**THE USE OF COMIC STRIPS IN TEACHING WRITING RECOUNT TEXT: AN EXPERIMENTAL STUDY AT EIGHT GRADE STUDENTS OF SMPN 16 MATARAM ACADEMIC YEAR 2014/2015**

Uswatun Hasanah

*English Education Department, Faculty of Teacher Training and Education*

*Mataram University, Jl. Majapahit No. 62 Mataram 83125*

Email: uswatun56@gmail.com

**ABSTRACT**

This research was conducted to investigate the effect of using comic strip in teaching writing recount text for eighth grade students of SMPN 16 Mataram in academic year 2014/2015. This research was an experimental research with two group design. The population of this research was VIII.A and VIII.C of SMPN 16 Mataram in which the total number was 68 students. I took whole population as the sample. Pre-test and post-test were used in collecting the data. Then, I analyze it by using ttest. The result showed that score of ttest (2.93) was higher than the score of ttable(2.00) at the confidence level .05 (95%). Therefore, null hypothesis (H0) which stated that “comic strip is not an effective media in teaching writing recount text’’ was rejected. Meanwhile, the score of ttest(2.93) was higher than the score of the ttable(2.66) at the confidence level .01 (99%). It indicates the alternate hypothesis (Ha) which stated that “comic strip is an effective media in teaching writing recount text’’ was accepted. It means that there was an effect of using comic strip in teaching writing recount text. Thus, comic strip can improve students’ writing ability.

*Key words: comic strip, writing, recount text.*

**ABSTRAK**

*Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan strip komik dalam pembelajaran penulisan recount teks pada siswa kelas dua SMPN 16 Mataram. Penelitian ini adalah penelitian eksperimen dengan desain dua grup. Populasi penelitian ini adalah siswa kelas VIII.A dan VIII.C SMPN 16 Mataram, yang berjumlah 68 siswa. Saya mengambil seluruh populasi sebagai sampel. Dalam mengumpulkan data, saya menggunakan pre-tes dan pos-tes. Setelah pengumpulan data, saya menggunakan ttest untuk menganalisnya. Hasil dari penelitian ini menunjukkan bahwa nilai ttest (2.93) lebih besar daripada nilai ttabel (2.00) pada level signifikan .05 (95%). Hipotesis nol (H0) yang menyatakan ‘’tidak ada pengaruh penggunaan strip komik dalam pembelajaran penulisan recount teks’’ di tolak. Sementara itu, nilai ttes (3.21) lebih besar daripada nilai ttabel (2.66) pada level signifikan .01 (99%) diterima. Hipotesis alternatif menyatakan bahwa ‘’ada pengaruh penggunaan strip komik dalam pembelajaran penulisan recount teks’’. Hal ini menunjukkan bahwa ada pengaruh penggunaan strip komik dalam pembelajaran penulisan recount teks. Oleh karena itu, strip komik dapat meningkatkan kemampuan menulis siswa.*

*Kata kunci: strip komik, menulis, recount teks*

**INTRODUCTION**

Nowadays, English as an international language is used in all over the world and in many aspects of life, economic aspect, politic, trading, communication, business and certainly educational aspect. It is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world. Related to this issue, the government of education in Indonesia considers English as the first foreign language taught to the student at school by putting it as one of the major subjects in the curriculum for the students from elementary school to university. In learning English as a foreign language, students must master four language skills; listening, speaking, reading and writing. Based on that concept, the Indonesian government has the purpose to develop those four skills for the students to learn English especially writing as the most difficult one.

According to Peter Elbow *(1981: 03)* assumption that there is no hiding the fact that Writing well is a complex, difficult, and time consuming. Writing is one of the skills that becomes the most difficult subject to be taught in Indonesia. It is because, it requires a set of the language components; vocabulary, structure and spelling (in writing) as a supporting elements for students for mastering well. Sometimes, the students find problems dealing with language skills and language components as mentioned above which makes them frustrated.

To convey those specific problems that might occur in writing, a set of approaches must be applied in classes. The government, in this respect, the ministry of education applied ***PAKEM*** (*Pembelajaran Aktif Kreatif Efektif dan Menyenangkan*) as a strategic in teaching and learning English, in order to make English as a second language easily be taught and learned at school which is expected to be able to effectively change the students’ point of view about learning English as a foreign language.

