

THE APPLICATION OF COMIC STRIPS TO IMPROVE THE FIRST YEAR STUDENTS WRITING ABILITY OF SMAN 9 PEKANBARU

Yulizar Kiki Wardhany¹, Rumiri Aruan², Desri Maria³

¹Email: Yulizar90@yahoo.com ²Email: RumiriAruan@yahoo.com ³Email: DesriMaria@yahoo.com
¹085274895160

Student of English Language Education Department
Faculty of Teacher's Training and Education
Riau University

Abstract: *The aim of this research was to find out if the application of comic strips could improve students' writing ability of the first year students of SMA Negeri 9 Pekanbaru. The participants were 35 students. The data was collected by using observation sheets, writing tests, and field notes. The test was used to collect the quantitative data and the observation sheets were used to collect the qualitative data. After accomplishing this research, the writer concludes that the application of comic strips in writing recount text can improve the students' writing ability. The result of pre-test shows the average score of students writing ability was 37.94%. It improved to 46.86% on the post-test in cycle 1, 54.73% on the post-test in cycle 2, and 62.83% on the post-test in cycle 3. It was also proved that that the application of comic strips could improve the students' behavior in learning especially in writing ability. They are more active and have a great motivation during the process of teaching and learning since they are free to explore their idea and share to their friends. In addition, application comic strips could also improve students' ability to write English in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.*

Keywords: *Application Comic Strips, Writing Ability, Recount Text*

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Abstrak: Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah aplikasi komik strip dapat meningkatkan kemampuan menulis siswa tahun pertama SMA Negeri 9 Pekanbaru. Para peserta adalah 35 siswa. Pengumpulan data dilakukan dengan menggunakan tes lembar observasi, tes, dan catatan lapangan. Tes digunakan untuk mengumpulkan data quantitative dan lembar observasi digunakan untuk mengumpulkan data kualitatif. Setelah menyelesaikan penelitian ini, penulis menyimpulkan bahwa penerapan dari aplikasi komik strip dalam menulis teks recount dapat meningkatkan kemampuan menulis siswa baik pada siklus pertama, siklus kedua dan siklus ketiga. Hasil dari pre tes menunjukkan skor rata-rata siswa hanya 37,94%. Meningkat menjadi 46,86% pada post-test cycle 1, 54,73% pada post-test cycle 2, dan 62,83% pada post-test cycle 3. Hal ini juga membuktikan bahwa aplikasi komik strip bisa meningkatkan kebiasaan siswa dalam belajar khususnya dalam menulis. Siswa menjadi lebih aktif dan memiliki motivasi yang baik selama proses mengajar dan belajar karena mereka bebas untuk memberi ide dan berbagi dengan siswa lain. Selain itu, menerapkan aplikasi komik strip bisa meningkatkan kemampuan siswa menulis bahasa Inggris dalam hal tata bahasa, kosakata, pengucapan, kelancaran, dan pemahaman.

Kata kunci: Aplikasi Komik Strip, Menulis, Teks Recount

INTRODUCTION

Writing is including in one of the skills in English language learning that the students should achieve. For students, writing is not only a tool for communication, but it also serves a means for learning, thinking, and organizing knowledge or ideas. By writing, the students learn how to express their ideas in the form of written.

According to the pre-research test and interviews about the writing ability of a recount text of first year students at SMAN 9 Pekanbaru, the writer got information from the English teacher, most of the students still faced difficulties in learning writing recount text. From the pre-research test done by the writer. It is found that from 35 students only 15% could write correctly. It means that 85% have problems in writing recount text.

According to Hughes (1989), there are five general components of good writing, they are:

- (1) Grammar is used of suitable grammar.
- (2) Vocabulary is the choosing of the proper vocabulary in writing.
- (3) Mechanics is the use of good graphic conversations of the language, such as: punctuation, quotation mark, and full stop.
- (4) Fluency is the ability of the students in arranging the sentences, smoothly and easily.
- (5) Organization is the way of how the writer organizes their idea so that it can function as good means of communication.

Recount text is one of the genres which are taught in high school. Recount is one of the story genres. According to Hartono (2005) recount text is; to retell events for the purpose of informing or entertaining and story genres are narrative, news story, anecdote, recount, spoof and factual genres are procedure, explanation, report, exposition, discussion, description, review, and news item.

