THE EFFECTIVENESS OF USING COMIC AS MEDIA IN INCREASING STUDENTS' WRITING ABILITY AT THE ELEVENTH GRADE OF SMA EKASAKTI PADANG

EFEKTIFITAS PENGGUNAAN KOMIK SEBAGAI MEDIA DALAM MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS XI SMA EKASAKTI PADANG

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INFO ARTIKEL	ABSTRAK
	Tujuan dari penelitian ini adalah untuk melihat pengaruh penggunaan komik sebagai media dalam pengajaran bahasa Inggris, terutama menulis. Penelitian ini menggunakan metode penelitian class action. Hasil penelitian ini dapat dilihat dari nilai dan perilaku siswa selama proses belajar-mengajar. Skor rata-rata pratest siswa adalah 68,26. Ini meningkat dalam posttest dalam siklus pertama adalah 74,6 dan pada pascatest siklus kedua dengan nilai rata-rata 80,93. Hasil penelitian menunjukkan bahwa penggunaan komik sebagai media dalam menulis dapat meningkatkan kemampuan menulis siswa. Selama pelaksanaan, siswa menjadi lebih aktif dan fokus pada pelajaran.

ARTICLE INFO	ABSTRACT
Correspondent: **Widya Juli Astria** *widyajuliastria@gmail.com* **Lailatul Husna** *husnalaailatul16@gmail.com* *keywords:* *comics, writing ability* *Website:* *http://idm.or.id/JSER* *page: 94 – 100*	*The aim of this study is to look at the influence of the use of comics as a media in the teaching English, especially writing. This research used class-action research methods. The results of this study can be seen from the students' score and behavior during the teaching-learning process. The average score of the students' pretest is 68.26. It increases in posttest in the first cycle is 74.6 and in the second cycle posttest with an average value of 80.93. The results showed that the use of comics as a media in writing can improve students' writing skills. During the implementation, students become more active and focused on lessons.*

INTRODUCTION

Writing is a productive skill that plays an important role in English language teaching and learning. Writing product should fulfill some criteria, such as content, organization, vocabulary use, grammatical use, and mechanics in order to be a good one.((Wening, 2016).

Moreover, (Leo, 2007) explains that there are three basic components of writing such as content, register, and offences. Content refers to the topic and its explanation or elaboration discursion, evaluation and conclusion. All of them should be clear, specific, and relevant. Then, register in writing component refers to the style of language and choice of vocabulary used in a particular piece of writing academic. Furthermore, offences are the offences to the writing original. (Leo, 2007) emphasizes that the writing should avoided plagiarism and sensitive issues.

Thus, based on the explanations above the researcher can conclude that writing is a process of making words into sentences, sentences into paragraph, and paragraph into a text that can express the writer's ideas, opinions and feeling in written form. Writing is also the process for communicating in the written form. It relates to crucial component in a text to be written about the grammar, mechanic, vocabulary, content, and organization.

However, the students in learning writing face some problems that is, students lack interest and learn passively, teachers' teaching methods are not diversified enough, and there are insufficient interactions between teachers and students in the classroom (Lu, 2021).

In solving the problems as stated above, it is essential for the English teachers to find an interesting media to teach writing skill. It is because teachers need to be able to facilitate the students in helping them to produce and develop the ideas. The researcher assumes that an appropriate and interesting media suitable applied in increasing students' writing ability is comic.

Comic

In the area of language instruction, teachers are constantly searching for new and innovative materials to enhance learning in the formal classroom environment. To meet this demand, publishers try to promote their material as being authentic, but many teachers (and more important, students) believe that no matter how appealing texts might be, they still ring of artificiality and are just a representation of the real thing.

According to (Margono, 2008) comics mean something amusing, interisting. Comics also mean part of newspaper dealing with comics pictures. There are several terms which are related to comics, like comics story which means amusing story. Comics books means a booklet of comics strips. Comics strips mean a series of cartoon drawings relating a story or incident, often printed regularly in a newspaper.

The words "comics" in this writing tends to mean a comics book. Of course, in this sense, a comic book should not be amusing. We would all agree if comics mean something interesting. The meaning of comics then is boarded, including pictures stories, stories that are amusing or not, sad or happy, with serious dialogues or just "jokes", for children or for older persons, with clear mission or not, realistic or cartoon models.