According to Depdiknas (*2006*), the students of junior high school have to create a short simple text, not a complex one. There are several kinds of texts which are the students of junior high school need to master, and recount text in one of them. Once again, it is not easy for them because they still face some problems in arranging the sentences to develop a unified paragraph, the use of an appropriate vocabulary, the organization of grammar and also in gaining the meaning or message of their text. So, it becomes a challenge for the foreign language teachers to provide exposure to language and to provide opportunities for learning through classroom activities. In class, the teachers have significant rule to bring out the fun class to the students. So, the teachers are required to have great interest as well as to be professional in writing activities. They also should be good facilitators in creating and building an effective class. One way to conduct the class to be more interesting is by using a fresh and interesting material to be brought to class and also by using the appropriate media.

The teacher should be selective in choosing teaching media/aids. Comic is an art form using a series of static image in fixed sequence. There are two kinds of comics, comic strips and comic books. A comic strip is defined in this study as series of pictures inside boxes that tell a story. Comic can help readers to get the right visualizations. In the writer’s opinion, teaching English on writing skill using comic strips was one of teaching aid in which students were given chance to learn English more fun. The writer thought that comic was such supplementary cue that provides a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make imagery system when encountering words and expressions in a passage with which they were unfamiliar. It combines pictures and sentence, so it would help the students to understand content and context that teacher has taught easily. By using comic strips, it is hoped that it could motivate students to write and pay attention to the material. It would create fun learning in English.

According to my experience, the teachers in SMPN 16 Mataram are rarely used media to support their teaching and learning process, they only used one students’ worksheet (LKS) as learning source and gave some exercise based on it. That is why, related to the usefulness of visual teaching media, especially comic strips, the writer chooses comic strips as media to discover whether it is effective or not in teaching writing recount text for the eighth grade student of SMPN 16 MATARAM. It is because of the fact that recount text is one of the story genres. The purpose is to reconstruct past experiences by retelling events and incidents in the order in which they have occurred. So, there will be a significant relationship between recount text and comic strips.

**Statement of Problems**

To focus the discussion on the effectiveness of comic as media, this study is aiming to investigate the use of comic strips effective in teaching writing recount texts to the eighth grade students of SMPN 16 MATARAM?

**Purpose of Study**

Based on the problem mentioned above, the objective of the study is to investigate whether the use of comic strips is effective or not effective in teaching writing recount text to the eighth grade students of SMPN 16 MATARAM in academic year 2014/2015.

**Significance of Study**

The result of this study is expected to be applied in practical and theoretical functions. The practical function of this study is intended to be one of the consideration for English teacher in applying learning strategies concerning comic strips in order to develop students’ writing ability. Another function is theoretical function, that is to say that the use of comic strips will be easily understood by the students.

**METHODOLOGY**

In this study I used an experimental design which was conducted through two group design Group A was treated with comic strips while group B was only treated by using recount texts based on comic strip because it uses textual method. Both groups are given pre-test, treatment, and pos-test with the same item.

The population in this study is the students of VIII.A and VIII.C of SMPN 16 MATARAM in academic year 2014/2015. The total population is 68 students. Each class consisted of the same number of the students, they were 34 students.

The sampling technique applied in this study was purposive sampling technique as the students in these classes have enough and the same ability in writing in English promoted by the teacher. Furthermore, samples were drawn to take a set of classes that will be studied. The students of class VIII A were set as experimental group and class VIII C as control group.

In collecting data, I used written test which consist of pre-test and post test. In the pre-test, I asked students to write recount text based on the comic strips. It was given in order to know the basic writing skill of the students. Conducting the treatment, I explained them how to write recount text by using comic strips. Then, in post-test, I asked them to write recount text based on the comic strips. It was given in order to measure students’ writing ability after conducting the treatment. In giving score to the students after I gave them written test, I used analytic scale which was categorized by some categories: grammatical features, vocabulary and diction, mechanics, fluency and relevant.

