

## CHAPTER 1

### INTRODUCTION

#### A. Background

The intent of this research is to know how the effectiveness of using caricature as media in teaching to improve students' writing skills. As we know, writing has become one of four basic skills that is very important in teaching and learning English. According to Richards & Schmidt (2007, p. 592) "writing is expressing ideas, concept, feeling, opinion and experience in certain place, time and situation in written form". In the other word, the students are able to develop the ideas, feeling, and their opinion so that they can have a good interaction with their society.

Many students face difficulties in writing English. The reason is the limited of media for teaching english in classroom. Dealing with the difficulties in writing that can be carried out by implementing media in teaching writing. Besides, media is needed to support teaching-learning in the classroom. According to Ramadhani & Kurniasih (2013) "media are source that are used to help teacher to deliver teaching materials to stimulate student attention, interest, mind, and feeling in learning teaching process in order to achieve the lesson objectives". It means that, by using or showing the picture, the students can pay attention and by using the picture as media the students can be motivated to write and the students can be stimulated to think creatively in gathering the ideas.

Caricature is one of picture can be used as useful and enjoyable media in teaching writing. “Caricature is a funny description of a person, idea or event by means of picturing. It is picturing of a person or an event in a striking manner without going into details but to give a short, leading to think and brief view or to make the audience laugh” (Yakup, 2015). From that statement caricature is a humor picture that provides highly suitable teaching material in respect to providing students and teachers with a comfortable, engaging and motivating classroom. Some educators appreciate humor for its capacity to motivate students and develop a sense of confidence in them, as well as believe that it initiates a positive learning environment for the students and for the teacher.

There are a lot of studies relate to the use of caricature as media in learning English process. Yakup (2015) found out there was an improvement of the students’ achievement in Department of Turkish Language at Kabil University in effect of use of caricatures on teaching vocabulary as foreign language. Unal & Yegen (2006) in the school of education Dumlupinar University, Department of Turkish Language Education, they said use of caricatures in teaching verbs has increased the learning level positively. All of those previous studies are in the area of vocabulary and teaching verb at University. However, a study on using caricature as media in improving writing is still rare. Therefore the writer is interested in conducting this research which entitled “THE EFFECTIVENESS OF USING CARICATURE AS MEDIA IN TEACHING TO IMPROVE STUDENTS’ WRITING SKILL”.

## **B. Research Question**

In this research, the problems are formulated in following questions:

1. How is the students' writing skill using caricature media?
2. How is the students' writing skill using conventional media?
3. How the significance is between students' writing skills using caricature media and conventional media?

## **C. Research Purposes**

From the statements of the problem, the writer got to determine purpose of the research as follows:

1. To know how is the students' writing skill using caricature media.
2. To know how is the students' writing skill using conventional media
3. To know the significance between students' writing skills using caricature media and conventional media.

## **D. Significances of the Research**

The result of this research is expected to be used theoretically and practically:

1. Theoretically

The researcher hopes this research will contribute to the current theory about the strategy in teaching English and the result of the research can be used by the teachers in teaching writing to students by using new media.

## 2. Practically

The result of this study is suggested to increase the student competence in English writing skills. The student can learn easily and enjoyable by using caricature media. It is hoped that teachers will get new strategy how to teach by using caricature media and improve the quality of teaching-learning process. Furthermore, it is also will give the researcher new experience in conducting teaching and learning writing. The researcher will find the answer on how the effectiveness of using caricature as media in teaching learning to improve students' writing skills.

