

IMPROVING STUDENT'S ABILITY IN WRITING NARRATIVE TEXT THROUGH TEXTLESS COMIC AT SMPN 20 BANDAR LAMPUNG

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Abstrak. Tujuan penelitian ini adalah untuk mengetahui (i) perbedaan kemampuan menulis siswa setelah diajar menggunakan *textless comic*, dan (ii) untuk mengetahui respon para siswa terhadap pengajaran menulis teks naratif dengan menggunakan *textless comic*. Sasaran penelitian sebanyak 30 siswa dari kelas tiga SMP N 20 Bandar Lampung. Tes menulis digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa (i) adanya peningkatan kemampuan menulis siswa yang signifikan dengan tingkat signifikansi 0.05, dan (ii) respon siswa menunjukkan bahwa belajar menggunakan *textless comic* dapat meningkatkan kemampuan siswa dalam menulis teks naratif. Hal ini menandakan bahwa media *textless comic* memberikan kesempatan kepada siswa dalam penyampaian dan mengembangkan ide dengan mudah.

Abstract. The aims of this study are to find out (i) the difference of students' writing ability between the pretest and the posttest by using textless comic, and (ii) students' responses of teaching writing narrative text by using textless comic. This research used quantitative and qualitative method. The subjects of this research were 30 students at the third year of SMP N 20 Bandar Lampung. The writing test was administrated as the instrument of the research. The result showed that (i) there was a statistically significant difference of students' writing ability between the pre test and the post test with the significant level 0.05, and (ii) textless comic is believed to improve the student's writing narrative text. This suggests that textless comic gives opportunities for students to share and develop the ideas more easily.

Keywords: narrative text, textless comic, and writing.

INTRODUCTION

Writing skill is important for students to master because language usually focuses more on written production. Writing ability also shows how capable students are on their language comprehension since writing would engage all five important components of language; vocabulary, grammar, content, mechanic, and also language use. If the students are able to write well, it means that they comprehend those five components well.

Writing also can be best means to help students to know more about the way they think. It can be harden ideas and thoughts for reflecting on them better than if the ideas remained evolving in their head (Rahmawati, 2014:2). By writing, students also can share information and maintain social relationship by communicating with others. In daily life, people can get announcements, advertisements, letters, informations, even warnings in the written form. It also happen in school enviroment. there are a lot of writing works, for instance making a note, making lists, completing laboratory reports and composing any kinds of text and others. Therefore, people are consciously engaged a lot of part of writing and it makes writing skill become very important (Rahmawati, 2014:2).

However, as a matter of fact in Indonesia, some students do not express their ideas through acceptable writing. This is probably due to their environment which do not support them or their English teachers do not give adequate motivations and aids for them to write. These facts are based on researcher's experiences. It was found that there were many students who were confused with what should they write or imagine for the storyline of their story. Sometimes, they made repetition to what they had written. The students also do not know the plot of the story such as the introduction, raising action, climax, until the end or re-orientation of the story.

In fact, there are many ways to deal with these problems. The teacher can use teaching media that stimulate their idea. One of them is the use of comic as a media to improve the writing skill.

In the era of technology, teachers nowadays could use many different kinds of methods, techniques, materials, as well as media to teach writing. They are asked to have a good character, broader knowledge about methods and techniques which are more interesting and relevant English to the materials. By seeing the problem above, the researcher wants to use the comic.

The researcher chose comic because comic is a literature that combines text and visual aspect. Mostly people read comic for entertainment. But in fact, It is also can be used as a learning media. By using comic the learner will be more interested to learn. some comics do not have text but they are still meaningful and entertaining. Therefore, it proves that textless comic can bring message to the reader.

It is believed that comic is very helpful to help English learner to learn and to improve their English. Hillman (1995:167-169) as cited in Rahmawati (2014:22)

states that comic can be able to make students pay more attention. When students pay more attention, they will be able to grasp more knowledge and information. It can be understood that when someone see a textless comic, the person has his own story and words in his head that he can use to describe and re-tell the story with his own language. In order to improve writing ability in writing narrative by seeing what happen in the textless comic, it will be easier by the comic viewer or English learners since they have got some ideas from the comic.

