

THE EFFECTIVENESS OF COMIC STRIP IN TEACHING WRITING NARRATIVE TEXT

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Abstract

This research is generally to know the effectiveness in teaching writing of narrative text by using comic strip at junior high school Wahidiyah for second grade students academic year 2018/2019. The researcher use quantitative method with quasi-experimental research applied in VIII C and VIII D class. This research had been done in eight meeting, the first meeting is pre-test, six meeting is the treatment, and the last meeting is post-test. The researcher analyzed the data by using t-test. The research shows that there is significant different between student who are taught by using comic strip and the student who are taught without comic strip. The data analysis shows that $t_{count} > t_{table}$ ($1,7892 > 1,673$), so H_a is accepted. In the pre-test, the mean score of VIII C (experiment class) and VIII D (Control class). Experiment class 66,6071, while in the post-test the mean score is 76,9643 and control class, the mean of pre-test is 63,7931 while the mean score of post-test is 69. The result shows that the post-test score of experiment class is higher than the control class ($76,9643 > 69$).

Keywords : *Writing, Comic strip.*

INTRODUCTION

Writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader (Brown, 2007). It means that people are able to convey messages to the readers across places and time.

The students had problem with their writing skills and difficulties to generate and organize their ideas in the written form. It could be identified by several indicators in the class related to their writing skill such as: student face difficulties in starting make composition,

they could not expressing their ideas, and the main problem that leads to the low interest in writing is the lack of media that can give them a big image of the story they want to write. every time the students of that school were asked to make writing assignment, they felt reluctant to do that. Their results of writing English assignment were not as good as other English language skills results.

One of the problems was caused by the using of a conventional technique of teaching; it is a translation technique. This technique could not increase the students' motivation for learning, they felt bored and could not have any spirit to join the learning activity.

The use of interesting media really contributes to the better learning process, both improving student's participation and their interest in classroom activity which might lead them to have better ability in writing. To select the appropriate media, teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills.

Other factors which also ought to be considered in media selection come from our instructional system model, that is the organization of the groups, the time available, and the space in which the media is used. It will help them

to learn every activities in the classroom especially learning writing.

The researchers consider the use of comic strip as an appropriate strategy to help develop the students' skills in producing good narrative texts. comic as media in teaching and learning process will be more fun and more effective. First of all, comic strips assist the students in generating ideas and retrieving words for their writing. Besides, they can make students more careful in using correct spellings Wright in Megawati (2012).

There are some benefits or strength of comics in education according to Yang (2003) namely, the first is motivating; The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic, the teacher can give motivation to the students to learn English in more enjoyable and interesting ways. Comics motivate the students by its pictures.

The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics. Sones (in Yang 2003) theorize that pictures tell any story more effectively than words. The second is visual: Comics, being composed of pictorial and other images, are a fundamentally visual medium.

The interest of students in comics' picture emphasizes the potential of visual medium. In a study comparing comics to text, Sones (in Yang 2003) found that comics' visual quality increases learning. Sones divided four hundred sixth into two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards, each group was given a test on the content of the story.

The result was the first group scored significantly higher than the second group. At the end, Sones concluded

that a strong trend in favor of the picture continuity was indicated by two sets of results. the third is intermediary; Comics can serve as an intermediate step to difficult disciplines and concepts.

Many language and art educators have used comics in this manner with tremendous success. Karl Koenke (in Yang 2003) suggests that comics can lead students toward the discipline of learning. Hutchinson's experiment found out that many teachers discovered comic strips to be particularly useful in special classes or for slow learning pupils in regular classes.

Versaci (in Yang 2003) found out that discussions on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon.

The last is popular; Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, "yes". It is very popular because comic has interesting story and full of colors. That is why children like it. By comics, students can learn about culture.

Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum, teachers can bridge the separation many students feel, between their live in and out of School.

There are previous research were using comic strip in reseach, the first was conducted by Widiseta (2013) to describe the Effectiveness of Using Comic Strips in Improving The Students' Writing Skills in the Eighth Grade Of SMP N 2 Temon in the Academic Year Of 2012/2013. In this research it was found that there is significant difference in the writing ability between students who are taught by using comic strips and those who are not taught by using comic strips.

The absolute gained scores of the mean and standard deviation of both classes emphasize on the significant difference of the students' writing ability.

The data found on the post-test showed that mean score of experimental group on writing ability was 15.03 and the mean score of the control group was 12.60. It means that the mean of the experimental group taught by using comic strips was higher than those of the control group taught by using conventional media. It can be interpreted that the use of comic strips is effective and it can be seen from the improvement gained by the experimental group.

The second previous research was conducted by Nugroho (2011) with titled "using comic strips to improve the speaking skill of the eighth graders of SMP Negeri 10 Malang. This research was designed as a collaborative Classroom Action Research (CAR). This study was conducted in one cycle consisted of three meetings. The

limited time permitted by the school was the cause why this research was done only in one cycle.