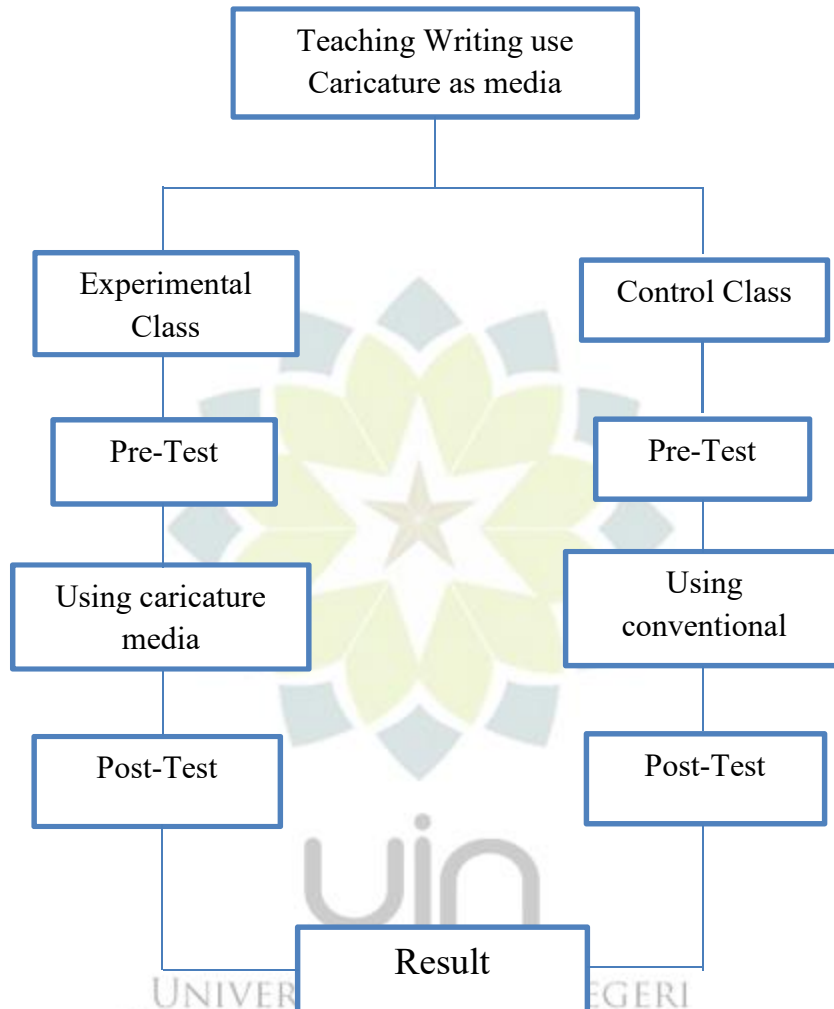
### **E. Rationale**

Writing is among the most important skills that students need to develop and to understand. It is the last stage in learning a language after listening, speaking, and reading. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. The students must be able to listen, to speak, and to read before they have to write. "Writing is a communicative act and a way of sharing observation, information, thoughts, and ideas with other through written language" (Ariningsih, 2010, p. 9). It means that writing is a process carried out by someone to express ideas or thoughts in written form. The writer wants to improve students' writing skill for being they can good in writing. Before beginning to write, students need to gain an understanding of how the English Language works to their benefit. When students learn to write well, it will show their teachers, readers, and other just how much potential they

have to communicate facts, figures, and ideas. This is steps in to support the goal of improving students writing skills. Using the parts of speech like tools, to construct a piece of writing that presents topic or idea.

“Caricature is sequences of certain circumstances and can create the learning process become interesting, enjoyable, and motivated the students in English. Another reason of using caricatures as media in teaching is caricature shows some situations of life that ease the student in writing” (Ayu, 2016). From that statement, caricature as media can support the teacher in teaching English and can develop writing skill, because of that, caricature can create the student’s ideas and the students can get the moral message. The researcher focuses on descriptive text to the students. From descriptive text the students can describe the picture from caricature. The researcher will give the caricature as media to improve students’ writing skill in descriptive text to solve the problem in learning English especially in writing skills.

**Figure 1.1 Research Framework**



Here is explanation about research steps :

The scheme above describes the ways planned by the writer in this research. Firstly, the writer will do the pre-test to the experimental and control class. Secondly, the writer will give treatments by using caricature media in the experimental class and using conventional media in control class. Afterward, post-test conducted in the class. After conducting the post-test the writer obtained the

data. The data will be compared with the pre-test in order to know the result of the research.

## **F. Hypotheses**

“Hypotheses are statements in quantitative research in which the investigator make a prediction or conjecture about the outcome of relationship among attributes or characteristics” (Creswell, 2012, p. 111).

According to the explanation above, the hypotheses of this research are:

1. Null Hypothesis (Ho): The use of caricature media cannot improve students’ writing skills.
2. Working Hypothesis (Ha): the use of caricature media can improve students’ writing skills.

The hypothesis of this research can be formulated as follows:

1. Null Hypothesis (Ho) is rejected if  $t_{\text{counted}} < t_{\text{table}}$   
It means there is no significant improvement on students’ writing skills using caricature media.
2. Working Hypothesis (Ha) is accepted if  $t_{\text{counted}} < t_{\text{table}}$   
It means there is significant improvement on students’ writing skills using caricature media.

