

THE EFFECT OF USING COMIC STRIPS AS MEDIA ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP TRIBHAKTI PEKANBARU IN WRITING RECOUNT TEXTS

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Abstract: *This research is aimed at finding out whether or not there is a significant effect of using comic strips as media in teaching writing of the second year students of SMP Tribhakti Pekanbaru in the Academic Year 2018/2019 in writing recount text. The research design is pre-experimental research with one group pre-test – treatment – post-test design. The sample of the research was 30 students VIII 1 chosen by using cluster random sampling technique. The data were collected by giving the writing test about recount text (pre-test and post-test) to the students. The data were analyzed by using t-test formula. The results of data analysis showed that the mean score of posttest was higher than the mean score of pretest ($60.05 > 53.72$). The value of t-test was 12.441 while the value of t-table in significance level 5% $df = 29$ was 2.045. Since the value of the t-test was higher than t-table, it can be concluded that Alternative hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. It means that there was a significant effect of using comic strips as media on the ability in writing recount texts of the second year students at SMP Tribhakti Pekanbaru. It suggested that comic strips worked to improve students' writing ability, especially in writing recount texts as media.*

Key Words: *Comic Strips, Writing ability, Recount Text*

PENGARUH MENGGUNAKAN KOMIK STRIP SEBAGAI MEDIA PADA KEMAMPUAN SISWA KELAS 2 SMP TRIBHAKTI PEKANBARU DALAM MENULIS TEKS *RECOUNT*

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Abstrak: Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh penggunaan komik sebagai media pengajaran menulis pada siswa kelas dua SMP Tribhakti Pekanbaru pada Tahun Ajaran 2018/2019 dalam menulis teks recount. Desain penelitian adalah penelitian pra-eksperimental dengan satu kelompok pre-test - treatment - post-test. Sampel penelitian adalah VIII 1 yang dipilih dengan menggunakan teknik cluster random sampling. Data dikumpulkan dengan memberikan tes menulis tentang teks recount (pre-test dan post-test) kepada siswa. Data dianalisis dengan menggunakan rumus t-test. Hasil analisis data menunjukkan bahwa skor rata-rata posttest lebih tinggi dari pada skor rata-rata pretest ($60,05 > 53,72$). Nilai t-test adalah 12,441 sedangkan nilai t-tabel pada taraf signifikansi 5% $df = 29$ adalah 2,045. Karena nilai t-test lebih tinggi dari t-tabel, dapat disimpulkan bahwa hipotesis alternatif (H_a) diterima dan Null Hipotesis (H_o) ditolak. Ini berarti bahwa ada pengaruh yang signifikan dari penggunaan komik sebagai media pada kemampuan menulis teks recount siswa tahun kedua di SMP Tribhakti Pekanbaru. Disarankan bahwa komik berfungsi untuk meningkatkan kemampuan menulis siswa terutama dalam menulis teks recount sebagai media.

Kata Kunci: Komik strip, kemampuan menulis, teks recount

INTRODUCTION

Communication is the way that people use to understand each other. Writing is one of the ways that people to communicate. Pincas (1998) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. Most people need to learn and use writing as communication. Writing is very important for students. Without learning writing, the students will be hard to share their ideas or opinions on the papers. Then in the learning process, writing is a part of students' activity. It has a role in communication in giving expression of thoughts in writing form. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). It means that in order to write a successful writing text, students must learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and punctuation.

Based on 2013 curriculum, students of junior high school learn some kinds of text in English such as narrative, descriptive and recount text. One of the texts that students should master is recount text. Usually, the students have some difficulties in writing a recount text because they are lack of vocabulary, and they are not fluent in spelling and grammar. The same condition is also found SMP Tribhakti Pekanbaru.

Based on an informal interview from English teacher in SMP Tribhakti Pekanbaru, the second-year students have to learn about recount text. However, they tend to have some problems with composing recount text. These problems are caused by several factors. The first factor is, they get confused in choosing the correct words structure to use in making English sentence. Secondly, the students cannot develop their ideas to write recount text. They get confused about the generic structure of the text such as orientation, events, and re-orientation. Third, the students lack the motivation to write recount text. Lastly, the students do not have enough English vocabulary words to write their own stories.

