

TEXTLESS COMIC TO IMPROVE NARRATIVE TEXT WRITING ABILITY

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan kemampuan siswa dalam menulis naratif teks setelah diajar menggunakan *textless comic*. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan di kelas XI IPA 4 yang berjumlah 31 orang. Peneliti menggunakan tes menulis untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan siswa dalam menulis setelah diajar menggunakan media *textless comic*. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 59.46 ke 75.96, dengan nilai t-value 11.376 dan t- table 2.042. Oleh karena itu dapat disimpulkan jika media *textless comic* dapat meningkatkan kemampuan siswa dalam menulis.

The aim of this research was to find out whether or not there was an improvement of the students' ability in writing narrative text after being taught by using textless comic. This research used quantitative approach and was conducted to 31 students in class XI IPA 4. The researcher administered writing test in collecting the data. The result of the data analysis showed that there was an improvement in students' ability after they were taught by using textless comic. It could be proven from the improvement of students' mean score from pretest to posttest, which was 59.46 to 75.96, with t-value 11.376 and the t-table 2.042. In short, textless comic can improve students' ability in writing narrative text.

Keywords: improving, narrative text, textless comic, writing skill

INTRODUCTION

Writing is the last skill which must be learned by students after listening, speaking, and reading skill. Writing is also the most difficult skill from the others. This is true because writing has many crucial components to be analyzed such as, content, language use, organization, vocabulary, and mechanic. Moreover, the ability for organizing framework for our ideas in written communication also should be mastered (Durotul, 2014:1). So, we can conclude that writing is not easy. All those difficulties make learning to write become a complicated process that combines many interrelated components.

Actually, writing can be a great tool to help students to know more about the way they think. It can solidify 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 addition, most of important official documents such as laws, formal regulations, treaties, guaranties, contracts and so forth are made in the written form. In daily life, people get announcement, advertisements, letters, information, even warning in the form of writing. At school too, there are a lot of writing works, for examples making a note, making lists, completing laboratory reports and composing any kinds of texts and others. So, people are consciously or unconsciously engaged a lot of part of writing and it makes writing skill become very important (Rahmawati, 2014:2).

In short, writing is a complex skill that should be mastered by the students. Writing also is one of the productive skills of language that can be used to express

the ideas, thought, or to send message to the reader. It means that when one writes, he or she produces the expression that should be meaningful. Then, the receiver or reader can receive the message from the writer without any miscommunications.

In fact, most of students had difficulties in writing. Based on the researcher's experience when conducting teaching practice program (PPL/2014) at the first and second year of SMAN 1 Karya Penggawa, Pesisir Barat, it can be reported that many students still get difficulty in producing the written properly. They still have difficulties to write, for example in writing narrative story. There, many students were not able to express what they thought. Only few students could express what they thought orally by their first language, but, they could not express it in English. If they tried to write English, they did not explore their ability to write because they have lack of knowledge in writing. So, it made the teaching learning process there did not go well. To be concrete, a study conducted by Sitinjak (2014) in second year students of SMAN 8 Bandar Lampung of academic year 2013/2014. The result showed that many students could not express their ideas in written form although they might know what would be written. They still could not understand or create a text although the teacher had explained it.

In order to make teaching writing subject more interesting, good media are needed. In teaching learning process, teacher usually uses media which hopefully can improve students' writing ability. According to Munadi (2008:255), to select the appropriate media, the teacher must consider the characteristics of the

students, which directly related to the learning process. Teacher should choose what media that is appropriate with their students' condition or situation.

In this research, the researcher tried to find out the best media which hopefully can improve or increase students' writing ability especially in narrative text. There are so many media that can be used in teaching writing, but the researcher's focus would be on how the students are able to express their idea and imaginations in piece of paper better. The use of suitable media is hoped can help teacher to create meaningful instructions and also motivate students to improve their writing skill. The media which is appropriate for the research's goal is textless comic. It is because many people, especially students love comics. Most of children and young even adults love comics because of their visual, attractive, humorous, and overall appeal (Hillman, 1995: 66). Not only that, the pictures in the frames add many visual cues to the story line for helping students in generating, developing and understanding of the story. In addition, series of picture are really serviceable in teaching writing because they provide complete ideas to stimulate students' imagination (Hornby, 1973).

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 imagination. This media was expected to help students in writing so that they could write smoothly. Considering the statement above, 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 in an experimental research entitled “Textless Comic to Improve Narrative Text Writing Ability”

METHODS

This research was quantitative research which used *one group pretest posttest design*. The population of this research was the second year of science class students of SMAN 1 Gadingrejo in academic year 2014/2015 which consist of 4 classes with 30 to 32 students in each class. 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 XI IPA 4 class as the experimental class. That class consisted of 31 students. There are twenty one of female students and ten of male students in the experimental class.

