

**IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT
THROUGH COMIC STRIPS MEDIA AT EIGHTH GRADE STUDENTS OF
SMP MUHAMMADIYAH 1 TANGUNAN**

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Abstract

This research aimed to find out the improvement of the students' writing ability in recount text using comic strips media viewed from both generic structure and language use at eighth grade of SMP Muhammadiyah 1 Tangunan. The type of this research was a Classroom Action Research consisted of two cycles. The research subjects were the students of eighth grade in 2021/2022 academic with 20 students. The instruments of this research were writing test and observation sheet. The data analysis indicated that there were some significant achievements in writing after teaching them through Comic Strips Media. It was proved by the improvement of the students' ability. The mean score in writing ability d-test was 56.82, in cycle I was 63.37 and in cycle II to get improvement 77.18. The students' improvement from d-test to cycle I was 11.51%, cycle I to cycle II was 21.85%. Based on the data analysis above, it can be concluded that through Comic Strips Media can improve the students' writing ability in recount text is significantly. The mean score in cycle II is higher than cycle I and the mean score of cycle I is higher than D-Test.

Keywords: Writing Ability, Recount Text, Comic Strips Media

INTRODUCTION

English is an important language in the world. It is an international language that used many people in the world. Therefore, English is the easiest way to communicate with many people from other countries about many aspects in human life, namely: technology, economy, social, politic and etc.

Learning a foreign language is an integrated process that the learner should study the four skills: listening, reading, writing and speaking. We use it to understand our word through listening and reading to communicate our feeling through speaking and writing. Writing is one important skill of four basic skills. According to Aziz (2015, p.1), writing is the most difficult and complex among other skills because it must combine all of the elements, such as grammar, vocabulary and building idea correctly. As a productive skill, writing is the most challenging performance which needs to be developed well in term of material. Writing involves some language component, such as: grammar,

vocabulary, spelling and punctuation. Thus, teachers have to work hard in developing the writing material, especially for junior high school students.

The implementation of writing at Junior High School is seen in the curriculum, School Based on Curriculum (KTSP 2006). According to this curriculum, first, teaching English is to develop communicative competence in both oral and written forms in achieving functional literary level. Secondly, the purpose is to have the awareness about the importance of English to increase competition in global community.

There are various ways to organize the sentences in a piece of writing, they are: narration, description, exposition and recount. In this research, the researcher only focus on recount text, since this kind of text becomes problems for the students and it needs to be solved and immediately. Recount text is the form of text that aims at retelling events for of informing or entertaining in the past events, the sentences are usually organized to time order or chronological

order. One thing happens and the events are told in the same order.

According to the researcher observation, it was found some problems in the field when giving writing materials to the students, especially recount text in SMP level. There are some problems occurred in writing process. The first students have some problems to find idea in writing. Then, students often make some mistakes in grammatical errors in their writing. It is very common when students write. They cannot develop the content of the composition was relevant to the topic, the ideas and sentences were not well organized. Another problem was the students have low motivation and were not interested in doing the task since the writing activities were not interesting.

From those problems, the researcher thinks about the solution for the students. One of ways in increasing the students in teaching writing was to provide media comic, which were interesting to them. Wening (2016) states that comic strip are two-dimension visual illustration or person,

place or things. They can be painted or drawn, colored or black and white. The researcher used media Comic Strip to make the writing activities more interesting. It is media to help teachers in teaching writing to young learners because it will be interesting for the students. According to Bertram, et al (2010, p. 72-88) suggested teaching writing teachers can use many printed media such as picture from novels, comics, newspaper, series of picture, etc. In addition, Comic Strip is one of the tools that can help teacher convey the writing materials to the students. Asrifan (2015:245) argues that comic strip is very suitable to be applied to the students of junior or senior high school as the media in writing and also is very helpful for the students in generating and organizing their ideas in writing through picture. In the relation to the importance of meaningful material, the writer has an alternative to use comic strip to help the students to express their idea or opinion in the written form because sometimes they were blocked by limited idea. Students enjoyed doing it and it increases their motivation by

showing comic strip.

