Comic Strip on Students' Narrative Text Writing Ability

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Article Info	ABSTRACT
	The aim of this research is to prove the effectiveness of comic strips on students' narrative text writing ability. Comic strips are sequential art associated with text with short sequences of images telling short stories. This research applied a pre-experimental method with one group pre-test and post-test design chosen as the research methodology. The eight-grade students in Islamic Middle Schools are taken as the population of this research. Thirty-six students were selected as the samples using the random sampling with the lottery system. The tests were given to measure their narrative writing ability, and the data were analyzed using the t-test formula. From the calculation, the researcher finds the result of the t-test value is 8,49 with the degree of freedom (df) of 35, and the t-table value at the significant level of 0.05 is 2.042. The result shows that the value of the t-test is higher than t-table. It means that the alternative hypothesis (ha) is accepted. Therefore, the researcher concludes that using comic strips positively affects students' ability in writing narrative texts.

Introduction

There are four skills in the English language that must be learned by English learners, and one of them is writing. Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. However, there are difficulties in writing that many students struggle with. According to Toba & Noor, (2019), the difficulty of students in writing is in generating their ideas. It is a huge obstacle for the students to overcome the trouble of getting reasonable ideas in writing, especially when it is not their native language, and they find it challenging to form a proper sentence from the ideas that they have in mind. There is also a struggle with making the correctly ordered ideas in their paragraph, as well as using the proper grammar, and other difficulties (Tanış et al., 2020).

Being exposed to the English language is essential for students' English skills improvement. Many of the difficulties that the students face may be caused by the lack of exposure to the English language. On the other hand, students tend to choose to expose themselves to their local language only, and they lack the motivation to practice their writing skill.

Learning writing is as important as learning other skills and must be acquired by students. According to Simatupang, (2020), writing is the process of expressing ideas, information, knowledge and understanding. Also, Abbasi, (2020), stated that writing is an activity to produce or draw graphic symbols which represent a language to be understood by people. To further elaborate, Rashid et al., (2022) states that writing is an indirect means of communication to others to convey information. It is an active process to organize and formulate the ideas on the paper. Furthermore, Gharehblagh & Nasri, (2020) implies that writing is a series of activities going on and involves several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts

As Handayani & Aminatun, (2020), mentioned, writing plays very important role in a modern society as it is a vital medium of interaction. Since students are prone to making mistakes, a technique that adjusts with the difficulties must be implemented. Thus, teachers can use comic strips to teach and motivate their students to write proper texts. Many teachers have been using this technique to improve their students' ability of making simple and logically ordered paragraphs, especially when developing ideas in writing a narrative text. This research was done acknowledging that there are contrasts between other researches, one of which is the application of Narrative Texts.

Reading is an essential skill that opens the doors to knowledge, imagination and communication. It comes in many formats and comics provide a unique and engaging way to develop this skill. Comics are an exciting combination of art and storytelling, where carefully constructed images and concise dialogue combine to convey story, humor, and emotion (Wijaya et al., 2021). As a medium, comics provide readers of all ages with an engaging platform to improve their reading skills as they combine text with visual elements to create a lively and engaging experience. In this context, this discussion will explore how comics can be a valuable tool for developing and honing reading skills as well as the benefits they bring to the world of literacy and education.

Method

The researcher uses the quantitative method. As explained by Babbie (2020), quantitative method is a method that emphasizes on precise measurements and the statistical, mathematical, or numerical analysis of data gathered through surveys, polls, and other types of research, as well as the manipulation of statistical data that has already been obtained using computing methods. Quantitative research focuses on collecting numerical data and using it to understand a specific event or generalize it across groups of individuals.

Pre-experimental design with one group pre-test and post-test is used to see the y variable on x. pre-experimental design, according to Rogers & Revesz (2019), is a design that only includes one group or class that is given pre-test and post-test. This research was conducted at Islamic Middle Schools. The sample of this research was 36 Eighth-grade students.

In conducting this research, teaching and learning process is divided into three steps. First, the researcher conducted pre-test by assigning the students a task to write a narrative text with several titles as suggestions. It is used to know the students' ability of writing a narrative text. After that, the treatments were given to the students. The series of treatment in this research were comic strips of narrative texts. After the student received the treatments, the last step was conducted, giving post-test to the students.