According to Oller, Jhon in Csbay (2006) there are some activities that can be done in teaching English by using comic strips in the classroom:

- (1) The teacher cuts apart the individual panels of a comic strip and puts them in an envelope. The students (individually or in groups) then are asked to arrange the pieces into the proper sequence to tell the story, either in written form or as a speaking exercise. For more advanced learners, the task can be made more difficult giving a different panel to each student in a group and asking students to describe to the rest of the group what is on their panels. The students should not show their pictures to each other until they have drawn out the correct order for the panels.
- (2) In a variation of the first exercise, the teacher removes the speech or thought bubbles of the comic strips, hands out copies of both the comic strip and the text of the bubbles to the students. The Student's task is drawing out the proper order of the speech or thoughts.
- (3) The teacher hands out a comic strip which the last panel is cut out. Students are asked to continue the story and come up with an ending. A follow-up for this exercise could be that the students act out their stories in class. After acting out a story, they could continue it as a role-play activity.
- (4) Another interesting (and slightly more complex) exercise is to organize students into groups and give them a written story with missing information. First, the groups should discuss what might be missing from the text. Then the teacher gives them a comic strip version of the text. They must fill in the blanks in the written

story by describing what they see in the pictures. After that, they are asked to think of speech and/or thought bubbles for the comic strip. Naturally, as a follow-up activity, they can act it out and continue the story as a role-play.

Based on the explained above, the writer will be taken the fourth step or activity as technique such as:

- (1) Teacher makes groups to students.
- (2) Distributing written story.
- (3) Students in groups discuss what might be missing from the text.
- (4) Teacher gives students comic strips.
- (5) Students must fill in the blanks in written story.
- (6) Students are asked to think of speech or thought bubbles for the comic strips.
- (7) Students are asked to write their own story in to three paragraphs about the comic strips.

RESEARCH METHODOLOGY

This classroom action research conducted in SMA Negeri 9 Pekanbaru for the first year students (X.4) in English class. The total number of class is 35 students. The reason for choosing this class as participants because the problems were found here. By implementing the Comic Strips, it hoped that the Student's writing ability would be improved.

This research contained of 3 cycles to see any the improvement of student's writing ability in recount text during the implementation of Comic Strips. The writer done the pre-test to know the student's ability in writing of recount text. In this research, the pre-test consisted of a topic that the students should write in the form of a recount text.

In collecting the data, the writer used writing test as the instrument in order to be able to measure the application of comic strips and to see more about student's ability in writing a recount text. The blue print of those tests can be seen as follows:

Table: The Blue Print of Each Cycle

	Topics	The Test
Cycle 1	Experiences Last Activity	Write a recount text based on the topics given
Cycle 2	Holiday Daily	Write a recount text based on the topics given
Cycle 3	Lucky Experiences Daily	Write a recount text based on the topics given

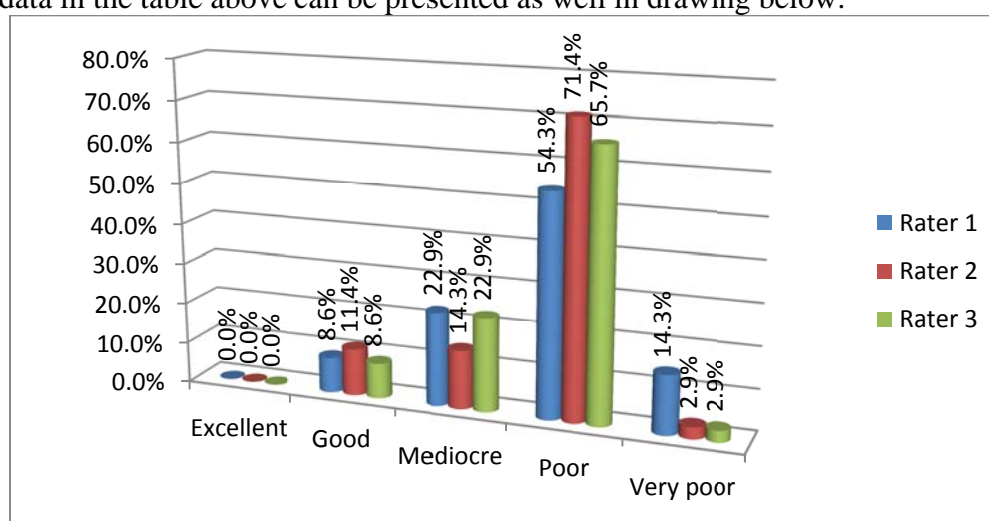
FINDINGS AND DISCUSSION

Before applying the application, the writer had conducted a pre-test to the students. This test was done to know the ability of the students in writing recount text before being taught application comic strips. The writer asked the three raters to check student's writing by giving appropriate score for each components of writing.