**RESULT**

In analyzing the data, I used t-test in order to know the effect of using comic strips s in teaching recount text. Table 1 showed the students’ of experimental group scores’ of pre-test and post-test in which the lowest score of the pre-test was 20 and the highest score of pre-test was 80. While the lowest score of post-test was 48 and the highest score of post-test was 88. Table 2 showed the students’ of control group scores’ of pre-test and post-test in which the lowest score of the pre-test was 20 and the highest score of pre-test was 76. While the lowest score of post-test was 20 and the highest score of post-test was 86. Based on the calculation, the average score of experimental group of pre-test was ***57.64*** and the average score of post-test was ***68.94***. Meanwhile, the average score of control group of pre-test was ***57.53***and the average score of post-test was ***62.12.*** It means that the average score of experimental group was higher than the average score of the control group. It can be seen that there was improvement from both data before conducting treatment and after conducting treatment. It can be proven that the use of comic strips improved students’ ability in writing recount text at eighth grade students of SMPN16 Mataram.

***Table 1***

***The students of experimental group scores’ of pre-test and post-test (X)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Name | Pre-test | Post-test | (X) | (X)2 |
| 1 | AR | 52 | 64 | 12 | 144 |
| 2 | AZP | 60 | 72 | 12 | 144 |
| 3 | DYA | 52 | 60 | 8 | 64 |
| 4 | DASA | 60 | 60 | 0 | 0 |
| 5 | DAK | 20 | 48 | 28 | 784 |
| 6 | DF | 60 | 64 | 4 | 16 |
| 7 | EM | 52 | 60 | 8 | 64 |
| 8 | FAI | 52 | 80 | 28 | 784 |
| 9 | GS | 60 | 78 | 18 | 324 |
| 10 | HQ | 60 | 64 | 4 | 16 |
| 11 | HL | 60 | 76 | 16 | 256 |
| 12 | HW | 60 | 76 | 16 | 256 |
| 13 | H | 52 | 60 | 8 | 64 |
| 14 | HAY | 60 | 76 | 16 | 256 |
| 15 | HN | 48 | 52 | 4 | 16 |
| 16 | IDNPA | 80 | 88 | 8 | 64 |
| 17 | IKAPA | 52 | 76 | 24 | 576 |
| 18 | INS | 52 | 64 | 12 | 144 |
| 19 | JYO | 52 | 60 | 8 | 64 |
| 20 | J | 60 | 64 | 4 | 16 |
| 21 | MAS | 60 | 80 | 20 | 400 |
| 22 | MKJ | 60 | 76 | 16 | 256 |
| 23 | MA | 72 | 84 | 12 | 144 |
| 24 | M | 48 | 60 | 12 | 144 |
| 25 | ML | 52 | 60 | 8 | 64 |
| 26 | MN | 52 | 64 | 12 | 144 |
| 27 | NYW | 60 | 78 | 18 | 324 |
| 28 | NWALS | 72 | 88 | 16 | 256 |
| 29 | NWS | 60 | 64 | 4 | 16 |
| 30 | NA | 64 | 80 | 16 | 256 |
| 31 | RZH | 60 | 80 | 20 | 400 |
| 32 | RK | 60 | 60 | 0 | 0 |
| 33 | SA | 52 | 64 | 12 | 144 |
| 34 | SN | 64 | 64 | 0 | 0 |
|  | ***Total*** | ***1960*** | ***2344*** | ***∑Dx= 404*** | ***∑Dx2= 6600*** |
|  | ***N=34*** | ***Average = 57.64*** | ***Average = 68.94*** |  |  |