METHOD

This research study is classified as classroom action research. Classroom Action Research (CAR) that tried to solve the problems of classroom activity especially in the teaching and learning process. This research was conducted in a particular setting, that is, in a classroom situation. In order to be able to improve the writing ability in writing recount text of eighth-grade students, there are some steps to be followed. There are many different models of action research from many experts. According to Kemmis and McTaggart (1988) in Burns (2005:32) there are four steps in action research: Those steps are namely planning, acting, observing, and reflecting. The concept in cycles was:

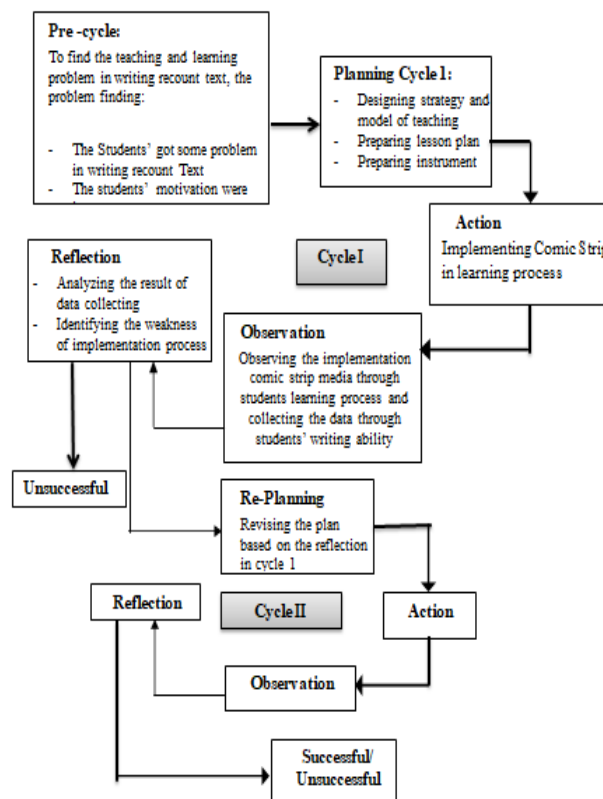


Figure1. The Cycle schema of Classroom Action Research

In conceptual framework above, the researcher describes about the framework that consist of this research. The researcher describes about the writing recount text and the comic strips media.

Writing refers to the process to think something which becomes the one of the ways to communicate between writer, and reader to share about writers' interpretation of the hot issue or phenomenon, to express of feeling, ideas,

and an experience of an event by using written language that say structurally. It consists of prewriting, drafting, revising, editing, and publishing. (1) Prewriting is the activity when the writers plan, and decide what they are going to write. (2) Drafting is the activity when the writers make drafts. (3) Revising is the activity when the writers think more deeply about what the readers need. (4) Editing and Proofreading is the activity when the writers check all of the aspects of the content in writing structurally. (5) Publishing is the activity when the writers are ready to send their writing to readers. These stages may be affected by the content, medium, and genre of writing.

The research conducted at eighth grade of SMP Muhammadiyah 1 Tangunan, June 1st 2022 to August 31st 2022 in the academic year of 2021/2022. The school is located in Jln. Raya Tangunan No.10, Puri, Mojokerto. The subject of this research was the students of SMP Muhammadiyah 1 Tangunan which consisted of 75 students in the academic year of 2021/2022. Sample this research

is eighth grade. The number of the students in eighth grade is 20 students.

The school selected as the setting of the research because based on the researcher experience when she was doing the observation, the researcher found that many students were not eager in writing English. So that, the researcher decided to conduct a research to using media comic strips in recount text for students in SMP Muhammadiyah 1 Tangunan. The research will be conducted in two cycles consisting of four meetings in each cycle. The researcher has time schedule for doing the research and uses the time to do observation and getting familiar with school condition, doing the research, and analyze the result.

The data analysis in cycle I and cycle II were collected through two components that to be concern of the writer to measure the writing ability, those are generic structure and language features. The researcher used two instruments for collecting data. There are Test were used to find out the students' competence in recount text and observation sheet was used to find out the students' activeness

during the teaching and learning process.

There were two variables in this study. Students' writing ability in recount text was as dependent variable and comic strips media was as independent variable. Student achievement obtained from the test score at each of cycle. This study would be successful if 70 % of the students could pass the passing grade score as 75. The researcher did the research start from June 1st 2022 to August 31st.

