IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT THROUGH TEXTLESS COMIC AT THE FIRST GRADE OF SMA NEGERI 15 BANDAR LAMPUNG

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Tujuan penelitian ini adalah untuk mengetahui adanya peningkatan kemampuan menulis *narrative text* pada siswa setelah mereka diajarkan dengan menggunakan *textless comic* dan untuk mengetahui persepsi siswa terhadap penerapan *textless comic* sebagai media pengaajaran. Penelitian ini adalah penelitian kuantitatif-kualitatif. Desain yang digunakan dalam penelitian ini adalah satu kelompok *pretest* dan *posttest*. Subjek penelitian adalah 28 siswa kelas X MIA 1 SMAN 15 Bandar Lampung. Instrumen yang digunakan adalah *writing test* dalam bentuk esai yang valid dan sesuai dengan kurikulum dan protokol wawancara yang isinya sesuai dengan konsep persepsi yang berisi tentang: kesulitan, stres, kepercayaan diri, minat, dan motivasi. Data dalam bentuk skor yang diambil dari *pretest* dan *posttest* dan dianalisis dengan menggunakan *Paired Sample t-test*. Hasil penelitian menunjukkan ada peningkatan pada kemampuan menulis siswa dalam *narrative text* (63.6 ke 76.7) setelah mereka diajarkan menggunakan *textless comic*. Hasil wawancara menunjukkan bahwa siswa tidak menemukan kesulitan, stres atau frustrasi ketika media diterapkan di kelas. Sebagian besar siswa juga tertarik dan termotivasi jika media pengajaran ini diterapkan untuk studi lebih lanjut. Dapat disimpulkan bahwa *textless comic* memudahkan siswa untuk meningkatkan kemampuan menulis mereka.

The aims of the research were to find out whether there was an improvement of the students' writing ability in narrative text after they had been taught by using textless comic and to find out the students' perception towards the implementation of textless comic as teaching media. This research was a quantitative-qualitative research. The design used in this research was one group pretest and posttest. The subjects were 28 students of class X MIA 1 of SMAN 15 Bandar Lampung. The instruments were writing test in form of essay that is valid and reliable with the curricullum and a reliable interview protocol which the contents are about: difficulty, stress, confidence, interest, and motivation. The data were in form of scores taken from the pretest and posttest and were analyzed by using Paired Sample t-test. The result showed there was an improvement of students' writing ability in narrative text viewed from the pretest score to the posttest score (63.6 to 76.7) after they have been taught using textless comic. The result of the interview showed that students did not find any difficulties, stress or frustration when the media was applied in the class. Most of the students were also interested and motivated to have this teaching media again for further study. It can be concluded that textless comic facilitates the students to improve their writing ability.

Keywords: textless comic, narrative text, writing.

INTRODUCTION

In learning English as foreign language, writing ability is important for students to master because language usually focuses 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.

However, there are still so many students in Indonesia who can not express their ideas well through writing. This is probably caused either by their environment which does not support them or by their English teachers who do not give adequate motivations and aids for them to write. These facts are based on researcher's experiences during studying in junior and senior high school, as well as the experience during PPL. He found that there were so many students who were confused about what they should write or even imagine the line of their story. Sometimes, they made some repetitions of what they had written. The students also do not know the plot of the story: the introduction, raising action, climax, until the ending or re-orientation of the story.

Media for teaching writing in foreign language are various. In implementing media for teaching writing, teacher should be creative in order the learning process can be done in good sequences and also it can attract the students to follow the explanation which is given by the teacher. By using appropriate media, teachers can develop their material to improve students' motivation to study writing. There are so many media that can be used to improve students' writing, but the researcher's focus was on how the students express their idea and imaginations in a piece of paper. The use of suitable media is hoped to help the teacher to create meaningful instructions and also motivate students to improve their writing ability. The media which made the researcher interested for his goal is textless comic. It was because many people, especially students, love comics. Most of the children, young even adult love comics because of their visual, attractive, humorous, and over all appeal (Hillman1995:66). Not only that reason, but the pictures in the frames also add many visual cues to the storyline for helping students in understanding the critical literary points of the story.