In administering the test, the pre-test and post-test is a sheet of paper for students to work on, consisting of an instruction and narrative story titles suggestion. In pre-test, the

lowest score is 50. Meanwhile, the lowest score in post-test is 66. In the pre-test, 72 is the highest score, meanwhile it is 80 for the post-test.

A four panels story of Cinderella was shown to the students as the treatment, in order for students to familiarize themselves with how a narrative story is made. Several students were actively interacting with the researcher as they were enjoying and comprehending the story that was being presented. Supporting this line, Novitasari (2020) mentioned that the use of comic strips in delivering narrative stories triggers students' excitement in the reading process. Though, most of them had to ask the researcher regarding the meaning of many words, so the researcher translated some of the words into *bahasa Indonesia* for their convenience.

Results and Discussion

In conducting this research, the investigation will be about finding out whether comic strips can provide any significant effect on students' ability on writing a narrative text. Graphs and statistics will be provided to objectively deliver the result. Based on the frequency distribution figure 1, it shows how all of the samples performed after having been given the pre-test. Meanwhile, the histogram graph below shows the summary of the frequency absolute.
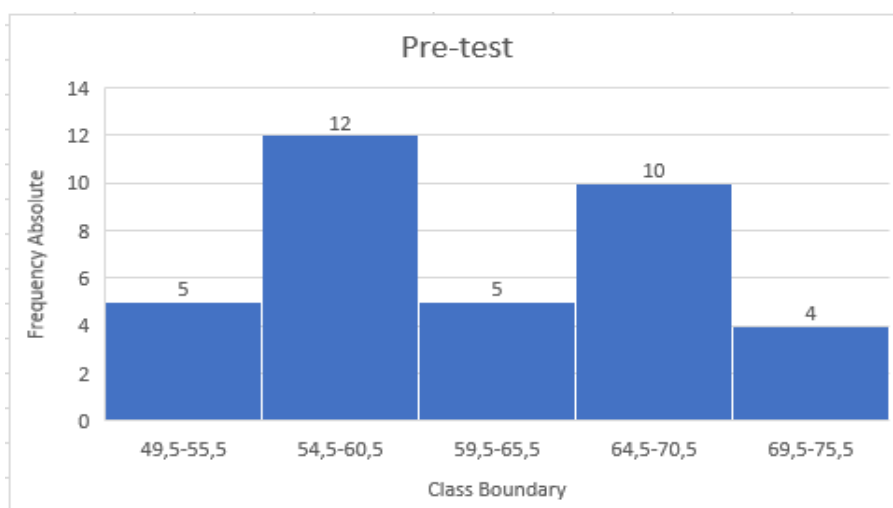

Figure 1 Pre-test Score Histogram Graph

It is evident that based on the figure above, the modus of the pre-test score is at the range of 54,5-60,5. The lowest score of the pre-test is at the range of 49,5-55,5. Meanwhile, the highest score is at the range of 69,5-75,5. Judging by the result of the post-test, it was found that the highest score was 80 and the lowest was 66. This test was conducted after students were given three treatments. The scores are shown in the following frequency distribution of post-test score table.
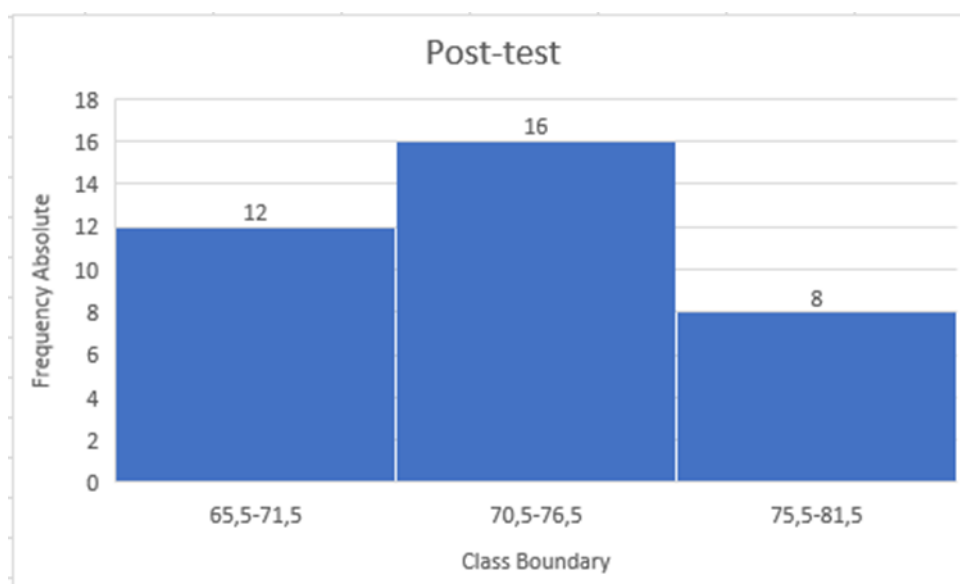
Figure 2 Post-test Score Histogram Graph