RESULT AND DISCUSSION

Research Findings

This research was conducted by using classroom action research, it consisted of two cycles. Before during the first cycle, the researcher did pre-cycle using diagnostic-test to know the student's writing ability in recount text before were given treatment, it was conducted on 6th -8th June 2022. Each cycle was conduction on four meetings. The first meeting of cycle I was held on 9th - 11th June 2022, and then on 13th - 15th June 2022 hold the second meeting, and the third meeting was held on 16th - 18th June

2022, the fourth meeting 20th - 22nd June 2022. Based on cycle I above, the researcher not only gave treatment but also hold evaluation test to measure the degrees of students' writing ability in recount text. Before conducting the study the researcher pre-observed the situation of the classroom and shared with Mrs. Nuria Dwi Rokhma, S.Pd. as the English teacher of eighth grade of SMP Muhammadiyah 1 Tangunan. She said that the students of eighth grade still low on writing ability especially in writing recount text, because the motivation of students to learn English was low. After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. The material was taken from 'When English Rings a Bell' book published by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia, 2017 and other book like LKS. Besides that the researcher also prepared the video, checklist for observed the students' activity. The data was analysed by quantitative data. The quantitative data

were taken from the mean score of the students' score in writing recount text. This research was conducted in one class with 20 students. This research was accomplished in two cycles. Each cycle consisted of four steps (planning, acting, observing and reflecting). Before implemented of comic strip media in writing recount text, the researcher gave pre-cycle using diagnostic-test for students. After that, continue of the cycle I conducted in four meetings but in two day, because the students attendance to school two day each week. So it need four days every cycle. The researcher explain purpose in writing recount text, how to made short story in writing recount text, the cycle II the researcher made deeper of material how writing in recount text. The researcher focused specific generic structure and language use in writing recount text. In the last meeting of each cycle, the students were taken the test.

The Improvement Of Students' Recount Text In Generic Structure

The students' ability to write recount text has been improved. It is indicated by the difference score and improvement

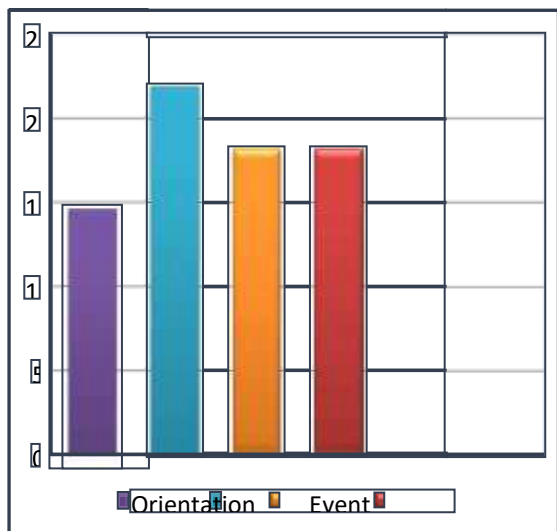
between cycle I and cycle II test.. The mean score in diagnostic test is (58.45), in cycle I is (65.83) and in cycle II is (76.82). The assessment of cycle II is greater than cycle I and diagnostic test ($76.82 > 65.83 > 58.45$), the improvement of students' from cycle I to cycle II is greater than diagnostic test to cycle I ($18.19\% > 12.26\%$). The following table shows the students' improvement in generic structure which consist of three indicators: orientation, event and reorientation.

Table 1: The Students' Improvement In Generic Structure

Indicators	The Students' Score			Improvement (%)	
	D-Test	Cycle I	Cycle II	D-Test-Cycle I	Cycle I-Cycle II
Orientat ion	59.75	66.75	76.45	13.62	14.53
Event	58.3	65.8	77.3	11.75	21.84
Reorient ation	57.3	64.95	76.7	11.41	18.19
Σ \bar{X}	175.35	197.5	230.45	36.78	54.56
\bar{X}	58.45	65.83	76.82	12.26	18.19

The table above shows the students' writing ability in generic structure the result is calculating of the diagnostic test and students' test at the students' writing ability through Comic Strips Media. Based on the percentages above, there are significant improvements of the students through comic strips media. To see clearly the improvement of the Student's writing viewed from its generic structure, the following graphic was presented.