Moreover, (Dawn, 2008) states that using comic strips to inspire young writers makes sense for many reasons. First, comics can ease one of the toughest parts of the writing process: finding ideas and getting started. As you know, many students regularly groan that they "don't have anything to write about." But introducing and discussing a comic strip can help get their creative juices flowing. Because of students come to know comic characters well, they feel as if old friends are guiding them into the writing process. Because the comics touch on a variety of kid-friendly, compelling issues, students won't have any problem coming up with ideas to write about! And best of all, because this book includes so many comics on so many topics, you'll be able to make writing a regular part of every day, an important step in nurturing children into literacy.

A second reason it makes sense to use comics to teach writing is that they appeal to readers of all levels. The pictures and simple text work together to help struggling readers successfully read a strip. At the same time, students won't feel as though the material is babyish; most kids are proud to read newspaper comic strips because they see the strips as something grown-ups enjoy.

A third—and very important—reason to teach writing with comic strips is that comics often call upon students' higher-order thinking skills. A comic rarely states its main idea outright; instead it implies or gently hints at its message. That means your students will put their thinking skills to the test as they interpret, reflect, and write.

RESEARCH METHODOLOGY

The research method used in this research is classroom action research. According to (Ferrance, 1998), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Ferrance's statement is clear enough since it provides complete information about action research reflected in these key words: process, participants, educational practice, and techniques of research.

In this study, action research is conducted as an attempt toward the students' writing recount text. This research is carried out by the researcher in collaboration with the teacher. The action that will be done is the implementation of using picture series in teaching English especially writing. The observation is done while the technique of using comic as teaching media is presented. The observation and reflection will give result whether comic can help the students toward their writing.

HASIL DAN PEMBAHASAN

Based on the pre-observation in SMA EKASAKTI PADANG was found that the students' ability in writing texts was still far from what was expected. From the result of the students' writing in pretest, the average score of the students was 68,26. It could be seen in the following Table 1.

Table 1. The result of students' writing score in pretest

No.	Explanation	Students' Score of Pretest
1.	Highest	79,,00
2.	Lowest	58,00
3.	Average	68,26

From the writing score, there were only 11 students who got writing score above 70.00. It means they could fulfill the passing grade of writing skill in English lesson. While the others 19 students got score under 70.00. It indicates that they still failed to write English well. Most of their writing consists of ungrammatical sentences; their ideas moved away from focus and sometimes did not have any supporting details. They also had incorrect spelling and punctuation errors. It could be concluded that they still could not write English well.

From the preliminary observation then, the researcher concluded that there were two main causes: from teacher and student. Firstly, the teacher did not apply writing process in teaching writing. The teacher just demanded the product of the students' writing that must fulfill the written language rules. Moreover, she did not give enough attention to teach students how to write in English correctly. The time given by the teacher was limited. Secondly, the students still did not master on writing skill. Their ideas were not coherent. They sometimes lost their ideas and stuck. They did not also use tense in the right context, because they were still confused to use tense correctly. They were lack of vocabulary and their understanding of mechanic was low. They seldom read their writing after they finished writing. That was why, their writings were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

The solution that researcher offered was writing the English text by using comic. In this study, the researcher tried to apply comic as teaching media during the writing process because hopefully it can give students an interest and motivation in learning. By providing it, the students will not be bored again to the writing and they can develop and share their ideas in written form. It also makes a sense of the context of a language for the students since writing needs more vocabularies that must be mastered by the students. It also has a specific point or stimulus to the students in processing writing where it can also express their ideas and it can develop the content of writing.

In doing the research, a certain target should be reached. In the end of study, the researcher had targets that the students were able to write the English text by mastering correct generic structure, the content of the text, organization, language use or grammar, mechanics, and vocabulary based on comic given.