Based on the explanation above, the researcher uses textless comic in investigating the study of teaching writing to improve students' narrative text writing ability and to find the students' perceptions after the implementation of the technique at the first grade students of senior high school.

METHODS

The population of the research was students of the second-grade of SMA Negeri 15 Bandar Lampung and the sample of the research was X MIA 5 which consisted of 28 students. The instruments used were writing tests in the forms of pretest and posttest and interview protocol that is adopted and adapted from Mahpul (2014). The pretest was conducted to find out the students' writing ability before the treatments were given and the posttest was given to investigate the students' writing ability after the treatments. This research's test contains content validity since it is based on the objective of teaching in syllabus (Heaton, 1988:100) for the first-grade of senior high school students and construct validity since the students have to produce a written form of narrative text by considering the five aspects of writing: content, organization, vocabulary, grammar, and mechanics. In this study, the students were asked to write narrative text to measure their writing ability. The researcher classified the score of students' narrative text writing by Jacob's (1981: 90) scoring rubric. In analyzing the data, the researcher used *Paired Sample T-Test* by using SPSS 24.0 for Windows to prove the hypothesis and to find out whether the result of the research was significant or not by looking at the results of the pretest and the posttest. After administering the posttest, an interview was conducted to investigate the students' perceptions during the implementation of textless comic as teaching media. The researcher took 5 respondents from the experimental class as the delegation.

RESULTS AND DISCUSSION

RESULTS

After conducting the research, the researcher compared the result of the pretest and the posttest. The comparison of the pretest and the posttest showed that students' writing ability improved after they were taught through textless comic. Found on the result, the mean score of the pretest and the posttest improved from 63.6 to 76.7, it improved 13.1 points. The table below provides the results of the students' mean score of the tests.

Table 1. The Students' Mean Score of the Pretest and the Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	28	49.00	75.00	63.6	7.31482
Postest	28	68.00	83.00	76.7	4.05844
Valid N (listwise)	28				

Table 1. shows that the mean score of the pretest is 63.6. Meanwhile, the mean score of the posttest is 76.7. It can be concluded that there is an improvement of the students' pretest and posttest. The improvement of the mean score of the

pretest and the postest is 13.1 points. Then, the researcher administered the hypothesis of this research to find out whether was accepted or not. Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not with the significant level 0.05. The researcher used Paired Sample t-test to test; and this was the result of the test.

Table 2. T-test of the Hypothesis Analysis

Paired Samples Test

		Paired Differences						
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1 Posttest - Pretest	1.33929E1	6.40219	1.20990	10.91035	15.87537	11.069	27	.000

Table 2. shows that H_1 is accepted since the value of significance was lower than 0.05. It means that there was a significant improvement on students' writing after the implementation of clustering technique

In qualitative research, the data of students' perceptions was gained from the guided interview. In the interview, the researcher took 5 students from the class to be the respondents and they were asked about their perceptions after the implementation of textless comic. To make sure they gave consistent answers, the researcher also made sound records during the interview session. There are five categories of perceptions to bring up students perceptions such as: difficulty level, stress, confidence, interest, and motivation. The responses for each category were symbolized (+) and (-) for coding purposes. The (+) symbol means positive perception from the respondents for the categories while (-) symbol means respondents' negative perceptions of the implementation of textless comic. Furthermore, the data of students' perception is showed in the table 3 below:

Table 3. Students' Coding Data of Perceptions

No	Categories	Number of Students' Feedback	
		+	-
1.	Difficulty level	5	0
2.	Stress	4	1
3.	Confidence	4	1
4.	Interest	3	2
5.	Motivation	5	0

From the result of the interview, it can be seen that textless comic is an easy media to be applied for the students. All respondents agree that they have no difficulties

in teaching learning process while this media is implemented. Then, for the stress level, according to four of five respondents, this media makes them confident and happy while the last one said that this media makes them stress because they should memorize some difficult vocabularies to produce better writing. While in the confidence level, four of five respondents agree that they can follow and all the instructions that is given by the researcher as the teacher during the implementation of textless comic as teaching media.

