

THE USE OF COMIC PICTURE IN IMPROVING STUDENT'S ABILITY IN WRITING NARRATIVE TEXT

Nenden Sri Rahayu, Rizki Widiastuti, Susan

ABSTRACT

The research paper is entitled "The Use of Comic Picture in Improving Students' Ability in Writing Narrative Text" (A pre-experimental study done at The Second Grade Students of Junior High School in MTs Negeri 1 Bandung). There were two aims of the research, those were to find out whether or not the use of Comic Picture as media has better result to improve Students' Ability in Writing Narrative Text and to find out the students' responses toward the use of Comic Picture as media to improve Students' Ability in Writing Narrative Text. The population of the research were the eighth-grade students of MTs Negeri 1 Bandung. The sample of the research is class VIII-E. In obtaining the data, the writer used pre-test, post-test, treatment and questionnaire. From the computation of the pre-test and post-test scores, the result showed that with $df = N_1 = 33$, at $p = 0.5$, the critical value of *t-table* is 2.141. The result of *t-test* on the pre-test was 20.77 lower than *t-table* ($20.77 < 2.141$). It means that there is no significant difference in the students' mean score before and after treatment. The result of *t-test* on the post-test was 24.58 higher than *t-table* ($24.58 > 2.141$). The *t-observed* value was 9.435, so *t-observed* was higher than that *t-table* ($9.435 > 2.141$). It means that "The Use of Comic Pictures in Improving Students' Ability in Writing Narrative Text" is effective. The result showed that questionnaire most students agreed that using comic picture can improve their writing ability. It means that almost all of the students gave positive responses towards the use of Comic Pictures in Writing Narrative Text.

Keywords: Comic Pictures, Narrative Text.

ABSTRAK

Penelitian ini berjudul "Penggunaan Gambar Komik dalam Meningkatkan Kemampuan Siswa dalam Menulis Teks Naratif" (Sebuah studi pre-experimental yang dilakukan pada Siswa Kelas Dua Sekolah Menengah Pertama di MTs Negeri 1 Bandung). Ada dua tujuan dari penelitian ini yaitu untuk mengetahui apakah penggunaan Gambar Komik sebagai media memiliki hasil yang lebih baik untuk meningkatkan kemampuan siswa dalam menulis teks naratif dan untuk mengetahui tanggapan siswa terhadap penggunaan Gambar komik sebagai media untuk meningkatkan kemampuan siswa dalam menulis teks naratif. Populasi dalam penelitian ini adalah siswa kelas delapan MTs Negeri 1 Bandung. Sampel dari penelitian ini adalah kelas VIII-E. Dalam memperoleh data, penulis menggunakan pre-test, post-test, perlakuan dan kuesioner. Dari perhitungan skor pre-test dan post-test, hasilnya menunjukkan bahwa dengan $df = N_1 = 33$, pada $p = 0.5$, nilai kritis *t-tabel* adalah 2.141. Hasil *t-test* pada pre-test adalah 20.77 lebih rendah dari *t-tabel* ($20.77 < 2.141$). Ini berarti bahwa tidak ada perbedaan yang signifikan dalam nilai rata-rata siswa sebelum dan sesudah perlakuan. Hasil *t-test* pada post-test adalah 24.58 lebih tinggi dari *t-tabel* ($24.58 > 2.141$). Nilai *t-diamati* adalah 9.435, jadi *t-diamati* lebih tinggi dari *t-tabel* ($9.435 > 2.141$). Ini berarti bahwa "Penggunaan Gambar Komik dalam Meningkatkan Kemampuan Siswa dalam Menulis Teks Naratif" adalah efektif. Hasil penelitian menunjukkan bahwa sebagian besar siswa setuju bahwa

penggunaan gambar komik dapat meningkatkan kemampuan menulis mereka. Artinya hampir semua siswa memberikan tanggapan positif terhadap penggunaan gambar komik dalam menulis teks naratif.

Kata kunci: Gambar Komik, Teks Naratif.

THE BACKGROUND OF THE RESEARCH

English is one of the international languages used by many people in the world and in many areas of daily life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects of human life such as technology, economics, social, and politics. For Indonesia, English is a foreign language. In English it involves an integrated process that students must learn four basic skills (listening, speaking, reading, and writing).

Writing is one skill that is difficult to learn in addition to reading skills. In addition, writing is also one of the important ways to convey information through language that is mastered by writers and readers. According to (Xiaoxia,2016: 12) writing is a procedure of communicating ideas by using symbols that can be read by others and a method in which language is presented visual or tactic. In line with that statement writing is one of the four skills of language which is very important to learn.

Students have difficulty writing types of texts such as descriptive texts, recount texts, report texts and especially narrative texts. Anderson (1997: 6) explain that "the narrative text is a text that tells a story whose purpose is to present a view of the world that entertains and informs the reader or listener".

However, writing narrative texts is a difficult skill for them because students have problems when they try to express ideas in narrative texts. First, some students find it difficult to develop their ideas. Then, they don't like writing especially in English. And students cannot think of what they will make to write. Then, students do not have vocabulary, the ability to use grammar and punctuation correctly. It can be seen that students experience various difficulties in writing, especially in organizing ideas because students cannot formulate ideas from their minds into written language. Therefore, as in the curriculum which states that making text based on other visual displays that aims to make learning easier.

