

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**Submitted to Fulfill one of the Requirements
to Obtain a Degree of Magister Pendidikan (M.Pd.)**

**ENGLISH EDUCATION SECTION
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ABSTRAK

Jamaris AM, 2010. Pengaruh "Situational Cartoons terhadap Keterampilan Menulis Bahasa Inggris Siswa. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengungkapkan pengaruh "Situational Cartoons " terhadap Keterampilan Menulis Bahasa Inggris Siswa Kelas X MAN 2 Padang Tahun Pelajaran 2009/2010.

Penelitian ini adalah penelitian eksperimen. Populasi penelitian adalah siswa kelas X MAN 2 Padang Tahun Pelajaran 2009/2010 yang berjumlah 402 orang terdiri dari 9 kelas paralel dan 1 kelas akselerasi. Sampel dipilih dengan menggunakan "Cluster Random Sampling". Ada dua kelas sebagai sampel penelitian ini, kelas X/9 untuk kelas "Eksperimen" (40 orang), dan kelas X/3 untuk "Kelas Kontrol" (40 orang). Jadi penelitian ini menggunakan sampel 80 orang. Data dikumpulkan dengan menggunakan Tes Menulis. Pre-tes dilakukan sebelum penelitian dan Post-tes setelah penelitian. Data dianalisis dengan menggunakan Uji-t.

Hasil penelitian menunjukkan bahwa siswa yang diajar dengan "Situational Cartoons" mempunyai keterampilan Menulis bahasa Inggris lebih baik dibandingkan dengan siswa yang diajar dengan teknik Guided Questions.

Berdasarkan temuan diatas, dapat disimpulkan bahwa "Situational Cartoons" memberikan pengaruh yang positif terhadap keterampilan menulis bahasa Inggris siswa kelas X MAN 2 Padang.

ABSTRACT

**Jamaris AM, 2010. The Effect of Situational Cartoons on the Students'
Writing Skill. Thesis. Graduate Program. State University of Padang.**

This research was purposed to know the effect of Situational Cartoons to
the X grade students of MAN 2 Padang registered on 2009/2010 academic year.

This research was experimental research. The Population of the research
was the X grade students of MAN 2 Padang registered on 2009/2010. There were
ten classes that totalized 402 students in which 9 for parallel classes, and 1 for
superior class. Superior class was not taken for sample. Samples were chosen by
using Cluster Random Sampling. There were two classes of the research, X/9 for
Experimental Class (40 students) and X/3 for Control class (40 students). So, this
research had 80 students. Data was collected through writing test. Pre-test was
done before the treatment and post-test was done after the treatment. Data was
analyzed by using t-test.

The result of this research shows that the students who were taught using
Situational Cartoons have better writing skill than those who were taught using
Guided Questions.

Based on finding above, it can be concluded that Situational Cartoons give
better effect to the students' writing skill of the ten year students of MAN 2
Padang.

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis, dengan judul *The Effect of Situational Cartoons on the Students' Writing Skill* adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.

2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing/Tim Penguji.

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Padang, 5 April 2010
Saya yang menyatakan

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Padang, April 5, 2010

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an important English skill beside listening, speaking and reading. It is a means of communicating ideas and information. Writing can be used as a communication apparatus in written language. Through writing, human beings can convey a lot of messages.

Furthermore, teaching writing is a process of giving skills to students on how to communicate and express their thought, feelings, and opinions in a written language. In teaching writing, students are taught to create grammatical written productions like sentences, paragraphs, essays or long texts in a coherent and cohesive construction. There are several activities which can be done in teaching writing like; defining a topic to write, developing a topic into main idea, elaborating main idea into paragraphs, writing a story, rewriting a story, arranging words into sentences, arranging sentences into texts or essays, and completing paragraphs.

In Indonesia particularly at secondary schools for grade X, teaching writing in practice is based on the Competence Standard of Teaching Writing namely; expressing a meaning of functional short text and essay in the types of recount, narrative, procedure, and news items dealing with daily life context (Depdiknas, 2006 : 311). Here students demonstrate some basic skills of applying grammar functions like vocabulary, quotation marks, and words spelling, write main ideas, elaborate main ideas, and make a draft and revision. Beside the activities told

above, students write some types of texts like recount, narrative, procedure, and news items with correct linguistic features.

Based on the writer's experience during teaching at senior high school and the result of discussion with several English teachers who participated in an English Teacher Training in Balai Diklat Keagamaan Padang, it can be said that the students' writing skill are regarded low especially in words choice, as a result, they have lack of ideas for writing. In fact, it is really hard for them to start writing whenever they have writing tasks. Besides, students have low motivation to write, and their writing marks are relatively low. This fact can be proved from the students' writing mark in MAN 2 Padang. The students got only 4, 30 for average mark. It indicated that they had low motivation and lack of writing skill knowledge.

From the explanation above, the real roots of the problems can be listed here. First, students' writing knowledge is relatively low because they have lack of writing models. Then, they do not have any clues to write about narrative and recount texts so that they face difficulties to organize ideas. Beside those problems, learning methods are not so interesting. Also, teachers rarely assign students to write because they consider hard to assess writing since the writing tasks have many aspects of assessment. Next, teaching materials are not contextual and meaningful for students. The last problem, teachers seldom return students' writing papers so that they cannot measure their achievement.

B. Identification of the Problem

Based on the background of the problem above, and in order to increase students' writing motivation, the writer suggests several alternative techniques to solve the problems like Brainstorming, Wordmapping, Parallel-Writing, Guided Questions and Situational Cartoons.

C. Limitation of the Problem

In the identification of the problem above, the writer has proposed some alternative techniques to teach writing like Brainstorming, Wordmapping, Parallel-Writing, Guided Questions and Situational Cartoons. Thus, based on the identification of the problem, this research problem was limited to see the effect of teaching writing using Situational Cartoon and Guided Questions to the tenth grade students of MAN 2 Padang.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research was formulated as follows:

"Do Situational Cartoons produce better writing skills as compared to Guided Questions to the Grade X students of MAN 2 Padang?"

E. Purpose of the Research

The aims of this research are:

1. To know whether students who are taught using Situational Cartoons produce better writing skill as compared to Guided Questions.

2. To compare students' writing achievement in using Guided Questions and Situational Cartoons.

F. Significance of the Research

The result of this study is expected practically valuable for:

1. Theory of writing, to propose a new model in writing with some steps starting from the process of seeing, then the process of thinking and ending in the writing product.

2. Practice/application, to provide students clues in writing, because one cartoon can represent thousands of word.

G. Definition of the Key Terms

This section is purposed to avoid misunderstanding about the terms used in this research, the following terms were explained:

1. *Writing skill* is the representation of language in a textual medium through the use of a set of signs or symbols. Then, the set of signs or symbols is also known as writing system. Through writing, any messages in the forms of words, phrases, sentences, paragraphs, or essays can be conveyed textually. (Furman and Robinson, 2003: 1)

2. *Teaching writing* is the process of delivering ideas and thoughts into sentences and paragraphs. Thus, teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. (Nunan, 2003:88).

3. *Situational cartoon* is a cartoon of many persons in certain situation or context like a learning student, a working farmer, a practicing doctor, etc. which very possibly could convey a learning message. (Cary, 2009 : 2).

4. *A guided question* is the fundamental query that directs the search for understanding. Everything in the curriculum is studied for the purpose of answering it." Guiding questions help provide focus and coherence for units of study. (Traver, R. 1998: 1).