In this case, observation was done during the teaching and learning process. It was aimed at observing the action to solve the students' problem in writing recount text. The techniques were used observation, document analysis and writing test. Based on the observation in cycle 1, it was found that there were some results could be noted down. They were (1) the improvement of students' ability in writing recount text was increased, but, it had not been optimal; (2) the improvement of teaching learning situation; and (3) the improvement of students' personal competence. The improvement also could be seen from the result of students writing test on the following table:

Table: 2. The Improvement of Students' Pretest Scores and Students' Posttest Scores of Cycle 1

No.	Explanation	Students' Score of Pretest	Students' Score of Posttest 1
1.	Highest	79	84
2.	Lowest	58	70
3.	Average	68.26	74.6

Based on the observation, it could be seen that the students' ability improved in mastery writing recount text, the content, the organization, and vocabulary. For more detail explanation as follows: Firstly, the students could understand the generic structure of recount text, language feature, and know the example of recount text. Secondly, based on the observation, it could be seen that the students also could develop the content and organize the ideas into a good text based on the comic given. They started their writing by collecting the vocabularies in the comic. It could be in the form of verbal, nominal, adjectival, adverbial, and prepositional. Sometimes, they also used Indonesian language first. Then, they arranged the words into free sentences and gave supporting details. When they did not know the words in English, they opened the dictionary or asked their friend and their researcher. They wrote down those sentences in a piece of paper. They tried to make sentences grammatically correct. Then, they arranged them into a good paragraph in order to make a good recount text.

Thirdly, the students also made some progress in their vocabulary. By doing writing they could add their vocabulary. It could be seen from the activity done in cycle 1 that the students had to finish a paragraph of recount text with topic describing person. Therefore, to finish their writing, when they got difficulties with the English word, they looked at their dictionary or asked to their friends and researcher. In addition, the more practice the students done the more vocabulary they got.

The improvement also could be seen from the result of students writing test in the second cycle on the following table:

Table: 3. The Improvement of Students' Pretest Score, Posttest Score of Cycle 1, and Posttest Scores of Cycle 2

No.	Explanation	Students' Score of Pretest	Students' Score of Posttest 1	Students' Score of Posttest 2
1.	Highest	79	84	87
2.	Lowest	58	70	74
3.	Average	68.26	74.6	80.93

The brief explanations of the improvement in cycle 2 are as follows:

1. The improvement of students' ability in writing recount text
   Based on the observation in cycle 2, it could be seen that the students' ability improved in mastery writing recount text, the content, the organization, vocabulary, language use, and also mechanic. There were improvements in mastery descriptive text, the content, the organization, and also vocabulary in cycle 1. This improvement's aspect in cycle 1 was also followed in cycle 2. The improvement of mastery writing recount text, the content, the organization, and vocabulary were also improved in cycle 2 significantly. Besides, the weaknesses in cycle 1 that were language use and mechanic were also improved. Language use and mechanic had significant improvement in cycle 2.

2. The improvement of teaching learning situation
   The implementation of picture series could carry out the students into better teaching learning situation. The students were trained to create recount text through some process. By following the steps of process writing the students were happy and felt easy in learning English focusing in writing. The teaching learning process did not focus on productoriented approach but it focused on processoriented approach in which the teacher guided the students in the process of writing in order to make a good final draft. Besides, the classroom situation was more alive, because there was a life communication between the teacher and the students interactively.

3. The improvement of students' personal competence
   They made good improvement in their personal competence. The improvement of this aspect were students' interest and student' self-confidence. The detail description was as follows: Firstly, the students felt motivated in joining the teaching learning process. They felt very happy especially with the activity that never did before. In the teaching learning process, the teacher could bring the situation of learning become more alive. Secondly, the students felt more confidence with their writing although their writings were still imperfect. They felt

satisfied because they could create their own recount text. They had chances to express their ideas in writing. Considering with this condition, it seemed that the students had self-confidence and appreciated with their creativity.

This was the final stage of the second cycle which was also the final cycle in this study. Based on the collaborative observation, the researcher could give the reflection to what had been implemented in cycle 2. There were two important aspects noted from the observation. They were (1) the result implementation of comic; (2) the recommendation. The detail description was as follows:

1) The result implementation of comic
   It has been stated in the previous cycle that the result of the implementation of are: (1) the improvement of students' ability in writing recount text; (2) the improvement of teaching learning situation; (3) the improvement of students' personal competence.

2) Recommendation
   Based on findings explained above, it is suggested that when implementing comic in writing recount text, there should be some conditions as follows: (1) the motivated teaching learning situation must be kept; (2) good interaction among students and students-teacher must be kept; (3) there should be enough time for completing the writing task especially for the low achievers; (4) there must be regular writing practice to make perfect.

Cycle 2 was the last cycle in this research which was under consideration that this research was regarded successful. The successful of the research based on the criteria of success formulated in chapter 3. Therefore, this research was categorized successful.

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