To solve the students' writing problem and make them become a good writer, the variation of ideas in teaching writing should be implemented. Writing recount text can be fun if the teacher can turn it into a creative writing assignment for the students by using appropriate media. Regarding this, the media that can be used in teaching writing is a comic strip. Some of the students like comic strips, because it consists of interesting pictures and stories. Students can be easy to understand the writing concept. Pictures in the comic strips can help the students to visualize and construct story ideas to be written, so it will be easy to write recount text. As one type of visual media, it also provides the students with interesting writing prompts.

According to Yang (2003), there are some benefits of comics in education such as Comics are motivating: Students will be more motivated in writing since comic is fun. Comics are visual media: The students can process and memorize the content easily by using comics. Comics are permanent: students control the pace of the learning process, which is not true when content is presented in lecture form or in a film. Comics can scaffold to difficult disciplines and concepts can give reluctant readers the non-threatening practice and to experience one inspiration and confidence for more challenging texts.

Djiwandono (1999) and Brown (2004) in discussing the relationship between visual media and test of writing composition. The effective ways of testing writing skill are by assigning the students to write a composition based on ideas they gather from

pictures. Comic strips are qualified for those characteristics because by using comic strips, students can get the contents and Ideas easily from the chronological order story and practice their grammar by turning direct speech balloon into indirect speech. Using this media, students can also find new vocabularies from the texts of conversations that are conveyed by the characters in the comic strips. They can use the new vocabularies to develop into some sentences to arrange a story based on their comprehension and ideas, so they may convey or express their thoughts with full potential.

Considering all ideas mentioned above, this study seeks to answer a question: is there any significant of using comic strips as media on the ability of the second-year students of SMP Tribakhti Pekanbaru in writing recount texts?

METHODOLOGY

The objective of this research is to discover as to whether there is a significant effect of comic strips on the ability of the second-year students of SMP Tribhakti Pekanbaru in writing recount texts or not. The data were collected by means of a writing test. There were two topics of recount texts for the pre-test before the treatments were applied and post-test after the treatments were applied. Based on the procedure of the data collection technique, after the pre-test was administered, the treatment was applied in four meetings with different comics for writing recount texts. In each meeting, comic strips as media were applied when the students' practice writing recount text. After applying the treatment, a post-test was administered.

The type of research applied in this study was pre-experimental research by using one group pre-test and post-test design. The design of this research is described as follow:

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2

The population of this research was all the second year students of SMP Tribhakti Pekanbaru in the academic year of 2017/2018. There are three classes with the total number of students was 95 students. The writer took only one class as the sample to be observed by using cluster random sampling technique. Gay (2000) clustering sampling selects universal not individuals randomly. All of the members of the selected group have similar characteristics such as the same taught by the same teacher, and also the material to be studied. Cluster sampling means that sampling in which groups, not individuals, are randomly selected. In this research, the sample was 30 students VIII 1.

To get the data, the researcher used a written test as an instrument of the research. This research used the same instrument to pre-test and post-test, the researcher asked the students to write a recount text about their holiday experience or last activity around 120 words. They had 80 minutes to complete their writing. The pre-test was given before the treatment, and psot-test was given after the treatment. In order to analyze the data. The T-test was used by employing SPSS version 23.0. The T-test was used to compare the difference result of pre-test and post-test.

RESULTS AND DISCUSSION

Results

The test result aims to present the students writing skill in for aspect of writing such as content, organization, grammar, vocabulary, and mechanics. Each of those aspects has 1 – 4 score based on analytic methods of scoring by Brown (2007). In order to get the data more objective, valid, and reliable, three raters were invited to assess students' writing both in pre and post-test. Their improvement in writing score is proved through their pre-test and post-test score. The comparison of their score is presented in the following:

Table. 1 The Improvement of Students' Writing Ability for Each Components of Writing on Pre-test and Post-test

Test	Component of Writing				
	C	O	G	V	M
Pre-test	58.08	53.91	48.33	54.16	50.75
Post-test	66.08	56.41	60.25	58.58	54.08
Improvement	8.00	2.50	11.92	4.42	3.33

As we could see in the table 1, there is a difference in the students' writing ability in writing recount texts that can be seen from their score. It is shown that using comic strips in writing recount texts has a significant effect on the students' writing ability.