Table: Student's Writing Ability According to Each Rater in Pre-Test

Score	Ability Level	Rater 1		Rater 2		Rater 3	
		Freq	%	Freq	%	Freq	%
81-100	Excellent	0	0.0%	0	0.0%	0	0.0%
61-80	Good	3	8.6%	4	11.4%	3	8.6%
41-60	Mediocre	8	22.9%	5	14.3%	8	22.9%
21-40	Poor	19	54.3%	25	71.4%	23	65.7%
0-20	Very poor	5	14.3%	1	2.9%	1	2.9%
Total		35	100%	35	100%	35	100%

The data in the table above can be presented as well in drawing below:



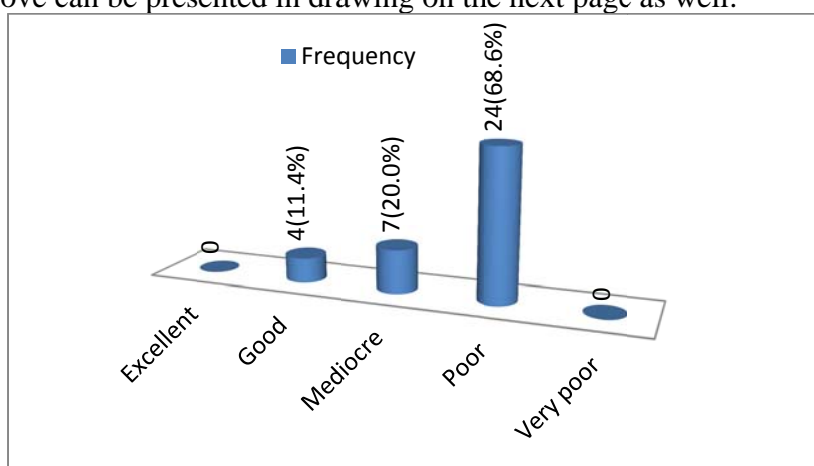
Distribution of Student's Writing Ability According to Each Rater in Pre-Test

The result of pre-test score based on three raters is calculated into the average scores of student's ability as follow:

Table: Student's Writing Ability According to The Three Rater in Pre-Test

Score	Ability Level	Freq	%
81-100	Excellent	0	0%
61-80	Good	4	11%
41-60	Mediocre	7	20%
21-40	Poor	24	69%
0-20	Very poor	0	0%
Total		35	100%

The data above can be presented in drawing on the next page as well:



Distribution of Student's Writing Ability According to The Three Rater in Pre-Test

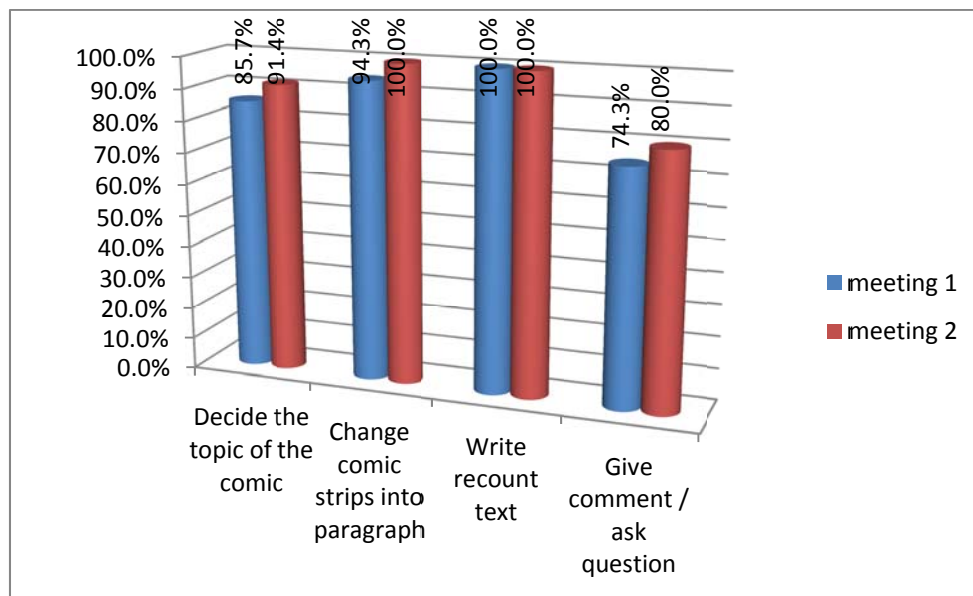
The Result of Research in Cycle 1

After the pre-test had been conducted, the writer carried out a treatment that was using application comic strips in teaching writing of recount text to the students in two meeting. The first meeting was done on February 4, 2013 with the topic of Experiences. The second meeting was on February 6, 2013. The topic of the second meeting was Last Activity.