The first meeting was for the modelling, the second meeting was for group discussion, and the last meeting was a test for the students' performance. The use of comic strips in teaching speaking is effective to improve the students' speaking skill in telling a recount text by improving the students' interest in learning english. Moreover, the pictures provided in the comic strips help the student to create story based on the context given in the comic strips.

So in this research the researcher takes comic strips method to teach writing especially in narrative text of the Wahidiyah junior high school for second grade students. This research is different from the previous research; it can be proved by the subjet of research, the prosedure of research, the population, the process of collecting data and the result of the research.

METHOD

According to Brown (2001), method is a generalized set of classroom specification for accomplishing linguistics objectives. He states that methods tend to be concerned primarily with teacher and student roles and behaviors.

In this research the researcher use discussion method with group work technique. The research use group work because it has many benefits like multiple brains are better than one, both for generating ideas and for getting a job done also make connecting with other.

The researcher choose intensive writing to gain an immediate sense of students' understanding, to focus and facilitate class discussion, to help the students learn the material to facilitate the scaffolding from one assignment to the next, or to learn about the students response in writing.

The research design of this research use experimental research this study employs quasi-expeerimental design with quantitative approach. This research intended to investigate the effectiveness of Comic strip media in teaching writing for the students' Junior High School of Wahidiyah Kediri.

The research design used by researcher was quasi-experimental design in the form of two groups, pre-test post-test design. The researcher will use pre-test and post-test for two classes they are experimental group and control group.

The population of this research is the second grade students of Wahidiyah Junior High School. The total numbers of the second grade students of Wahidiyah Junior High School are 148 students in which have four clasess. The researcher used an intact group design which consisted of two groups: experimental and control group. There were two variables: independent variable (the use of comic strips as teaching media to teach writing in comparison with non

comic strips media, namely X) and dependent variable (students' writing ability achievement, namely Y).

In this research data was a note of facts or information that would be processed in the research's activity. The data of this research was taken from the result of writing mastery which where obtained from Wahidiyah Junior High School students test.

Source of data was taken from the subject where the data was obtained. The source of data in this research was person, place, and paper. The people in this research were students, the place was Wahidiyah Junior High School Kediri, and the paper were the test's result.

After the researcher had got permission from headmaster, the researcher made procedure of collecting data. The first; the researcher came in the classroom to observed condition and how the teacher taught by used technique or media in students' learning activity in teaching English writing.

The second; the researcher observed the condition of the students' writing mastery by using pre-test. The third; after getting the result of pre-test, the researcher gave treatment to all students, the treatment was teaching writing by using comic strip. The last; after doing the treatment, the researcher gave post-test to all students to know students writing mastery after taught by using comic strip.

The instrument used in this research is a test of writing ability focusing on short narrative text. The test was made based on the course outline of the eighth grade of junior high school curriculum for the second semester. In developing the test.

The treatment of this research is the use of comic strips. It was applied in the experimental group. On other hand, another media was applied by the teacher in the control group. The teacher used other media in teaching learning process.

In managing and analyzing data were collected from the research, the researcher would be used quantitative data analyzes, so the researcher analyzes the data using statistics technique.

The data analyzes by using *t-test* formulation. The data obtained from the test would be analyzed to term of formulated hypothesis: the researcher would be employed the formula that was suitable for the experimental research.

The formula of *t-test* statistically for analyzes the treatment, to analyze statistically (such as good or bad, satisfy or disappointed) or average data distributor. It means that the test was to find weather there was only significant deviation between pre-test and post-test or not, and was there any different significant students' writing whom were taught by using comic strip was higher than students' writing whom were taught without comic strip.

FINDING AND DISCUSSION

This section discusses the result of the research about the effectiveness of using comic strip to teach writing narrative text at the eighth grade students of SMP Wahidiyah in the academic year 2018/2019. The aim of the research is to find out the effectiveness of using comic strip to teach writing narrative text. In this research, the researcher chooses two classes as the sample.

They were VIII C as the experimental group consisted of 28 students and VIII D as the control group consisted 29 students. Before doing treatment, the researcher observed the condition of the students by using pretest.

After that, the researcher gave them post-test to know the result of the treatment. The result of the post-test of both group were compared by using T-test.

the researcher wanted to know whether any significant different result between students whom were taught by using comic strip and students whom were taught without comic strip. In this research, the researcher shows the test result of score criteria, mean of result test and percentage of the test from students. To know the students get good test result or not.