The Result of T-test

Table. 2 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53.72	30	10.74217	1.96124
	Posttest	60.05	30	10.67366	1.94874

T-test formula to find out whether the hypothesis is accepted or not. The hypothesis is required to see whether or not there is a significant effect of small group discussion method after activities were completely performed. The mean of pretest score (X) achieved by the second year students is **53.72**. Furthermore, when the treatment had been given to the students, the difference between students' writing ability appeared. The difference could be seen in the mean score as shown in the post-test result (Y); **60.05**. The margin of the pre-test and the post-test achieved is 6.33. Besides that, the result of the t-test formula is also required to see if the hypothesis is accepted. The t-test formula is shown in table

Table. 2 shows that the mean score of pretest is **53.72** and the mean score posttest is **60.05**. The difference of the mean score between the pre-test and post-test is 6.33. The gap of the mean score the effect of using comic strips on the ability in writing recount text after treatment. Standard deviation is a spread of values in the sample while standard error mean is an estimate of that standard deviation, derived from a particular sample used to compute to estimate. So, the spread of values in the sample of pre-test is 10.74 while the standard error mean is 196. The standard deviation and standard error for posttest are 10.67 and 1.94.

$$\begin{aligned} t \text{ table} &= n-1 (\alpha 5\%) \\ &= 30-1 (\alpha 5\%) \\ &= 29 (\alpha 5\%) \\ &= 2,045 \end{aligned}$$

Discussion

In this research, the writer found that there was an improvement to the students' ability in writing recount texts by using comic strips. It can be seen from the mean score of post-test was higher than pre-test. The mean score in the pre-test is 53.72 and the mean score in the post-test is 60.05. This result indicates that the students' scores after receiving the treatment have significantly improved compared to their scores before the treatment.

After the treatment was implemented, the teaching-learning process became more interesting and more enjoyable. The students were actively involved during the teaching-learning process. They also tried to learn the material autonomously. In a group, they helped each other to reach group goal. Each individual had the contribution to the success of a group so that they paid attention from the beginning till the end of the teaching and learning process. They also did the tasks seriously.

The result indicates that using comic strips as media is an effective on writing a text especially recount text. In other words, comic strips are obviously affected by improving students' writing ability. Thus, the answer to the formulation of the problem is "There is a significant effect of comic strips on the ability of the second-year students of SMP Tribhakti Pekanbaru in writing recount texts."

After doing all the steps in the treatment, the researcher found some strength during the treatment. First, if students have difficulties in understanding what they read, pictures in the comic strips can help them as they travel through the text. As stated by Carry (2004), in comics, readability measures are determined not only on words alone but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible. Second, the pictures can be used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall the words.

Comic strips are a new form of teaching writing to help students feel enjoy to write recount texts, most of the students were active during the teaching and learning process because comic strips help the students to visualize and construct story ideas to be written. Comic strips also help the teacher in presenting the lesson more effectively and efficiently.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The objective of this research is to find out whether there is a significant effect of comic strips as media on the ability of the second year students of SMP Tribhakti Pekanbaru in writing recount texts. This research was conducted by using one-group-pretest-posttest design pre-experimental research. 30 students VIII.1 were selected as the sample and taught writing recount text by using comic strips.

Based on analyzed the data, it can be concluded that comic strips are effective to improve the students' writing ability especially in writing recount texts. It can be seen from the students' mean score on post-test (60.05) that was higher than on pre-test (53.72). It can be concluded that comic strips can be alternative media in supporting teaching and learning through writing. Comic strips can help the students to visualize and construct story ideas to be written.

Recommendations

Considering the result of the research, some suggestions would like to give which might be useful either for the teacher or the students. Firstly suggestion is delivered to English teacher that the teacher may use comic strips as an alternative media to improve the students' ability in writing texts especially recount texts. Then, the teacher should control and manage the students when they are working in groups to get effective learning. The teacher's role is essential to train and guide the students in teaching learning process. Finally, for the students, they may use comic strips to organize and connect the information when they are writing a text. They need to keep writing in order to accustom themselves. In addition, they need to pay attention to the teacher's explanation and give attention while they have a discussion. Therefore, they can understand the language feature and social function of the text. They also need to read more to increase their vocabulary.

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