Table: Number of Student In Each Activities During Teaching And Learning Process In Cycle 1

No	Student's Activities	1st Meeting Number of students	%	2nd Meeting Number of students	%
1	Decide the topic of the comic	30	85.7%	32	91.4%
2	Change comic strips into paragraph	33	94.3%	35	100.0%
3	Write recount text	35	100.0%	35	100.0%
4	Give comment / ask question	26	74.3%	28	80.0%
T. Average		31	88.6%	32.5	92.9%
		90.7%			

Data on the table above can be presented in drawing as follows:



Percentage of Student In Activities During Teaching and Learning Process in Cycle 1

The Result of Post-Test 1

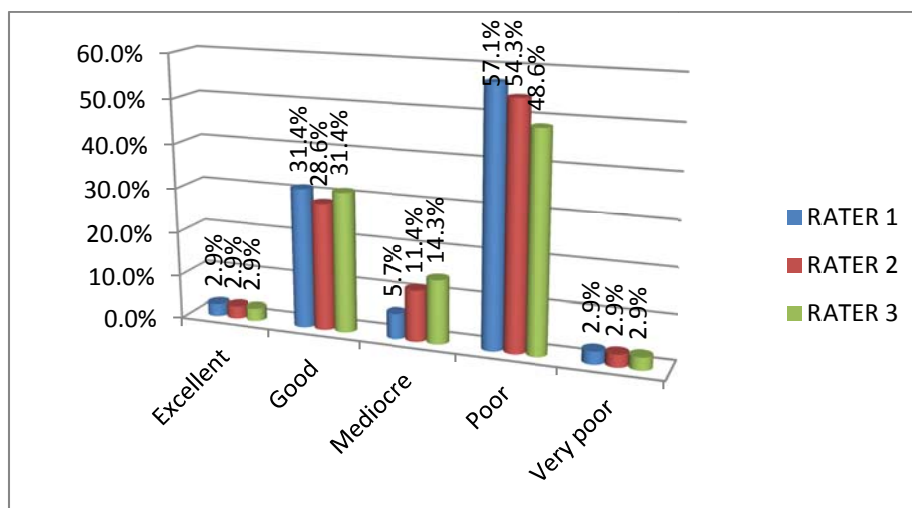
At the end of this cycle, the writer conducted the post-test of cycle 1 on February 18, 2013. Then, the writer calculated the percentage of the post-test result which had been evaluated by the three raters. The purpose of this test is to find out whether the Student's writing ability of recount text increased after being given the treatment. The result of student's score in the post-test of cycle 1 is presented in.

Finally, the writer computed the data and found the result which was presented the ability level according to each rater.

Table: Student's Writing Ability According to Each Rater in Post-Test Cycle 1

Score	Ability Level	Rater 1		Rater 2		Rater 3	
		Freq	%	Freq	%	Freq	%
81-100	Excellent	1	2.9%	1	2.9%	1	2.9%
61-80	Good	11	31.4%	10	28.6%	11	31.4%
41-60	Mediocre	2	5.7%	4	11.4%	5	14.3%
21-40	Poor	20	57.1%	19	54.3%	17	48.6%
0-20	Very poor	1	2.9%	1	2.9%	1	2.9%
Total		35	100%	35	100%	35	100%

Data on the table above can be presented in drawing below:



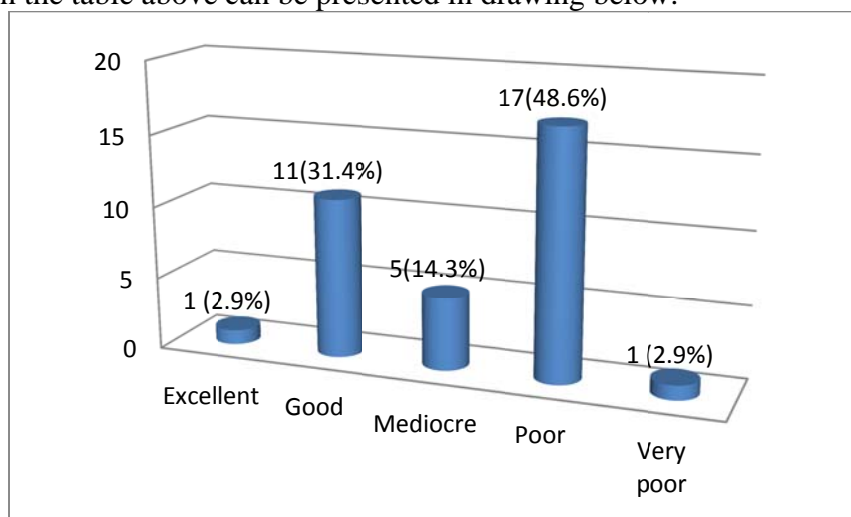
Distribution of Student's Writing Ability According to Each Rater in Post-test Cycle 1

After calculating the data by each rater above, this table shows the student's writing ability according to the three raters.

