

THE IMPLEMENTATION OF COMIC STRIPS AS MEDIA IN TEACHING WRITING NARRATIVE TEXT FOR THE TENTH GRADERS OF SENIOR HIGH SCHOOL

Ferri Prastya Kristi

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
Ferri_christ07@yahoo.com

Dr. Oikurema Purwati, M.Apl

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
pungki_unesa@yahoo.co.id

Abstrak

Menulis adalah salah satu ketrampilan yang harus dipelajari oleh para siswa dalam mempelajari bahasa Inggris sebagai bahasa asing. Namun, proses mengajar menulis yang masih monoton membuat para siswa merasa bosan dan tidak dapat mengungkapkan ide mereka di kelas. Guru seharusnya memotivasi siswa dengan teknik atau media yang menyenangkan. Oleh karena itu, penerapan komik sebagai media di kelas dapat merangsang imajinasi dan kreatifitas siswa sehingga mereka dapat memperoleh ide yang lebih luas untuk membuat tulisan yang baik, terutama dalam teks naratif. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian yaitu: (1) bagaimana penerapan komik sebagai media dalam mengajar menulis teks naratif? Dan (2) bagaimana hasil tulisan para siswa setelah penerapan komik sebagai media? Penelitian ini berbentuk deskriptif kualitatif. Subyek dari penelitian ini adalah kelas sepuluh SMAN 1 Ngimbang. Peneliti menggunakan lembar pengamatan, catatan lapangan, dan hasil tulisan siswa sebagai instrumen. Data diperoleh dari pengamatan selama penerapan komik sebagai media dan dari tugas hasil tulisan siswa. Setelah melakukan pengamatan di SMAN 1 Ngimbang, peneliti mendiskripsikan dua hasil. Hasil pertama memperlihatkan bahwa penerapan komik sebagai media dalam mengajar menulis teks naratif untuk kelas sepuluh SMAN 1 Ngimbang dapat dimengerti dan berjalan baik. Kemudian hasil kedua memperlihatkan bahwa hasil tulisan siswa menjadi lebih baik dalam tiap tugas. Sebagai kesimpulan, komik dapat digunakan sebagai media dalam mengajar menulis teks naratif. Komik dapat merangsang para siswa untuk memperoleh ide dalam karangan naratif mereka dan juga dapat memotivasi mereka untuk menjadi lebih aktif dalam proses pembelajaran.

Kata Kunci: komik, media, menulis, teks naratif

Abstract

Writing is one of the skills which should be learned by students in learning English as a foreign language. Yet, the process of teaching writing is still monotonous which makes the students feel bored and cannot express their ideas in the class. The teacher should motivate the students with an interesting technique or media. Hence, the implementation of comic strips in the classroom as a media can stimulate the students' imagination and creativity so that they can obtain greater ideas in order to make a good composition, especially in narrative text. This study would answer the research questions which had been stated. Those were: (1) how is the implementation of comic strips as media in teaching writing narrative text? And (2) how are the students' composition after the implementation of comic strips as media in teaching narrative text? This research was descriptive qualitative. The subject of this research was the tenth grader of SMAN 1 Ngimbang. The researcher used observation sheet, field notes and students' writing task as the instrument. The data were obtained from the observation during the implementation of comic strips as media and the students' writing narrative task. After doing the observation which is held in SMAN 1 Ngimbang, the researcher described two results. The first result showed that the implementation of comic strips as media in teaching writing narrative text to the tenth graders of SMAN 1 Ngimbang was understandable and going well. Then, the second result showed that the students' composition was getting better in every task. In conclusion, comic strip could be used as media in teaching writing narrative text. Comic strip could stimulate the students to get the ideas for writing their narrative text and also could motivate them to become more active in learning process.

Keywords: comic strip, media, writing, narrative text

INTRODUCTION

English has become International language that influences many aspects of life all over the world. So it demands Indonesian students to be able to master English in order to compete with others. The language skills to be achieved are divided into two parts of language function, namely, oral and written English as a means of communication. In this case, listening and speaking are oral language; reading and writing are written language. However, for the students, the written one is the most difficult skill of language.