## **G. Research Methodology**

### **1. Research Design**

The method of this research is quantitative method, because the researcher wants to know the effectiveness of using caricature as media in teaching learning to improve students’ writing skills. According to Creswell (2012, p.

13) “Quantitative research is an approach for testing objective theories by examining the relationship among variables”. The variables that examined in this research are caricature media and writing skills.

The design of this research is using quasi-experimental research with two groups: experimental group and control group to find out the effectiveness of using caricature as media to improve students’ writing skill. The researcher choose experimental and control class accurately through non-random sampling technique because the school does not allow the researcher to randomize the students. The researcher uses pre-test and post-test on the experimental and control class to see the effectiveness of using caricature media by looking pre-test and post-test measurement, then comparing the score between both classes.

## 2. Research Site

The research is conducted at MTs Yamisa Soreang in Bandung.

This research site is chosen due to the reason that the writer wants to analyze in the different school to find out the other students potential.

## 3. Object of The Research

### a. Population

The population of this research is 155 students in the second grade of Junior High School and distributed to four classes, and they are supposed to understand the English lesson. They will be divided into two groups. The one is experimental group and the other is the control group.



b. Sample

The sample is taken from the population of the second grade of Junior high School. According to Creswell (2012, p. 145) “Non-probability sampling is to involve participants in a study and to calculate descriptive statistics on these samples and to compare them with the larger population to make inferences from the sample to the population”. In this research, the researcher use non-probability sampling and it doesn't need any type of random selection of the population. There are two classes taken from the population to become experimental and control class. They are class VIII A with 20 students and class VIII D with 20 students. The total sample of the research is 40 students.

**H. Validity of Instruments**

**1. Validity**

Sugiono (2011) states “validity test is the accuracy between data which is collected with the actual data occurring on that object investigated”. Validity and reliability are the most important variables in judging the adequacy of a measurement, if the correlation coefficient is positive, then the item is valid, if the negative then the item is invalid and will be excluded from the questionnaire or replaced with a new question.

Correlation coefficient of product moment person is obtained using the formula:

$$R_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

(Sugiyono, 2011:183)

With:

$r_{xy}$  = determine the correlation index between two correlated variables

R = the coefficient of item validity is searched, the two variables are correlated.

X = score for selected statement

Y = total score gained from all items

$\sum X$  = number of scores in distribution X

$\sum Y$  = number of scores in distribution Y

$\sum X^2$  = the sum of squares in the distribution score X

$\sum Y^2$  = the sum of squares in the distribution score Y

n = number of respondents

## 2. Reliability

According to Sugiono (2010) “reliability test is performed to find out how far the measurement results remain consistent when measured twice or more against the same symptoms using the same measuring instrument”. Reliability refers to the consistency of the test score, how consistent test scores or other evaluation result are measurement to another. This formula is to calculate the reliability of the test:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sum 1^2} \right)$$

(Arikunto, 2010:239)

With:

$r_{11}$  = instrument of reliability

$k$  = number of questions

$\sum \sigma_b^2$  = number of variance items question

$\sum 1^2$  = total variance

### 3. Difficulty Level

“The difficulty level of a test is indicated by the percentage of the student who gets the item right” (Fitriani & others, 2009). The more difficult an item is, the fewer will be the students who select the correct option. This formula is to calculate the difficulty level:

$$P = \frac{B}{JS}$$

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(Arikunto, 2008)

With:

$P$  = difficulty level

$B$  = amount of students who answer question with the right answer

$JS$  = total amount of students who undertakes the test

### 4. Discriminatory Power

According to Arikunto (2013) “discriminatory power is the ability of an item to be able to differentiate students who have the high and the

low ability”. The discriminating power is a measure of the effectiveness of an item discriminating between high and low scores of the whole test. This formula is to calculate the discriminatory power:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

(Arikunto, 2008)

With:

D = discriminating power

J<sub>A</sub> = amount of high achiever

J<sub>B</sub> = amount of low achiever

B<sub>A</sub> = amount of high achiever who answers question with the right answer

B<sub>B</sub> = amount of low achiever who answers question with the right answer

P<sub>A</sub> = proportion of high achiever who answer question with the right answer

P<sub>B</sub> = proportion of low achiever who answer question with the right answer.