Table: Student's Writing Ability According to The Three Raters In Post-Test Cycle 1

Score	Ability Level	Freq	%
81-100	Excellent	1	2.9%
61-80	Good	11	31.4%
41-60	Mediocre	5	14.3%
21-40	Poor	17	48.6%
0-20	Very poor	1	2.9%
Total		35	100%

The data in the table above can be presented in drawing below:



Distribution of Student's writing Ability According to the Three Raters in Post-Test Cycle 1

The Result of Research in Cycle 2

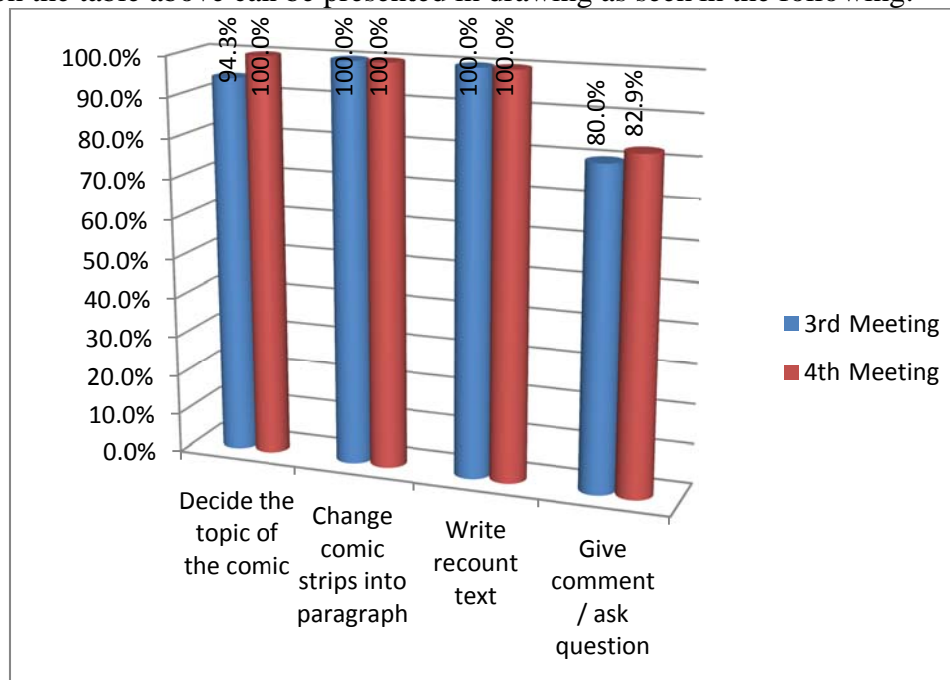
After reflected the result of data analysis in the first cycle, the writer continued the research in the cycle 2. This cycle consists of two meetings. The first meeting was on February 20, 2013. The topic in this meeting was 'Holiday'. The second meeting was on March 11, 2013. The topic discussed in this meeting was 'Daily'.

The following table shows us the student's activities in this cycle during teaching and learning process:

Table: Number of Student In Each Activities During Teaching And Learning Process In Cycle 2

No	Student's Activities	3rd Meeting Number of students	%	4th Meeting Number of students	%
1	Decide the topic of the comic	33	94.3%	35	100.0%
2	Change comic strips into paragraph	35	100.0%	35	100.0%
3	Write recount text	35	100.0%	35	100.0%
4	Give comment / ask question	28	80.0%	29	82.9%
T. Average		32.75	93.6%	33.5	95.7%
94.6%					

Data on the table above can be presented in drawing as seen in the following:



Percentage of Student in Activities During Teaching and Learning Process in Cycle 2

It means that the students were more motivated in the second cycle. It is also because the students were started to have close relationship with the researcher and they were more understood about the lesson. Therefore, they were more active in learning.