The research was conducted in order to find out whether there was an improvement in students’ narrative text writing ability 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 first treatment, there were three steps of activities which were done. There were pre activity, main activity, and post activity. In the pre activity the researcher (as teacher) greeted the students. After that, teacher asked students to pray. Afterwards, teacher checked the student's attendance, explained the purposes and benefits of the lesson, and explained the activities that were going to do by the students. In main activity, teacher started by asking the students some questions related to the narrative text, for examples; *"Have you ever heard fictional story? What story do you know? Can you tell me?"* When the students finished telling, the teacher said that was an example of narrative text. After that, students observed the textless comic about fictional story Cinderella in group. In this step, teacher also asked students some questions about the story in the comic, for example, *"Where did the story happen? When did the story happen? Who was the major character? Who was the minor character? Can you describe them?"* By asking them directly, teacher could know how far students' understanding about the story itself and their understanding of past tense. By knowing that problems, teacher facilitated students to review the materials about past tense, kinds of verb (regular and irregular), and adverb of time used in past tense.

Afterwards, teacher facilitated students to discuss more about the textless comic and at the same time guided students by asking some questions to develop the next story in the comic if they found difficulties in making text. All questions were leading to generic structure (orientation, complication, and resolution) of narrative text. After finishing, each group revealed their story based on the results of the discussion. In this section teacher also asked them to mention the generic structure, and language features used in their text. In last section, students began

to write stories about orientation (when and where the story took place and it was about the characters in the story) and also problems in the initial paragraph individually. In the end of the activity, teachers provided positive feedback and reinforcement to student. The aim of this activity was for triggering students' motivation in learning. Teacher also provided reflection activity to the students. It was aimed to reflect about a specific performance related to a certain assignment or about their general performance in learning English, find their strength and learning problems and see for solution actively. Teacher also gave conclusion and homework about setting, characters in the story and the problem before closing the class.

In the second treatment, there were three steps of activities also which were 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. Then, students observed the textless comic about fictional story Keong Mas in group. In this step, teacher also asked students some questions about the events in the story. Students discussed about the events in the textless comic. After that, they revealed the results of the discussion group. The teacher gave students explanation about how to use the time sequences (for instance: first, second, then, before, after, finally). Teacher also gave students explanation about how to write the events or happenings in the story correctly. It was about beginning, middle, and ending for each event in the story based on textless comic. Afterwards, students began to write complication of the story

(events 1, 2, etc.) that occurred individually. In the end of the activity, teachers provided positive feedback, reinforcement, and reflection to the students. Teacher also gave conclusion and homework about events of story before closing the class.

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. After that, students observed the textless comic about Keong Mas in group. Teacher also gave explanation to the students about how to write the resolution (ending of story and the problem solving) in narrative story. Afterwards, students began to write the resolution (ending of story and the solution to the problem in narrative text) individually.

In the fifth meeting, the researcher conducted the post-test to the students after they had been taught by using textless comic. Like the first meeting, the students made a narrative text that they knew within 60 minutes. After getting the pre-test and the post-test, the researcher analyzed the result between the pre-test and the post-test to find out the improvement of students' narrative text writing ability after being taught by using textless comic. In order to see whether there was an improvement of students' ability in writing narrative text, the researcher examined the students' score. The raw score were tabulated and calculated using repeated measures T-test of Statistical Package for Social Science (SPSS) for windows version 15.00 to test whether there was an improvement or not.

RESULTS AND DISCUSSIONS

At the first meeting, the researcher conducted pre-test to find out the students' ability in writing narrative text before the treatment. Statistical computation with SPSS 15.00 for windows was used to analyze the scores of the pre-test in the experimental class. The mean of the pre-test was 59.46; the highest score was 77; the lowest score was 41.50; the median was 60.50. The researcher scored the students' writing based on the writing aspects and the criteria namely, content, language use, organization, vocabulary, and mechanic. The average scores of five aspects of writing tested in the pre-test with the maximum score of each aspect in writing were content (18.12), language use (14.85), organization (11.75), vocabulary (11.32), and mechanic (3.4). The highest possible score of each aspect are content (30), language use (25), organization (20), vocabulary (20), and mechanic (5). Beside the distribution score in each aspect, the researcher also found out the distribution of final score in pre-test. The result was found that there were 3 students (9.7%) who got score in the range 41-45 and 46-50, 5 students (16.2%) who reached score in the range 51-55, 8 students (25.7%) who reached score in the range 56-61, 4 students (12.8%) who reached score in the range 62-66, 67-72, and 73-77.

After conducting the pretest and three times treatments, the researcher administered the posttest. The researcher conducted post-test in order to find out whether textless comic could be used to improve the students' writing narrative text or not. The scoring system and the scoring criteria were exactly same as the pre-test. The result showed that the average scores of five aspects of writing tested

in the post-test were content (22.12), language use (18.16), organization (15.85), vocabulary (15.61), and mechanic (4.2).