## I. Techniques of data Collection

### 1. Pre-test

According to Creswell (2012, p. 309) “Pre-test is one step in conducting quasi-experimental design”. The pre-test will answer the first research question. The pre-test is going to be applied to measure the basic knowledge the students have before they receive a treatment by using caricature as media to improve students’ writing skills.

## 2. Post-test

“Post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after treatment” (Creswell, 2012, p. 311). The post-test will answer after the first question. The post-test will be used to obtain the result of the treatment, it will show the significance of the activating prior knowledge and to answer it is accepted or rejected.

## 3. Observation

The research observed the location where the research carried out before doing the research to know the curriculum and media are used and to know the condition of school and students.

## J. Data Analysis

The results of the pre-test and post-test will be assessed with the English teacher from the school, in order to make the results more accurate. After obtaining the individual score of the groups, the data score will be analyzed statistically through following procedures by the writer:

### A. Testing the Normality

Testing the normality is conducted by the procedure as follows:

#### 1. Calculating the range (R) of data

Formula:

$$R = \text{the highest score} - \text{the lowest score} + 1$$

$$R = H - L + 1 \quad (\text{Sugiyono, 2009})$$

2. Calculating the class interval (K)

Formula:

$$K = 1 + (3, 3) \log n \quad (\text{Sugiyono, 2009})$$

3. Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K} \quad (\text{Sugiyono, 2009})$$

4. Making the table of distribution of frequency

a. Determining Mean ( $\bar{x}$ )

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

b. Determining the standard deviation

$$S = \sqrt{\frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}}$$

5. Arranging the distribution of observation and expectation frequency

a. Calculating the degree of freedom with the formula:

$$df = K - 3$$

b. Calculating the value of  $\chi^2$  from the table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

c. Calculating normality test criteria

Normality test with determination:

1) The data is normal if  $\chi^2_{count} < \chi^2_{table}$

2) The data is abnormal if  $\chi^2_{count} > \chi^2_{table}$

## B. Homogeneity Test

Homogeneity test is to find out whether data analysis has some variances or not.

- 1) Determining standard deviation
- 2) Determining variances from SD of experimental class and SD of control class:

$V_k$  = big variance

$V_d$  = small variance

- 3) Determining  $F_{count}$

$$F_{count} = \frac{V_k}{V_d}$$

- 4) Determining  $F_{table}$  with significance 1%

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

- a. It is homogenous if  $F_{count} < F_{table}$
- b. It is not homogenous if  $F_{count} > F_{table}$

## C. Hypothesis Test

A hypothesis test is used to know the effectiveness of using caricature as media to improve students' writing skill. The hypothesis test is done by testing the statistic data with t-test formula:

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Note:

$\bar{X}_1$  = mean of post-test in experimental class

$\bar{X}_2$  = mean of post-test in control class

$S_1^2$  = standard deviation of post-test in experimental class

$S_2^2$  = standard deviation of post-test in control class

$n_1$  = the total number of students in experimental class

$n_2$  = the total number of students in control class

- a) If  $t_{count} > t_{table}$ ,  $H_a$  is accepted and  $H_0$  is rejected, it means that there is a significant improvement on students' writing skill using caricature media.
- b) If  $t_{count} < t_{table}$ ,  $H_a$  is rejected and  $H_0$  is accepted, it means that there is no significant improvement on students' writing skill using caricature media.

#### D. N-Gain

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the development of students' writing skill after using caricature as media. To know the improvement of the students' writing skill, normal gain ( $d$ ) is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$



Normal gain score acquired is then interpreted into the table below:

**Table 1.1**  
**Normal Gain Interpretation**

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

(Arikunto, 2010)

This is the rubric for assessing Writing Descriptive Text adopted from (Brown, 2007). Before calculating the data, the score of students will be counted with this rubric:

**Table 1.2**  
**The rubric of Writing**

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and description are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuses of connectives.	
	1	Identification is not complete and descriptions are arranged with misuses of connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2x

- Use present tense - Agreement	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Punctuation - Capitalization	4	It uses correct punctuation, and capitalization.	1.5x
	3	It has occasional errors of punctuation and capitalization.	
	2	It has frequent errors of punctuation and capitalization.	
	1	It is dominated by errors of punctuation and capitalization.	

$$\text{Score} = \frac{3C+20+2G+1.5V+1.5M}{40} \times 10$$

(Adopted from Brown 2007)