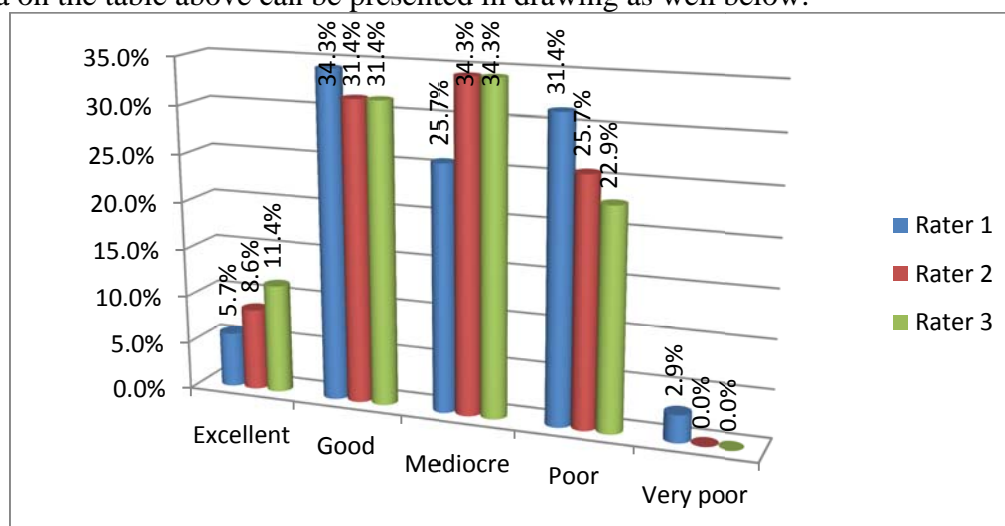
The Result of Post-Test in Cycle 2

After all stages got through for two meetings in the cycle 2, the researcher began to conduct Post-Test 2 in order to know student's writing ability after being re-taught by application comic strips. Finally, the researcher computed the data and found the result which was presented according to the ability level according to each rater as shown on the below:

Table: Student's Writing Ability According to Each Rater in Post-Test Cycle 2

Score	Ability Level	Rater 1		Rater 2		Rater 3	
		Freq	%	Freq	%	Freq	%
81-100	Excellent	2	5.7%	3	8.6%	4	11.4%
61-80	Good	12	34.3%	11	31.4%	11	31.4%
41-60	Mediocre	9	25.7%	12	34.3%	12	34.3%
21-40	Poor	11	31.4%	9	25.7%	8	22.9%
0-20	Very poor	1	2.9%	0	0.0%	0	0.0%
Total		35	100%	35	100%	35	100%

Data on the table above can be presented in drawing as well below:



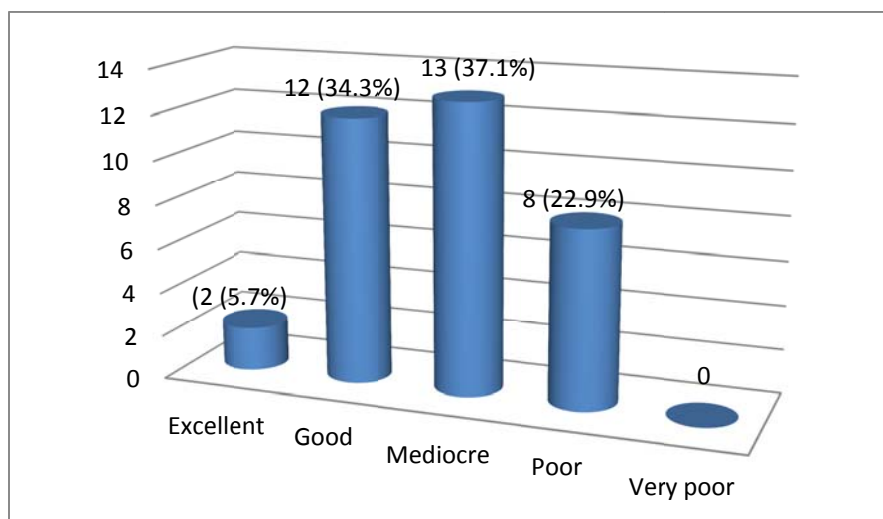
Distribution of Student's Writing Ability According to Each Rater in Post-test Cycle 2

After calculating the data by each rater above, below is the student's writing ability according to the three raters:

Table: Student's Writing Ability According to The Three Rater in Post-Test Cycle 2

Score	Ability Level	Freq	%
81-100	Excellent	2	5.7%
61-80	Good	12	34.3%
41-60	Mediocre	13	37.1%
21-40	Poor	8	22.9%
0-20	Very poor	0	0.0%
Total		35	100%

The data in the table above can be presented in drawing below:



Distribution of Student's Writing Ability According to The Three Raters In Post-Test Cycle 2