Before the researcher give criteria of the students in pre-test and post-test the researcher give data of the result test. The result test of the test about the student achievement before and using comic strip media and after using comic strip media as below:

Table 1. C Class (experiment class)

subject	Score of pre-test	subject	Score of post-test
1.	85	1.	80
2.	90	2.	95
3.	55	3.	75
4.	85	4.	95
5.	95	5.	85
6.	60	6.	70
7.	85	7.	95
8.	55	8.	70
9.	95	9.	90
10.	55	10.	80
11.	60	11.	90
12.	55	12.	65
13.	60	13.	65
14.	55	14.	75
15.	55	15.	70
16.	75	16.	75
17.	60	17.	90
18.	60	18.	60
19.	60	19.	65
20.	60	20.	80
21.	55	21.	65

22.	55	22.	60
23.	65	23.	70
24.	75	24.	75
25.	85	25.	95
26.	60	26.	70
27.	55	27.	75
28.	55	28.	75
$\Sigma X =$	1865	$\Sigma X =$	2155
Mean	66,6071	Mean	76,9643

Table 2. D Class (control class)

Subject	Score of pretest (x)	Subject	Score of post-test (x)
1.	75	1.	85
2.	55	2.	55
3.	55	3.	60
4.	55	4.	55
5.	70	5.	80
6.	85	6.	80
7.	55	7.	60
8.	75	8.	65
9.	55	9.	60
10.	65	10.	75
11.	60	11.	65
12.	55	12.	65
13.	70	13.	80
14.	70	14.	75
15.	70	15.	70
16.	70	16.	60
17.	60	17.	80
18.	75	18.	85
19.	70	19.	65
20.	80	20.	75
21.	80	21.	90
22.	60	22.	70
23.	55	23.	65
24.	50	24.	60
25.	50	25.	55
26.	60	26.	60
27.	55	27.	75
28.	70	28.	75
29.	60	29.	55
ΣX	1850	ΣX	2000
Mean	63,7931	Mean	69

The numbers of the test given were 20 questions for 57 students. The post-test was done after treatment process (teaching writing of narrative text by using comic strip). It is done to know the final score and to know the students' difference competence before and after they get treatment the table show the mean of post-test by dividing all of score in post-test with number of class.

So, the mean of post-test score for C class is $\frac{2155}{28} = 76,9643$ and D class $\bar{X} = \frac{\Sigma x}{x} = \frac{2000}{29} = 69$.

The result of pre-test and post-test, the mean was different between pre-test and post-test, for experiment class (66,6071 and 76,9643) and for control class (63,7931 and 69) each mean of the post-test higher than pre-test, for experiment class (76,9643 > 66,6071) and for control class (69 > 63,7931). Data presentage students' after having treatment:

Table 3. VIII C/ Experiment Class

No	Score	Frequency (f)	Percentage (p)
1.	91-100	4	14,3 %
2.	81-90	4	14,3%
3.	71-80	9	32,1%
4.	61-70	9	32,1%
5.	51-60	2	7,1%
Total		28	$\Sigma P = 100 \%$

Based on the data in table above. It was known that there were 4 students get very good score or 14,3 %, there were 4 students get good score or 14,3 %, there were 9 students get enough score or 32,1 %, there were 9 students get less score or 32,1 %, and the last, there were 2 students get bad score or 7,1 %. So the mean of the post-test for Class is $\bar{X} = \frac{\Sigma x}{x} = \frac{2155}{28} = 76,9643$ was good.

Table 4. VIII D/Control Class

No	Score	Frequency (f)	Percentage (p)
1.	91-100	0	0%
2.	81-90	3	10,7%
3.	71-80	9	31,1%
4.	61-70	7	24,1%
5.	51-60	10	34,5%
Total		29	$\Sigma P = 100 \%$

Based on the data in table above. It was known that there were no students get very good score, there were 3 students get good score or 10,7%, there were 9 students get enough score or 31,1%, there were 7 students get less score or 24,1 %, and the last, there were 10 students get bad score or 34,5 %. So the mean of the post-test for D Class is $\bar{X} = \frac{\Sigma x}{x} = \frac{2000}{29} = 69$ was enough.

After get the result of test the researcher doing some test, the first is test of normality table 5.

This test is aimed at finding whether the distribution of the responses in the population meets the normal distribution requirement or not. It was gained from the scores of pre-test and post-test.

To do the test, the researcher used One Sample Kolmogorov-Smirnov in the significance level more than 0.05. SPSS version 16.0 of windows computer program was used to determine the level of significance. So, this

test is normality because the level significant more than 0,05.

Table 5. One-Sample Kolmogorov-Smirnov Test

		students'	
		achievement	class
N		57	57
Normal	Mean	68.07	1.51
Parameters ^{a,b}	Std.	12.238	.504
	Deviation		
Most Extreme	Absolute	.131	.344
Differences	Positive	.131	.335
	Negative	-.090	-.344
Kolmogorov-Smirnov Z		.990	2.595
Asymp. Sig. (2-tailed)		.281	.000

a. Test distribution is Normal.

b. Calculated from data.