Then for the categories of interest, three of five respondents are interested in this media since they were enjoying the teaching-learning process. The three respondents stated that the media was interesting because of the comic provided by the researcher during the implementation while the rest said that they have no interest because they actually do not like to read comic. Then for the last categories, all respondents are motivated to implement textless comic as teaching media further study. All the respondents' answer stated that they agree if there would be an implementation of this kind of media in the future.

DISCUSSION

This section aimed to discuss about the results of the research that have been mentioned before. The improvement of the students' writing ability could be seen from the comparison between the students' pretest score and posttest score. After that, the researcher and the English teacher analyzed the students' score to know whether there was an improvement of the students' narrative text writing. As the researcher observed from the first until third meetings. This research was also confirmed that there is an improvement on students' writing ability. Therefore, the data had finally answered the research questions proposed at the beginning of this research. In addition, the research findings were relevant with several previous studies that textless comic could improve students' narrative text writing ability.The students' average score of the pretest was 63.6 with 75.0 as the highest score and 49.0 as the lowest score. It indicated that the students' ability in narrative text writing before they received treatments was still low. At the last day of the research, the postest was administered in order to find out the students' narrative text writing ability. The average score of the students' postest was 76.7 with 83 as the highest score and 68 as the lowest. The improvement was 13.1 which was higher than the students' average score in the pretest. The result proved that there was an improvement on the students' narrative text writing ability after being taught by textless comic. The result of analysis by using SPSS 24.0 for Windows showed that there was an improvement on the students' narrative text writing ability. In addition, the research findings were relevant with several previous studies that comic could improve students' narrative text writing ability (Widioko (2015), Suryaningsih (2015) and Zuhara (2011)).
This research also finds that all students have different perceptions after the implementation of textless comic in the class as the teaching media. It can be seen from the result of the interview where all respondents gave various statements about the implementation of textless comic. Some of the respondents stated that they loved when textless comic was applied in the class because it could ease

them to sort the whole plot of the story. Textless comic not only helped them to sort the whole timeline but also gained the interests of the students since the comic used in the treatments were colorful comic.

Nevertheless, some of the respondents stated that they still found some difficulties when writing narrative text. Some respondents said that they are still lacks of vocabularies so they could not find the appropriate words for the story. So it can be concluded that students had different perceptions during the implementation of textless comic as teaching media in the class because they had different background while learning English. It can be concluded that the research findings had differences compared to some previous studies that only focused on the improvement of students' writing ability and the aspects of writing that is improved the most from the students (Widioko (2015), Suryaningsih (2015) and Zuhara (2011)).

CONCLUSION

The implementation of textless comic was effective to improve students' writing ability. Based on the result, there was an improvement of the students' writing after they were taught by using textless comic. It could be seen from the students' mean score in the posttest and the pretest which showed the mean score of the posttest was higher than the pretest. It was proved by the students' mean score which increased from 63.6 to 76.7 with the gain 13.1 and also the result of t-value which was higher than t-table (11.069 > 2.0518). Those results could be indicated that there was improvement in students' ability in writing narrative text. Furthermore, this study finds that students had different perceptions after the implementations of textless comic in the class it can be seen from various statements from all respondents' during the interview section. It can be concluded that those different perceptions are because students had different background of learning English.

This study has several implications. Based on the findings, English teachers are expected to use textless comic as media to improve students' writing ability in narrative text effectively because this media makes an impact to the students to become more active and creative in the learning process. Since textless comic can develop students' creativity in writing, teachers might not try to limit students' ideas by giving any limitation of the topic or subject. However, this study was conducted in senior high school level. Therefore, the further researchers can try to investigate the effect of using clustering technique in different levels of school: junior high school and university level. Furthermore, by comparing textless comic with other teaching media, further researcher can investigate which media is more effective in improving students' writing ability.

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