Conventional teaching method has made the students less motivated to learn English in the classroom (Harmer, 2004:9). The teachers usually explain the lesson using textbook, then ask the students to do the exercises follows. The teachers underestimate the urge because of a lack of understanding of the writing process and what children do in order to control it. There is no motivation to make the students dare to involve actively in learning teaching process. Students may feel reluctant and threatened by a blank piece of paper and a request to write a story about a given topic.

Writing is a tool to help the teachers teach writing skills. So, the teacher must create the subject interesting in order to make the students study the subject easily. Based on Harmer (2004) teachers should be able to select appropriate text and use media to create fun activities so that students can study the subject successfully. To select the appropriate texts, the teacher must consider the characteristics of the students, which directly related to the learning process. Depdiknas (2006:5) Indonesia has English Standard Competence to guide teachers to teach writing. English Standard Competence puts the form of narrative, descriptive, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review as genres which have to be taught in the classroom. According to this statement, the students are introduced narrative genre at the first time. It is due to consideration that narrative genre will encourage the students' interest especially, that concern with one's personal experience or fantasy story.

Furthermore teachers should be creative and be able to use the appropriate media in teaching writing narrative text. According to Anderson (1997:6), narrative text is a piece of text which tells a story and it aims to inform the reader and the listener. Narrative text is divided into several examples, such as legend, myth, folktales, and so on. In addition, the story of narrative brings short message for the readers thus at the same time it gives social message that can build students' motivation. So, narrative genre is the most appropriate one to be taught by using comic strips.

The use of comic strips as teaching media in writing narrative class is important. In the writing process, comic strips give advantages in the prewriting stage. Prewriting is considered as an important stage in writing process because most students face the difficulties in starting the writing process, which is in generating the ideas into composition. Edmunds (2006) stated that comic strips enable students to identify the elements of a story through the presented visual and dialogues. They consist of enough words and expression that can help students to construct sentences. They also provide contextual clues to the meaning of written narrative. In line with that, Vukoja (2005) states that through the use of comic strips in prewriting activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme). Moreover Fay (2009) states that the reason of using comics in the classroom is because of their visual appeal, efficiency, and power of message. Therefore, it will be easier for the students to learn about narrative text.

Drawing upon the discussion above, research that investigates the implementation of comic strips as media in teaching writing narrative text is needed to conduct. In this study, the discussion of the implementation of comic strips in teaching narrative text will be focused on how is the implementation of comic strips and the effects on the students' composition after being taught by using comic strips.

RESEARCH METHODOLOGY

The research methodology is used to describe how the researcher found the result of this study. The research methodology discusses the research design, subject of the study, setting of the study, data of the study, research instrument, data collection technique, and data analysis.

This research was designed based on descriptive qualitative research. It described the implementation of comic strips as media in teaching writing narrative text for the tenth graders of senior high school. The data were analyzed and described by the researcher in the form of words, phrases, or sentences. The purpose of this study was to describe how the implementation of comic strips as media to teach writing narrative text and to know the students' writing composition toward the implementation of comic strips as media.

The subject of the study was X-6 at SMAN 1 Ngimbang. It was located in Jl. Raya Kecamatan Ngimbang Kabupaten Lamongan. This research was conducted in the classroom where the teacher has implemented comic strips as media to teach writing narrative text.

The researcher used observation sheet, field notes, and students' writing task in order to collect the data.

These data were expected to answer the question in the statement of the problems. The result of observation sheet and field notes was used to know the process of the activities used by the teacher and students. It was used when the teacher and students were conducting the activities. The data was taken according to the fact during the teaching process when a comic strip as media was implemented. Then, the researcher took the students' writing task to know the writing ability of the students' when they had taught by using comic strip as media.

The research instrument was an equipment to collect the data. In this study, the researcher used observation sheet, field notes and students' writing task as instruments.

The researcher took a part as an observer. The data of observation sheet and field notes was collected when the teacher and the students did the activity in the class. It was taken when the teacher implemented comic strips as media in teaching writing narrative text. Then, the data of students' writing task were collected after the students finished their writing narrative. The researcher gathered the data from the result of students' writing task and students' individual score after the implementation of English pop song as a supplementary material.

The result of this observation was analyzed descriptively. Firstly, the researcher analyzed the data of observation sheet based on the teacher's and students' activity when he implemented comic strips as media for writing narrative. Secondly, the researcher took the data of students' writing task based on the ESL composition profile and analyzed it descriptively.