There are many media that can be used in improving students' writing skill, but the researcher focus on how the students are able to express their idea and imaginations in piece of paper better. The use of suitable media is hoped that it can help teacher to create meaningful instructions and also motivate students to improve their writing ability. The media which makes the reseacher interested for her goal is textless comic. It is because some people, especially students love comics. Most of children and teenagers or even adult love comics because of their visual, attractive, humorous, and over all appeal (Hillman, 1995 : 66). Not only that reason, the pictures in the frames add many visual cues to the story line for helping students in understanding the critical literary points of the story.

Based on the statements above, the researcher conducted a research about the implementation of textless comic as teaching media to improve the students' writing ability in narrative text. The researcher hoped that by using textless comic students would be active as participants and they have more chance to express their minds, ideas and imaginations. This media was expected to help students in writing so that they could write well. Considering the statement above through experimental research, the researcher would like to find out if textless comic can improve students' ability in writing narrative text and the influence of teaching writing narrative text by using textless comic.

METHODS

This research is quantitative qualitative research. the aim of there research is to find out the differences of students' writing ability before and after being taught by using textless comic and to find out students' appraisal towards teaching writing narrative text by using textless comic. This research took the writing skill as the dependent variable because it is assumed that writing skill is affected by textless comic as the independent variable. The class had got treatment from the researcher and also get pre-test and post test. In order to see whether textless comic can improve the students' writing ability or not, it is determined by the difference scores of pre-test and post test. Then, for the students' appraisal the researcher will use the questionnaire.

The population of this the researcher was taken from Junior High School 20 Bandar Lampung as the population. There were nine classes of the third grade of that school. Total of students of the third grade at SMPN 20 Bandar Lampung were 294 students. The number of the student of each class was around 30 students. Their age range was around 11 to 14 years old female and male. The

sample classes were chosen by the English teacher of that school. The researcher chose this way to determine the sample class because he did not want to disturb teacher's teaching learning program that had been running at that time. The researcher took IX G class. That class consisted of 30 students.

In this research, the researcher administered a writing test and questionnaire. The technique scoring students' writing based on 5 aspects; content, language use, form, mechanic, and vocabulary. The researcher used Pearson Product Moment to find out the reliability of her research. Moreover, the research was conducted a research in order to find out whether there were difference of students' writing ability before and after being taught by using textless comic and improvement in students' ability in writing narrative text by using the textless comic. The research was conducted in five meetings. At the first meeting, the researcher gave the pre-test to the students in order to know how far the students' ability in writing narrative text. After conducting the pre-test, the researcher conducted treatment by using textless comic in three meetings. The treatments were done for helping and stimulating students in order to improve their ability in writing narrative text. In the second treatment, there were three steps of activities which were also done. There were pre 'activity, main activity, and post activity. In the pre activity, teaching learning process was the same as teaching learning process in the first treatment. In main activity, students started to study by discussing the lesson that had been given in the first treatment. It was done for reviewing students' understanding about the lesson. In the last treatment, there were pre activity, main activity, and post activity. In the pre activity, the process of teaching learning was the same as the first and the second treatment. In main activity, teacher started the teaching learning process by asking the students some questions related to the previous activities. Thus the researcher used questionnaire to see Students' appraisal towards teaching writing narrative text by using textless comic.

RESULTS

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) shows the mean score of pretest result is 60.32 while in the posttest is 69.48 in which the difference is 9.16 points. It means that there is an improvement of students' narrative text writing ability after being taught by using textless comic. It can be seen from the following table.

Table 1. The Difference of Students' Score in Pretest and Posttest

Category	Pretest	Posttest	Gain
Total	1809.5	2084.5	275
Mean	60.32	69.48	9.16

From the table above, it implied that there was a difference of students' narrative text writing ability after being taught through textless comic. and it answers the first research question.