Considering the difficulties in teaching writing, a teacher must have effective and interesting learning media. Therefore, the media that is applied to overcome difficulties, especially in teaching writing, is comic pictures. Comic help students generate ideas and take words for their writing. As one type of visual media, it also provides students with interesting writing instructions. Stated by (Djiwandono,1999: 73) and (Brown,2004: 226-228) in discussing the relationship between visual media and writing. They emphasized that one effective way to test writing is to assign students to write based on the ideas they collected from the picture.

Comics fulfill these characteristics because comics are a series of pictures in which students are expected to get ideas easily from the chronological order of the story. Students can also practice grammar rules through this media. This kind of assessment is very important in developing student writing skills (Brown, 2004: 226). Stated by (Sabay,2006:24-26) Comic has been an amazing writing tool which has certainly motivated students' in writing. It means that writing ability, narrative text, and comic picture can be teaching elements that support among each other in learning process.

LITERARY REVIEW

Writing

Writing is one of the most important skills students need to develop in a foreign language. In other words, researchers can say that writing is an indicator of whether students have acquired all previous skills or not.

Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as 'probably the most difficult thing to do in language' (Nunan, 1999:271).

Writing to be effective is dependent on a number of features which are not shared by spoken language, not only in terms of linguistic and pragmatic features but also the context in which it will be interpreted (Nunan, 1999). Writing is a 'complex, cognitive process that requires sustained intellectual effort over a considerable period of time' (Nunan, 1999:273).

Meanwhile, Randal (2004: 160) states that "writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down". It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, (Sudaryanto,2001: 64) says that "writing skill is a person's ability to express higher mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside". From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

In addition, Harmer (2004: 36) states that "writing is a process that we write often strongly influenced by genre constraints, so these elements must be present in learning activities". This means that writing cannot be separated from the genre especially in teaching and learning writing activities. In this case, writing activities can be present in the classroom.

From the statements above, writing is not a spontaneous skill or obtained easily, to be effective depending on a number of linguistic and pragmatic features but also the context in which it will be interpreted and requires intellectual effort over a considerable period of time. Writing is a thinking activity after it is stated in a graphic symbol, in communicative written language. In expressing thoughts into written language, feelings also play an important role, so the product will be easily understood and enjoyed by the reader. To do this, of course, needs to be good and interesting. In other words, writing is closely related with the thought, feeling, and ability in using a language.

Narrative text

According to Oxford Dictionary narrative is a spoken or written account of connected events a story, the practice or art of telling stories. Some experts give different opinion about the definition of Narrative text. Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs he reader or listener.

Permana and Zuhri (2013:2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts are concerning with a story. The story includes some events

which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Anderson (1997: 6) explain that “the narrative text is a text that tells a story whose purpose is to present a view of the world that entertains and informs the reader or listener”. Narrative text is a type of the text which informs the writer experience or ideas in the story form or the series of the event to make the reader happy or entertain in a good writing language so that the writing result is easy to understand.

From the different definition about narrative above basically it has the same definition that narrative text is a type of the text which informs the writer experience or ideas in the story form or the series of the event to make the reader happy or entertain in a good writing language so that the writing result is easy to understand. However, no matter what genre the story is, there always needs to be a link to make sure that everything stays together. This is done through the use of a narrative

Comic picture

According to Masdiono (1998: 9) comic is a kind of arts used statist pictures in order to make a story. Pictures here, is drawing a cartoon character (character can be a human, animal, plant or a dead object). Comic usually is printed on paper and completed by text. Comic can be published in any forms, from newspaper, magazine, up to book.

Remembering the students like to read comic, so the advantages got from using comic as a teaching media in teaching writing such as, to make easier understanding the content of pictures, help the students develop an idea, help the students develop their ideas based on time arrangement in comic and add pleasure and also improve the students' motivation.

According to (Sudjana,2002: 64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

According to Mc Cloud in his book *Understanding Comics* (1993), comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons. Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called “manga” when referring to Japanese comic books).

Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia. “Comics” in the UK are most likely to be a reference to comic books – the term “comic book” only became popular in the UK as a reference to import US comic books.

Pictures are one of the visual aids that can be used in teaching writing. It makes something more interesting for the students. It also can be used in creating situation for writing. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.

Comic picture is a series pictures that tell story. Series pictures really serviceable in teaching writing because they provide complete ideas stimulate students' imagination.

RESEARCH METHODOLOGY

The Research Design

The research design used in this study is pre-experimental. According to (Sugiyono,2008:114) "pre-experimental design is employed to achieve the goal. Pre-experimental design is a research design that investigates one variable. This design uses t-test for dependent group".

Table 1.1
t-test for dependent group

Pretest	Treatment	Posttest
O ₁	X	O ₂

Where:

O₁ = pretest

X = treatment

O₂ = posttest

The Population and Sample

Population

The researcher held at MTs Negeri 1 Bandung which is located in Ciparay. The population of this research is the second grade of junior high school that consist of 12 classes (A, B, C, D, E, F, G, H, I, J, K, L). Each class has 33 students. The total population is 396 students.