From the result, it could be seen that scores the students are various. It could be seen that there were 1 students (3.2%) who got score in the range 51-55, no student (0%) who reached score in the range 56-60, 5 students (16.2%) who reached score in the range 61-65, 2 students (6.5%) who reached score in the range 66-70, 4 students (12.8%) who reached score in the range 71-75, 8 students (25.6%) who reached score in the range 76-80 and 81-85, and 3 students (9.7%) who reached score in the range 86-90. The highest score was 88.5 and the lowest score was 55.50 and the average score of pre-test was 75.96. The result of the pre-test and the post-test in the class showed that the students' writing skill had improved after being taught by using textless comic. The mean score improved from 59.46 up to 75.96.

In the pretest, it can be seen that the mean of content was 18.12 because when the researcher conducted the pretest, the researcher found that many students had limited knowledge of subject, little substance, and inadequate development of topic in their text. In the result of post-test, the mean score of content in was 22.12. The improvement was 4%. It was because most of the students could write adequately development of topic.

Then, the mean score of language use in pretest was 14.85. Most of students had problem in constructing correct sentences. It was because when the students made a sentence, they still found some difficulties to understand the pattern or the use of subject, verb, and how they arranged the sentence itself.

In post-test, the result of language use was 18.16. The improvement was 3.31%. It was found that many students could write sentences effectively, good construction enough, and minor problems, for example, *“All people tried to trap granny Pakande .”*, *“She was more beautiful than her new mother”*, *“he lived in small village in north Sumatera”*. But, there were some students that still had several mistakes in using verb, preposition, for instance. Organization aspect in pre-test was 11.75. It was because many students had lacks of logical sequence and development, non-fluent, and the idea was confusing in their text.

The mean score of organization in post-test was 15.85. The improvement was 4.1%. It means that there was an improvement in students' narrative text writing ability in organization aspect. Generally, many students wrote fluently enough in expressing ideas, but sometimes their text was somewhat choppy, loosely organized but the main idea stood out and was logical but incomplete sequencing. So, this improvement means textless comic can be used as media in teaching writing narrative text.

Vocabulary was 11.32 in pre-test. The researcher found that many students wrote in limited range. They had frequent errors in choosing words, and meaning was confusing and obscure, for example, *“She is nothing child.”* (*She had no child.*), *“Long time ago any the king or monkey in the montain China”* (*Long time ago there lived a king of monkey in the China mountain*).

The mean score of vocabulary in post-test was 15.61. The improvement was 4.29%. It means that there was an improvement in students' narrative text writing ability in vocabulary aspect. Researcher found that students' texts in vocabulary

aspect had already adequate range, occasional errors but meaning not obscured, for example, *“She grew be smart girl”, “the princess also loved to the man”, “but, Ellina didn’t believe it.”*

The last is mechanic. The mean score of this aspect in pre-test was 3.4. Researcher found that many students had occasional errors of punctuation, spelling, and capitalization in their narrative text, for example, *“he want catch, that mousedeer.”*, *“And then the fish transform to beautiful girl, and the girl to be his wife.”*

The mean score of mechanic in post-test was 4.2. It means that there was an improvement of students’ narrative text writing ability in mechanic aspect even though it was low. Researcher found that many students had few mistakes of punctuation and capitalization in their narrative text, for example, *“Five years later, the queen was sick.”*, *“They ran to the window and say the arrival of Peterpan...”*

From the explanation above, it could be concluded that textless comic gave positive improvement in students’ narrative text writing ability in five aspects of writing. The improvement could be seen from the mean of pre-test and post-test, it ranged from 59.46 up to 75.96. This improvement means that textless comic can be used as medium in teaching writing.

From the statistical calculation formula by using SPSS 15, it was also found that the lower value is negative and the upper value is negative too. So, it means that this technique gives significant difference after the treatment was implemented.

The result of hypothesis testing showed that the significant 2 tailed is $p=0.000$ and the level of significant is $p<0.05$. So it means that there is a significant improvement of students' speaking skill after they were taught by using textless comic.

Based on the result of the research, it can be seen that the students got a higher score after the treatments. In short, there was an improvement of the students' skill in writing narrative text after they were taught by using textless comic. When we saw the data and the explanation above, we could know that the students' ability in writing narrative text had improved in all aspects and teaching learning process run well through the use of the textless comic. This result was in line with the previous research conducted 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 especially in writing narrative text in all aspects namely, content, language use, organization, vocabulary, and mechanic. 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 writing. 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. It was not only in content and organization aspect, but also in all aspects.

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 is improvement of students' ability in writing narrative text from the pretest and the posttest after being taught by using textless comic. Textless comic is an alternative way for teaching writing especially in writing narrative text which can improve students' skill in five aspects of writing; namely content, language use, organization, vocabulary, and mechanic.
2. Textless comic was good media which can be used by the teacher to help the students more understand about the narrative text. By using textless comic, students can learn how to write narrative text easily.

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

Since teaching writing by using textless comic in narrative text can give better result for students, the researcher suggests the teachers to use it as media in teaching writing narrative text. Further researchers can use textless comic for other kinds of text writing such as recount text and for different levels of students.

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