The Result of Research in Cycle 3

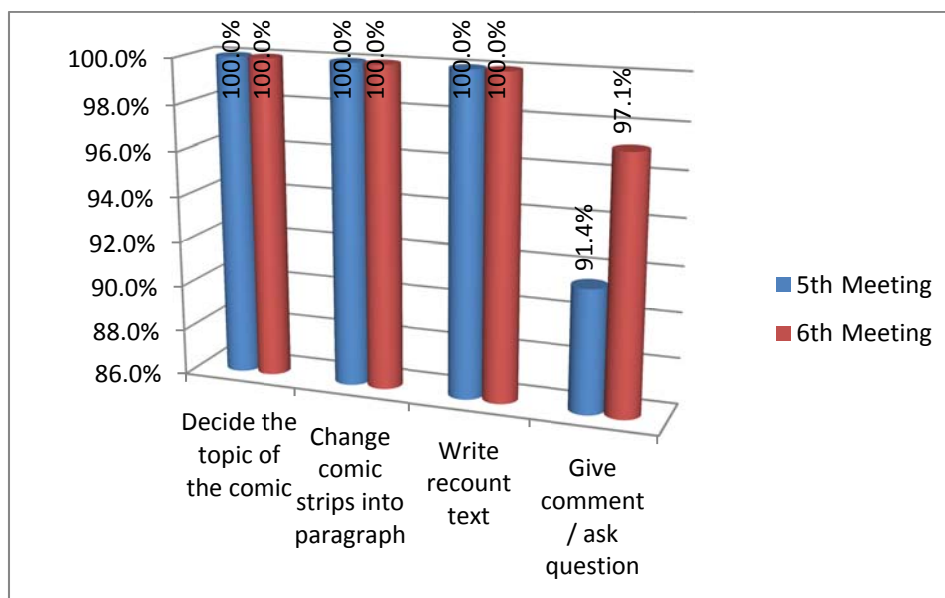
After reflected the result of data analysis in the second cycle, the writer continued the research in the cycle 3. This cycle consists of two meetings. The first meeting was on March 11, 2013. The topic in this meeting was 'Lucky Experiences'. The second meeting was on March 18, 2013. The topic discussed in this meeting was 'Daily'.

The following table shows us the student's activeness in each activity in this cycle during teaching and learning process:

Table: Number of Student In Each Activities During Teaching And Learning Process In Cycle 3

No	Student's Activities	5th Meeting Number of students	%	6th Meeting Number of students	%
1	Decide the topic of the comic	35	100.0%	35	100.0%
2	Change comic strips In to paragraph	35	100.0%	35	100.0%
3	Write recount text	35	100.0%	35	100.0%
4	Give comment/ask question	32	91.4%	34	97.1%
T. Average		34.25	97.9%	34.75	99.3%
		98.6%			

Data on the table above can be presented in drawing as seen in the following:



percentage of Student in Activities During Teaching and Learning Process in Cycle 3