***Table 2***

***The students of control groups’ score of pre-test and post-test (Y)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Name | Pre-Test | Post-Test | Dy | Dy2 |
| 1 | AK | 64 | 64 | 0 | 0 |
| 2 | APU | 72 | 64 | 8 | 64 |
| 3 | ADM | 52 | 60 | 8 | 64 |
| 4 | AS | 60 | 76 | 16 | 256 |
| 5 | BS | 52 | 60 | 8 | 64 |
| 6 | D | 52 | 52 | 0 | 0 |
| 7 | FR | 52 | 52 | 0 | 0 |
| 8 | FS | 52 | 64 | 12 | 144 |
| 9 | GMAW | 52 | 52 | 0 | 0 |
| 10 | IKOS | 52 | 64 | 12 | 144 |
| 11 | IKPW | 64 | 64 | 0 | 0 |
| 12 | IMBOMW | 20 | 20 | 0 | 0 |
| 13 | IPJA | 52 | 52 | 0 | 0 |
| 14 | IR | 64 | 64 | 0 | 0 |
| 15 | J | 52 | 64 | 0 | 0 |
| 16 | K | 52 | 60 | 8 | 64 |
| 17 | LWH | 52 | 60 | 8 | 64 |
| 18 | LR | 64 | 52 | 12 | 144 |
| 19 | MSH | 72 | 64 | 8 | 64 |
| 20 | NKNI | 44 | 60 | 16 | 256 |
| 21 | NKP | 64 | 64 | 0 | 0 |
| 22 | NNAS | 56 | 64 | 8 | 64 |
| 23 | NNSA | 56 | 64 | 8 | 64 |
| 24 | NPAS | 72 | 84 | 12 | 144 |
| 25 | NWPM | 56 | 64 | 8 | 64 |
| 26 | NF | 76 | 84 | 8 | 64 |
| 27 | PLA | 56 | 60 | 4 | 16 |
| 28 | P | 56 | 64 | 8 | 64 |
| 29 | RN | 52 | 76 | 24 | 576 |
| 30 | RJ | 56 | 72 | 16 | 256 |
| 31 | R | 64 | 64 | 0 | 0 |
| 32 | SR | 64 | 60 | 4 | 16 |
| 33 | W | 56 | 64 | 8 | 64 |
| 34 | YE | 76 | 60 | 16 | 256 |
|  | ***Total*** | ***1956*** | ***2112*** | ***∑Dy=240*** | ***∑Dy2= 2976*** |
|  | ***N=36*** | ***Average= 57.53*** | ***Average= 62.12*** |  |  |

Mx = 11.88 ∑x2 = 1799.53

My = 7.05 ∑y2 = 1281.8

Furthermore, I used t-test and the operation is by making use the following formulas:

**t =**

 **=**

 **=**

 **=**

 **= =**

 **= = 2.93**

Degree of fredoom (df) = (Nx + Ny) – 2

 = (34 + 34) – 2 = 66

***Table 4.5***

***The comparison between the t-test and t-table***

|  |  |
| --- | --- |
| ***t-test*** | ***t-table*** |
| ***Df*** | ***.05*** | ***.01*** |
| ***2.93*** | ***66*** | ***2.00*** | ***2.66*** |

**DISCUSSION AND CONCLUSION**

The result shows that the mean gained score and the square deviation of experimental group was higher (11.88 as mean score, 1799.53 for square deviation score) than the mean gained score (7.05 as mean score, 1281,88 for square deviation score) of control group. After all the data above were input to the formula of t-test in order to find the t-test value, the writer found t-test value is 2.93.

Then, the degree of freedom (df) that is used in this study is further interpreted to compare the two critical values; t-test and t-table. The degree of freedom (df) that is used in this study is 66, but in the table, the (df) 66 was not found. So, the writer used (df) 60 as the nearest of (df) 66 in t-table showing the point is 2.00 for confidence level of .05 (95%) and 2.66 for confidence level of .01 (99%).

It is clear that from the comparison above, the t-test is higher than t-table. It shows that, the degree of difference of the mean score is significant in both confident level .05 (95%) and .01 (99%). This shows that the Null Hypothesis (Ho) “comic strip is not an effective media in teaching writing recount text’ at eighth grade students of SMPN 16 Mataram” is rejected, and the hypothesis (Ha) “comic strip is an effective media in teaching writing recount text at eighth grade students of SMPN 16 Mataram” is accepted. In conclusion, the hypothesis (Ha) indicates that there is a significant difference in writing achievement of the students who have been taught with comic strip than the students who have been taught with textual method

**REFERENCES**

Arifuddin. 2007. *Language Assesment Competency Based Approach*. Arga Puji Press

Arikunto, Suharsini. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. PT. Rineka Cipta, Jakarta.