Therefore, to answer the second research question, the researcher analyzed the data of Students' response questionnaire by using SPSS 16 to know the questionnaire is reliable or not and checked the result manually. The computation

showed the reliability coefficient of the questionnaire was 0.825. The score indicates that all items in the questionnaire were reliable so that it could be used to find out students' appraisal. Thus, the finding shows that the mean of each aspect of the students' response questionnaire. It showed that the mean of teacher's performance was 2.967. The teaching material was 2.9. Thus, teaching learning process was 3. So the researcher found that the mean of the aspects was 3. It can be concluded that textless comic can improve the student's writing ability.

DISCUSSION

The finding of this research shows that there is difference of students' ability after the implementation of textless comic in writing narrative text. The difference of the students' writing ability could be seen from the comparison between the students' pretest score and posttest score. It can be seen from mean score from pre-test and post-test where the difference is 9.17 (from 60.32 to 69.48). Mean score for the pretest is 60.32. Pretest was administered before the researcher implemented textless comic media in learning writing in order to find out the students' writing ability. On the other hand, the mean score for the posttest is 69.48. Then, the result was analyzed by using Repeated Measures T-Test, it was also found that the t-value was higher than the t-table and the significant level was achieved. Therefore, it was confirmed that there was a significant difference of students' writing narrative text after the students were taught by using textless comic media.

Thus, the researcher used questionnaire to prove whether textless comic media is useful for the students and make sure the first and second research question. It shows that the mean of teacher's performance gets 2.967. It is caused the teacher used the media which made students interested to the lesson. The teaching material gets 2.9. It caused the students loved comic they were happy when the teacher taught them by using textless comic, and also teaching learning process gets 3, it is because the teacher adopted the story that they knew and it is simple story. So the researcher found that the mean of the aspects get 3. It can be concluded that textless comic can improve the student's writing ability.

This finding is similar to a study done by Rahmawati (2014), which stated that textless comic as teaching media could improve students' writing skill. The result also supported a research conducted by Megawati (2012) which stated that the use of comic as teaching media in teaching writing could improve writing skill. In addition, the students' attitude towards writing learning process had improved. They were more confident in writing and felt that the implementation of comic was helpful for them in writing a narrative text. This result was in line with Flannery (1993:239-241) who stated that cartoons are capable for breaking the monotony of a lecture section and in that way, keep the students attentive and intellectually engaged in the content presented. Dealing with motivation, the students did not feel learning English as a frightened and boring subject since the learning atmosphere in classroom was more joyful, so the students could easily make or develop narrative text that they want to make. It was in line with an expert's statement who stated that a rationale for using comic as a pedagogical strategy is that most children and young even adults love comic. Research

supports the fact which students enjoy reading comics and comic has a potential motivational value (Wright, 1979: 158-161). From the result also we could say that textless comic was useful for students in teaching narrative text. As we know that the textless comic has sequence pictures in the frames which can add many visual cues to the story line for helping students better in generating, developing and understanding of the story. The statement was in line with Hornby (1973) who stated that series of picture are really serviceable in teaching writing because they provide complete ideas to stimulate students' imagination. Finally, it can be concluded that textless comic can improve the students' ability in writing narrative text.

Referring the explanation above, it is noticed that textless comic can improve students' writing. By using textless comic in learning writing, the students can encourage their attention and motivation in learning writing. They were happy to learn by using comic.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions as follows:

1. There was a statistically significant difference of students' ability in writing narrative text by using textless comic between the pre test and the post test with the significant level 0.05. It can be concluded that using textless comic is an alternative way for teaching writing narrative text which can improve student's skill.
2. The use of textless comic as a media is believed to improve the students writing skill. It can be proved from the result of the questionnaire that shows the mean each aspects of the questionnaire are 3 points.

Considering to the finding of the research, the researcher would like to recommend some suggestions as follows:

1. The researcher suggests the teachers to use textless comic as media in teaching narrative text. The reason why the researcher suggests it because since the researcher teaching writing by using textless comic in narrative text, the researcher can give better result for students.
2. English Teacher can use textless comic in teaching writing narrative text as the media that can be applied in the class. It is because this media can improve the students' understanding of narrative text.
3. This research used textless comic to improve students' ability in writing narrative text in junior high school. Further research can use textless comic other skills such as speaking or listening.

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