Figure 1: The Students' Improvement In Generic Structure



The Improvement of The Students' Language Use

The students' ability to write language use through comic strips media was improved. It is proven by the writing test in cycle I and cycle II. There is improvement of the

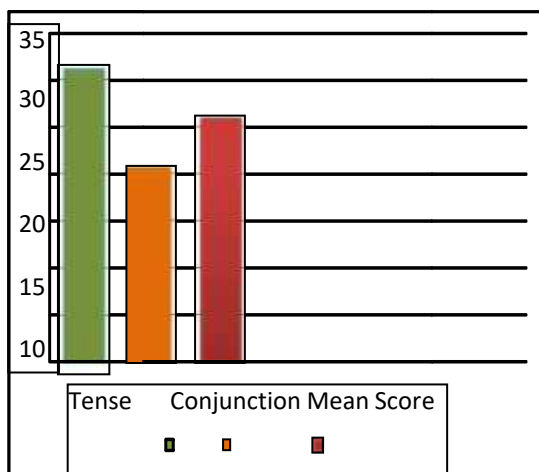
students' ability in writing language use through Comic Strips Media in D-Test to cycle I and cycle I to cycle II. The mean score of diagnostic test is 56.2, in cycle I is 62.25 and in cycle II is 78.22 The assessment of cycle II is greater than cycle I and diagnostic test ($78.22 > 62.25 > 56.2$). So, the improvement of the students from cycle I to cycle II was greater than diagnostic test to cycle I ($25.86 > 10.73$). It is indicated by the difference between score in the diagnostic test, cycle I and cycle II test as shown in the following table.

Table 2: The Result Of The Students' Improvement In Language Use

Indicator	The Students' Score			Improvement (%)	
	D-Test	Cycle I	Cycle II	D-Test - Cycle I	Cycle I - Cycle II
Tense	65.6	59.8	78.4	7.55	31.10
Conjunction	56.8	64.7	78.04	13.91	20.62
$\sum X$	112.4	124.5	156.44	21.46	51.72
\bar{X}	56.2	62.25	78.22	10.73	25.86

Based on the table above, it can be conclude that the students' score of cycle I and cycle II is greater than D-Test. It means that, there is improvement of the students' achievement in writing ability of language use. It is more clearly showed in the chart below:

Figure 2: The Improvement Of The Students' Ability In Language Use



The chart above indicates the students' language use. Tense is 31.10, conjunction is 20.62 and the mean score is 25.86. Thus, tenses get improvement than conjunction (31.10>20.62).

The Improvement Of The Students' Writing Ability

The improvement of the students'

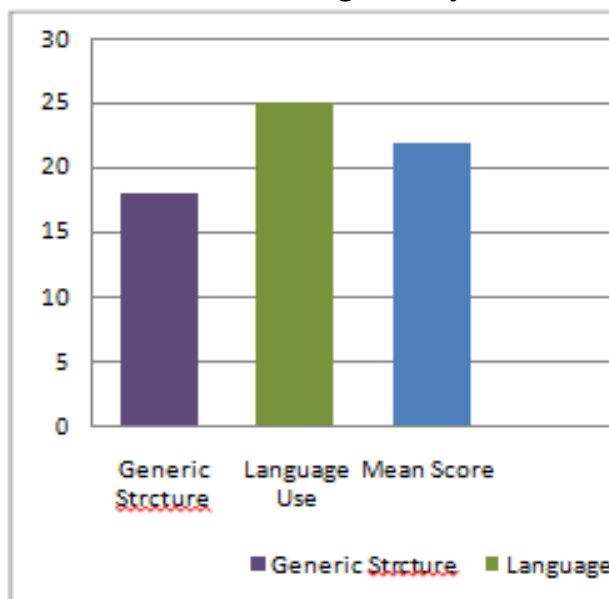
writing ability in term generic structure and language use through Comic Strips Media is good. The students' mean score in D-test was 56.82 classified into poor score, the students' mean score in cycle I was 63.37 classified fairly score and the students' mean score in cycle II was 77.18 classified into good score. So, the improvement of the students' writing ability between d- test to cycle I was 11.51% and the improvement cycle I to cycle II was 21.85%. It is indicated by the mean score of the cycle I and cycle II tests which are shown clearly in the following table:

Table 3: The Students' Improvement In Writing Ability

No	Variables	The Students'scores			Improvement (%)	
		D-Test	Cycle I	Cycle II	D-Test-Cycle I	Cycle I-Cycle II
1	Generic Structure	58.45	65.83	76.82	12.27	18.06
2	Language Use	56.2	62.25	78.22	10.76	25.64
	$\sum X$	113.65	126.75	154.37	23.03	43.7
	\bar{X}	56.82	63.37	77.18	11.51	21.85