Blanchard, Travis, H & Dune. 2003.*Ready to Write 3rd editions,* New York: Pearson Education Inc

Bram, Barly. 1995.*Write Well Improving Writing Skills*, Yogyakarta: Penerbit Kanisius

Cary, S. 2004. *Going graphic*. Portsmouth: Heinemann.

Chapelle, C., & Roberts, C. 1986. *Ambiguity Tolerance and Field Independence as Predictors of Proficiency in English as a Second Language. Language Learning*, 36(1), p. 27-45.

Davis, R. S, 1997. *Comic strip: A multi-dimensional teaching aid in integrated-skills classes*. Retrieved from <http://www.esl-lab.com/research/comics.html> on june, 2014.

Depdiknas. 2006. *Standar kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Depdiknas

Derewianka, Baverly. 1990. *Exploring How Text Work*, Australia: Primary English Teaching Association

Drolet, Claude. *Using Comics in the Development of EFL Reading and Writing. SungKyul University: SungKyul Press*

Finocchiaro, Mary. *English as a second Language: from Theory to Practice*, p.85- 86

Hadley, A. O, 2000. *Teaching language in context* (3rd editions.). Boston: Thomson.

Hartono, Rudi. *Genres of Text*, p. 4-6

Harmer, Jeremy, 2002. *The Practice of English Teaching*, Malaysia: Longman.

Heaton, J.B, *Writing English,* pp. 97-106.

Hedge, Tricia, 2005.*Writing Edition*, New York: Oxford University Press

Hornby, A.S, 1995. *Oxford Advanced Learners Dictionary*, Oxford University Press.

Hyland, Ken, 2001. *Genre and Second Language Writing Language Writing*. America :University of Michigan Press.

J. Michael O‟Malley and Lorraine Valdez Pierce, 1996. *Authentic Assessment for English Language Learners* (London: Longman) p. 137-138.

Kern, Richards. 2000. *Literacy and Language Teaching*, New York: Oxford University Press

Kirby & Liner. 2013. *The Essential of Writing*. America :University of Michigan Press.

Literacy secretariat of South Australia. 2012. *Engaging in and Exploring Recount Writing.*

Liu, Jun. “Effects of Comic, p. 226. http://www.wikipedia.com/comic. Retrieved on January 5, 2011.

Morrison, T. G., Bryan, G. & Chilcoat, G. W. 2002. *Using student generated comic-books in the classroom*. Journal of Adolescent & Adult Literacy*, 45*(8), 758-767.

Nunan, David.1992. *Research Methods in Language Learning*, (Cambridge: Cambridge University Pers), p. 25.

Nurkancana, I Wayan. 1990. *Evaluasi Hasil Belajar*. Surabaya: Usaha Nasional

Heinik, adam, G & Michele. B. 1985*. Exploring in Writing*. Australia: English Teaching Publisher

Oxford, *Oxford learners pocket dictionary*, 2008. New York: Oxford University Press, 4th Edition.

Perdana, Bayu. 2012. *The Effectiveness of Using Comic in Teaching Writing Narrative Text: An Experimental Study at The Third Grade Students of SMAN 1 Jonggat Academic Year 2012/2013*. Thesis, English Department Faculty of Teacher Training and Education, Mataram University.

Priyana, J, dkk. 2008. *Scafolding English for Junior High school Students Grade VIII.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sudjana, Nana and Ibrahim. 2009.*Penelitian dan Penilaian Pendidika*n, (Bandung: Sinar Baru Algensindo), vol. V, p.p. 18-19.

Williams, N. (1995). *The comic book as course book: Why and now*. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages,LongBeach,CA.Retrievedfromhttp://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED390277 on January 27, 2013.

Yang,G. 2003. *Comics in education*. Retrieved from <http://www>. humblecomics.com/comicsedu/index.html on june 11, 2014.

Yusniawati, Ni Luh Putu. 2013*. The Effectiveness of Comic Strips in Teaching Writing Narrative Text: An Experimental Study at The Eighth Grade Students of SMPN 1 Narmada*. Thesis, English Department Faculty of Teacher Training and Education, Mataram University.