The second is homogeneity test

Table 6. Test of Homogeneity of Variances

students' achievement			
Levene Statistic	df1	df2	Sig.
5.782	1	55	.020

Tabel 7. ANOVA

students' achievement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75.150	1	75.150	.514	.476
Within Groups	8038.885	55	146.162		
Total	8114.035	56			

This test is used to analyze whether the sample variance is homogenous or not. In this research study, the test of homogeneity was done by using SPSS version of windows computer program. The test can be said having homogenous variances if the level significance is more than 0.05.

In doing the analysis of normality test, and homogeneity test, the researcher uses the IBM SPSS Statistics 21 computer program. So, this test is homogeneity because the level significant more than 0,05.

Based on the research findings, it shows that the obtained t_{count} is higher than t_{table} , the difference is statistically significant. Therefore, based on the complication there is difference in writing score between

students who are taught by comic strip and those who are taught without using comic strip.

It can be said that Comic Strip is effective to teach students' writing and H_a is accepted because this research show that $t_{count} > t_{table}$ ($1,7892 > 1,673$), the students who are given treatment by comic strip have a better achievement in writing text than the students who are taught without using comic strip in control group.

The researcher did pre-test in both of group, and then did treatments in experimental group. After the treatment done, the researcher did post-test to get the score of writing.

Teaching writing narrative text using comic strip make students feel enjoy and directed in writing process. It is proved when the researcher asked and gives assignment to write narrative text in experiment class.

The students suggest that learning how to write some paragraph in English is as not hard as people said. Learning English writing text using comic strip make students directed in improving their idea. Hence, the teacher should use interesting media in teaching English writing text for their students.

Based on the analysis of students' ability, it was found the students' ability after getting treatment was good. In this case, the experimental group was given treatment, which is comic strip as media in teaching learning process.

The data were obtained from the students' achievement score of the post-test of writing ability of narrative text. From the data the researcher gets score of post-test (C Class), the lowest score was 60 and highest score was 95, the mean was 76,9643, and the score of post-test (D Class). The lowest score was 55, and the highest score was 90, the mean was 69.

The researcher result was Comic Strip makes students enjoy and directed in writing learning process. It was proven with the result of the post-test score of the experimental group.

If the result was compared between the post-test score of the experimental and control group, the mean score of post-test in experimental group is higher than mean score of post-test in control group. That is $76,9643 > 69$. So teaching English on writing by using comic strip is effective.

CONCLUSION AND SUGGESTION

Conclusion

In this research, the researcher applied comic strip to teach narrative text in experimental group. The researcher used comic strip in every meeting to develop and explore the students' ideas. Students easier to write words that appropriate with the topic and they can make a good paragraph. The researcher did pretest in both of groups, and

then did treatments in experimental class. Every meeting, the students make paragraphs based on the topic for an experimental class by using comic strip and uses picture for a control class.

After the treatment done, the researcher did post-test to get the students' score in writing. Based on researcher analyzed by using t-test formula, the researcher consulted the critical value on the t-table using (0,05) alpha level of significance and the 56 degree of freedom is 1,673, the result of the t-test is $t_{\text{count}} > t_{\text{table}}$ ($1,7892 > 1,673$), so there are significant difference between students who are taught by using comic strip and the students who are taught without comic strip.

The students that are taught using comic strip have better ability in developing their ideas in writing than the students are taught without comic strip. The mean score both experimental and control group is difference.

From the data the researcher gets score of post-test in experimental group are the lowest score was 60, highest score was 95, and the mean was 76,9643. While the data in control group were the lowest score was 55, the highest score was 90, the mean was 69.

From the statements above, it can be concluded that comic strip is effective to teach writing narrative text. Students who are taught by using comic strip can develop and explore their ideas in writing narrative text than the students who are taught without comic strip.

Suggestion

The finding of this research shows that there is significant different between the students writing whom are taught by using comic strip and the students writing whom are taught without comic strip. So, the researcher tries to give some recommendation for the teacher, students, and other researcher. The various media should be used for teacher to make the students interested in teaching English especially in writing. Teacher can choose an appropriate media based on the situation. Since this research shows that comic strip is better in teaching writing, it is recommended for teacher to use comic strip in teaching writing. The teacher should be able create an interesting media to make the students easier in understanding writing narrative text.

For the students, they can improve the motivation and interest in learning writing especially in narrative text by using comic strip and to improve writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement to improve writing achievement. In other hand the student can solve the problem about the difficulty and confusing in arranged the sentence by using comic strip. For other researcher the use of comic strip as media in teaching learning process is expected to make an improvement in implementing comic

strip in other field. The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing.

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