The figure 2, graph shows that the modus of the post-test score is at the range of 70,5-76,5. 8 students are shown to have the score at the range of 75,5-81,5, which is the highest score. As for the lowest score category, there are 12 students who have the score at the range of 65,5-71,5. The result of the data was analysed by T-test formula. After analysing the result of pre-test and post-test, the mean of gain was calculated to find out the average result of the sample. According to the calculation, it is known that the total of d (Σd) is 364 and the total number of samples is 36, therefore, the mean of the data of this research is 10,11. Before calculating the deviation of gain (Xd), the researcher reduced each student result post-test with pre-test score to find out the gain of (d) and the purpose is to know the difference between the pre-test and post-test. In his study Casumpang & Enteria, (2019), also mentioned that the students' score in writing has significant improvement after they received treatment in the teaching and learning process by using comic strips. Then, the researcher reduced student's gain of (d) one by one with the main of gain (Md) in order to find out the score of deviation of gain (Xd). The calculation showed that the student had 22 as the value of gain (d) since her post-test score was 72 and her pre-test score was 50. Meanwhile, the mean of gain (Md) from the data is 10,11. Thus, the value of deviation of gain (Xd) for the last student is 11,9. This calculation of the t-test is used to find out the t-test value. Therefore, the researcher will know the how much of an impact Comic Strips has on students' ability to write a narrative text. The formulation has been calculated and it shows that the result of the t-test value is 8,49. Afterward, the researcher compares the value of t-test with the degree of freedom (df) to test whether the hypothesis is rejected or accepted. To formulate the hypothesis, the researcher proceeds to find the degree of freedom (df) of this research. To find out the degree of freedom, the researcher reduced 1 number from the total number of the sample. The result of the degree of freedom (d.f) is 35. Based on the t-table, the degree of freedom of 35 at significant level of 0,05 is 2,042. Meanwhile, the value of the t-test is 8,49. It can be concluded that the t-test value is higher than t-table value (8,49>2.042). Thus, the alternative hypothesis (Ha) is accepted.

The post-test result that was given after the treatment showed that the students' writing narrative text ability has increased. It can be seen from the result of post-test is higher than the pre-test score. Thus, the data of this research indicates that comic strips can increase

students' narrative writing ability. Along the lines of this statement, another research conducted by Losi et al., (2023) proved that the result of students' narrative writing ability improved by 85% after implementing comic strips. Finally, it can be seen from the data of t-test value is higher than the t-table value (8,49>2.042) so the alternative (Ha) hypothesis is accepted. Friatin & Osunero (2022) also pointed out that starting a lesson by showing comic strips puts the students in a more receptive mood and starts critical thinking. This is in line with the result which the researcher collected from the research implementation. Furthermore, throughout the treatment process, the students seemed to enjoy the visualized story being presented to them. This is supported by Fauzah Resti, (2020) who stated that comic strips boost students' enjoyment in science. Thus, comic strips in this research can be applied as an appropriate way to improve students' ability of writing a narrative text.

Conclusion

Based on the result of data analysis, it can be concluded that there is an effect of using comic strips has positive effects on students' narrative writing ability. As for the signs of improvements, in the pre-test results, the students did not know they should use past tense in their narrative text, but after the treatment had been conducted, the post-test showed that most of them used past tense. In brief, students can enhance their narrative writing ability using the help of comic strips. By applying comic strips, students can construct better writing organization. They started observing, digesting and criticizing the story better. As a result, comic strips can safely be used as a way to facilitate students' narrative writing text ability. Some suggestions are given to the English teachers and the next researchers. For the English teachers, comic strips can be an alternative method to apply in the classroom for challenging narrative text writing sessions. It is advised that English teachers consider setting up a presentation tool, such as a projector, before implementing this method to make the learning sessions more effective. Lastly, it is suggested for further researchers, who plan to do similar research, that they consider using different types of text, such as recount and procedural.

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