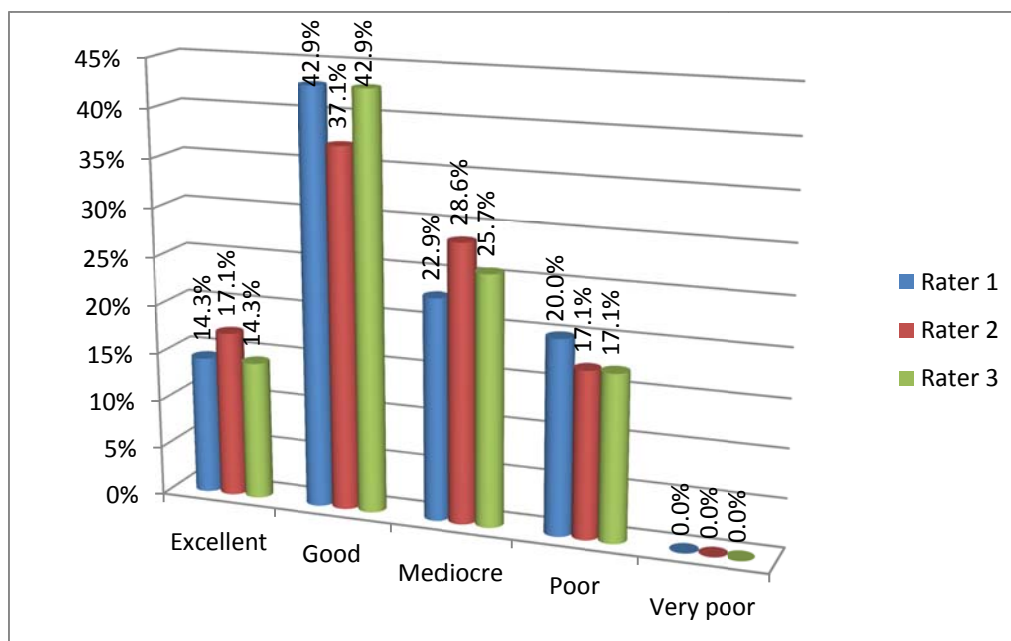
The Result of Post-Test 3

After all stages got through for two meetings in the cycle 3, the researcher began to conduct post-test 3 in order to know student's writing ability after being re-taught by application comic strips. Finally, the researcher computed the data and found the result which was presented according to each rater as shown on the below:

Table: Student's Writing Ability According to Each Rater in Post-Test Cycle 3

Score	Ability Level	Rater 1		Rater 2		Rater 3	
		Freq	%	Freq	%	Freq	%
81-100	Excellent	5	14.3%	6	17.1%	5	14.3%
61-80	Good	15	42.9%	13	37.1%	15	42.9%
41-60	Mediocre	8	22.9%	10	28.6%	9	25.7%
21-40	Poor	7	20.0%	6	17.1%	6	17.1%
0-20	Very poor	0	0.0%	0	0.0%	0	0.0%
Total		35	100%	35	100%	35	100%

Data on the table above can be presented in drawing as well below:



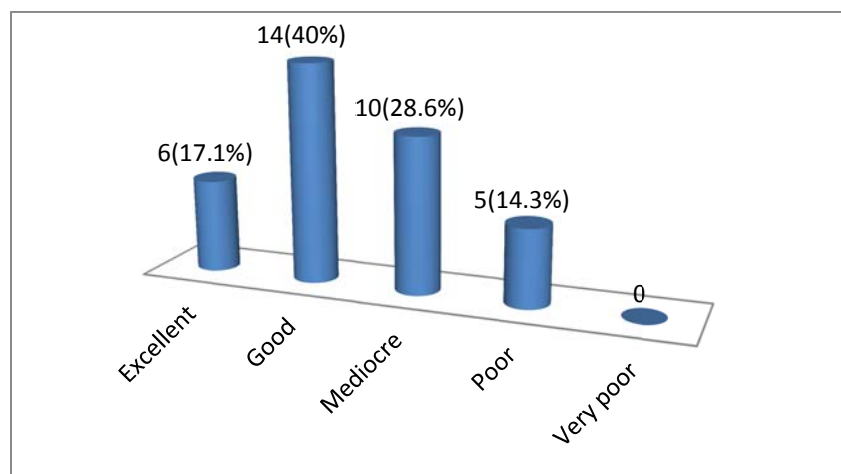
Distribution of Student's Writing Ability According to Each Rater in Post-Test Cycle 3

After calculating the data by each rater above, below is the student's writing ability according to the three raters.

Table: Student's Writing Ability According to Three Rater in Post-Test Cycle 3

Score	Ability Level	Freq	%
81-100	Excellent	6	17.1%
61-80	Good	14	40.0%
41-60	Mediocre	10	28.6%
21-40	Poor	5	14.3%
0-20	Very poor	0	0.0%
Total		35	100%

The data in the table above can be presented in drawing below:



Distribution of Student's Writing Ability According to Each Rater in Post-Test Cycle 3

CONCLUSIONS

The application of comic strips in teaching writing has been successfully improve the student's writing skill at X.4 of SMA Negeri 9 Pekanbaru. Application comic strips is one of media in teaching writing that the teacher can use to train students in improving their writing and motivate them to write

The average score of students in Pre-test is **37.94**. It means that the student's writing ability in **Poor Level**. The average score of Post-test after teaching recount text by using comic strips is **62.83** or **Good Level**. The increase of Pre-test to Post-test is 24.89. By the increasing core of post-test, it can be concluded that teaching recount text by using comic strips in the classroom can increase the student's ability in writing recount text. So, the application comic strips to improve student's writing ability in the first year students at SMA Negeri 9 Pekanbaru are categorized as a rather successfully action than usually.

SUGGESTIONS

It is important to the teacher to make a creative teaching activity in the classroom. It will make the students feel interested in learning English, especially in writing recount text. It is suggested to next other researchers to investigate about the use of comic strips in other fields such as in listening, speaking, and reading. It is very useful to give rewards for student's achievement which can improve their motivation to learn more.

Finally, the researcher realizes that this research is not yet perfect, thus it can be conducted by other researchers to get better improvement.

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