Based on the percentages above there are significant improvement the students' writing ability through Comic Strips Media. To see clearly the improvement of the students' writing ability, the following chart is presented

Figure 3: The Improvement Of The Students' Writing Ability



Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wanted to know the improvement using media comic strips in writing recount text that focused on the parts, generic structure and language use. In this research, the researcher used

classroom action research. Its purpose is to know whether there is improvement of students' ability in writing recount text or no after being taught using comic strips media. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through diagnostic test and test in two cycles.

The Improvement of The Student's Writing Ability in Generic Structure.

The implementations of comic strips media in improve the students' ability to write recount text in term orientation. The orientation as the indicators of students' writing after application of comic strips media in cycle I was greater than diagnostic test. There is improvement of students' generic structure in the indicator of orientation from diagnostic test to cycle I but it is still included fairly good. So that, the researcher decided to organized by the next cycle after analyzing the weakness in cycle I and then revised it in cycle II with the students' mean score which is categorized is good classification. This indicates that the improvement is gained

of students' generic structure at the indicator of orientation from cycle I to cycle II.

The generic structure in term of event can be seen in which the diagnostic test was fewer than the result of cycle i. It is categorized as fair. So, the researcher has decided to organize the cycle II. Then the result in cycle ii was greater than cycle I. The generic structure in term of reorientation which the students' in diagnostic-test was fewer than cycle I, and it is categorized as fairly good, although there is improvement of students' reorientation from d-test to cycle I. So the researcher continued in cycle II.

Based on the explanation above, the researcher concluded that the implementation of comic strips media could improve the students' generic structure in recount text. The table I indicated that the diagnostic-test (57.45), but after implies comic strips media the students got mean score (64.5) in cycle I, and in cycle II is (76.15). And the improvement of students' generic structure from d-test to cycle I (12.26%), the improvement cycle I to cycle II is

(18.19%). The assessment of cycle II was greater than cycle I and d-test (76.15>64.5>57.45).

The Improvement of Student's Writing Ability in Language Use.

The implementation of Comic Strips Media could improve the students' language use in term of tense to write recount text. The students' score in diagnostic test was fewer than the result of cycle I. It is categorized is fair, but after implementation the comic strips media there is increasing in cycle II.

The students' languages use in term of conjunction in which the score of d-test was fewer than the result of cycle, I. It is categorized as fairly good. Even though the students gain the improvement in D- Test to cycle I, due to the students still is fairly good classification. So the researcher has decided to organize in cycle II. Then, the result of cycle II it is categorized good. This means that there is improvement from cycle I to cycle II.

Based on the explanation above, the

researcher concluded that the implementation of Comic Strips Media could improve the students' language use in recount text. The table 2 indicates that the improvement of students' ability to write recount text through Comic Strips Media has an affective effect. Where the researcher finds d-test (56.2), but after implies Comic Strips Media the students got mean score (62.25) in cycle I, and in cycle II was (78.22). And the improvement of diagnostic test to cycle I was (10.73) and cycle I to cycle II was 25.86.

CONCLUSION

Based on the result of the research that had been done in two cycles in the research entitled using comic strips media to improve students' writing in Recount Text, It can be concluded the students ability in writing recount text improved after being taught by using comic strips media, they could write easily without consuming more time.

They are able to write their experience. It showed by the score of cycle 1 and cycle 2. In the pre-cycle using diagnostic test of students' writing result were 56.82 students still have classified poor score. It means that the value of students' writing result was poor. In the cycle I of students' writing result were 63.37 students still have fairly score. It means that the value of students' writing result was average, but based on criteria assessment, students are still fair. Cause students' writing result is not reach maximal so the researcher decided to get the cycle. In the cycle 2 of students' writing result were 77.18 students have good score. It means that the value of students' writing result was good enough. So, the improvement of the students' writing ability between d- test to cycle I was 11.51% and the improvement cycle I to cycle II was 21.85%. Based on the percentages above It helped the students to write a recount text easily and accurately, because they could write the parts of generic structure ad language features there are significant improvement the students' writing ability through Comic Strips Media.

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