Sample

The sample of this research is one class taken randomly. That is class VIII-E which consists of 33 students. So, the total sample of this research is 33 students.

THE RESEARCH INSTRUMENT

In this research, test is a procedure intended to establish the quality, performance or reability or something. The test were devided into two test, namely pre-test and post-test. They are the instruments to answer the research question about the use of comic picture in teaching writing narrative text. While questionnaire is used to investigate the response of the students toward the use of comic picture in learning narrative text.

According to Hatch and Farhady (1992:22) said that "pre-test is given before instruction or treatment begins". Pre-test is done in order to get the data of students. Before the teacher taught new material by using comic picture, the teacher gives narrative text test to the students. The researcher administers a pretest with a purpose to measure students' writing achievement in writing narrative text before taught using comic picture. The pre-test will comprise fill in the blank. It consists of twelve blank sentences and one paragraph rearrange the jumbled sentences.

Post-test was given in order to see whether or not in score of students' achievements after they were taught using comic picture. To calculate the data student's pre-test and post-test. it measured the students' writing narrative text after the treatment. The post-test uses the jumbled sentences, arrange the words and writing in comic picture.

The questionnaire is technique of data collection by giving the questions or a written statement to the students to answer. According to Wilkinson & Birmingham (2003 :8) "Questionnaires can be designed and used to collect vast quantities of data from a variety of respondents". Questionnaire is given to students' who get the treatments. The questionnaire gives information about students' response in the use of comic picture to improve students' writing ability when studying Narrative text. The questionnaire gives information about students' response in the use of comic picture in writing narrative text. The questionnaire consists of 10 questions relating to the topic and research questions.

FINDING and DISCUSSION

The writer did the research at the second-grade students of MTs Negeri 1 Bandung. The population is 12 classes which consisted of 33 students' in each class and the sample is one class the choice falls into class VIII-E with 33 students. The research was held two a week from 19 until 27 August 2019. At the first meeting the writer gave pre-test, second until fifth meeting give a lesson, and the last meeting the writer give post-test.

The form of pre-test was written test which comprise fill in the blank. It consists of twelve blank sentences and one paragraph rearrange the jumbled sentences. It can be seen from 33 students' that one student got 40 as the lowest score, three students got 72 as the highest score. The form of post-test was written test uses the jumbled sentences, arrange the words and writing in comic picture. It can be seen from 33 students' that one student got 65 as the lowest score, and two students got 85 as the higher score.

With the $df = N1-1 = 33-1 = 32$, at $p = 0.5$, the critical value of t-table is 2.141. From the result of pre-test, $t\text{-test (to)} < t\text{-table (tt)}$ ($20.77 < 2.141$). The result of post-test $t\text{-test (to)} > t\text{-table (tt)}$ ($2.458 > 2.141$). Based on the result of t-test formula to test the hypothesis of the research supported the effectiveness of using comic picture to teach students' writing ability of narrative text. The result showed that in significant degree of 0.05, the value of $t\text{-test (to)} > t\text{-table (tt)}$ ($9.435 > 2.141$). As the derived $t = 9.435$ does exceed the tabled. Critical value of $t = 2.141$, at $p = 0.5$ with $df = 32$ ($9.435 > 2.141$). Therefore, H_0 is rejected and H_a is accepted. Stating that there is significant difference in the students' mean score before and after the treatment. The mean of post-test is significantly higher than the mean of pre-test. This means that the use of comic picture for teaching writing narrative text is effective. It means that comic picture is effective to improve students' writing narrative text in second grade of MTs Negeri 1 Bandung.

Meanwhile from 10 questions, the result of questionnaire showed that the second grade of students in MTs Negeri 1 Bandung like being taught narrative text using comic picture. The result showed that most of the students (84%) like learning English using Comic Picture to be used in writing narrative text, almost all of the students (78%) feel easier and happy to learn to write through comic picture media in English. It means that students gave the positive responses towards Comic Picture.

CONCLUSIONS

The implementation of comic picture as media in teaching writing narrative text was started when the researcher explained to the students about purpose, the generic

structure and the language features of narrative text. The researcher then introduced comic picture as media to the students and presented the way, how to write narrative text based on comic picture. The researcher gave several questions which are related to the comic picture to make students understand with the content of comic picture and make them easily to write narrative text.

Based on the results and the interpretation of the data, it could be concluded that the result of t-test formula to test the hypothesis of the research supported the effectiveness of using comic picture to teach students writing ability of narrative text. The result showed that in significance degree of 0.05, the value of t-test (t_o) > t-table (t_t) ($9.435 > 2.141$). It could be said that t-test was higher in the than t-table. So, the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. The result teaching writing narrative text using comic picture is effective. It means that comic picture able to improve students writing ability of narrative text. And the result of questionnaire showed most students agreed that using comic picture improve their writing ability, this also means that they gave positive responses. They like, fell fun and easier in using comic picture to improve their writing ability.

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