RESULT AND DISCUSSION

In this part, the researcher describes the result and discussion of the observation which has been held. The result and discussion of the implementation of comic strips as media in teaching writing narrative text to the tenth graders of SMAN 1 Ngimbang will be presented descriptively.

The Result of The First Observation

The first observation was done on March 19th 2013. It was on Tuesday and the class was held at 10.15 am to 12.30 am. The teacher started the lesson with greeting and checking students' attendance list. Then the teacher told the goal of teaching learning process about narrative text. The students listened to it carefully. The teacher gave stimulation about the material. He asked questions related to the narrative text. The students answered the questions from the teacher. It was seemed that the students had understood about it. Although some students knew the generic structure of narrative text, the teacher also explained it and the language features of narrative

text clearly. When the teacher was explaining the material, the students kept silent and listened to the explanation. After explaining the material, the teacher distributed comic strip "Tom and Jerry" and asked students to read it. They were enthusiast to read it. It made the situation of class became noisy but the teacher could control it. Then the teacher asked some questions related to the comic strip, he also gave guiding questions to the students as guidance to write narrative text. The students were enthusiastic in answering the questions. They could express their idea and feeling from the comic strip. After discussing the comic strip, the teacher asked the students to write narrative text. At first some students were confused and had difficulty about the meaning of words in English but the teacher walked around and helped them. They wrote the story for about forty minutes then the teacher asked them to submit their writing.

After the students submitting their work the teacher gave another comic strip entitled "Popularity Contest" to them. The students complained that they were tired if they were asked to write again but the teacher told them that it will be their homework so the students felt relieved. They read the comic and discussed it together with the teacher like previous activity. The discussion run well and the students were still active in this section. Before closing the lesson the teacher praised the students that they did well today and he also reminded them to do the homework as well as submit it in the next meeting.

The Result of The Second Observation

The second observation was done on March 21st 2013. It was on Thursday the class started at 07.00 am to 08.30 am. The opening session was almost the same as the first meeting. The teacher greeted the students and he checked the attendance list. There was also one student who absent on that day. After that he asked the students to submit their homework and the students submitted their homework.

Then the teacher reviewed the material that had been given in the previous meeting. It was about the components of narrative text. The teacher called one of the students and asked her about the generic structure of narrative text. The student could answer the teacher's question correctly. Next the teacher showed some errors which were done by the students in their writing which was submitted in the first meeting. He showed the students' errors and explained and corrected the mistakes. The students listened carefully while the teacher was writing their mistakes and the correctness on the white board. After showing and explaining their mistakes, the teacher gave the students chance to ask some questions.

But, there were no students who raised their hands to ask some questions.

After explaining and writing the students' mistakes on the whiteboard, the teacher continued the lesson by distributing comic strip entitled "Wendy and the Magical Snowman". The teacher asked the students to read it individually for about 15 minutes.

After the students finished reading, the teacher distributed worksheet and asked the students to write narrative text based on the comic strip. They discussed the information from comic strip and guiding questions in the worksheet to help them write the story.

Next after discussing all of the guiding questions, the students started to write the story with their own words. During the writing process, the teacher walked around the class to help the students. Some students were active in asking about the word in English that they had not understood yet. There were also students who did the task seriously while looking for the meanings of the words in their dictionary. When the writing time was almost over, the teacher informed the students in order to finish and submit their work. After all of the students finished and submitted their work then the teacher ended the class and said goodbye to the students.

Discussion

This observation was done on March 19th and 21st 2013 which comic strip was implemented as an alternative media to teach writing narrative text. The comic strips given were clear enough for the students. In each meeting and task, the teacher always distributed comic strips to the students. There were three comic strips. They were *Tom and Jerry*, *Popularity Contest*, and *Magical Snowman*. The comic strips consisted of the sequence of the events, dialogue and narration that could be seen clearly and understood well by the students. This is in line with Heaton (1996) who stated that a comic does not only provide students with basic material for composition but also stimulate their imaginative powers. It meant that through comic, the students' imaginative power could be stimulated and they would have a concept in their mind about what they were going to write. In other words, comic strips helped the students to visualize the object before they start to write a narrative text. They could compose their idea easily because it could give information about the object clearer.

In each meeting the teacher always started the lesson by greeting the students and checked attendance list. Then, in the pre-writing activity the teacher did short discussion with the students about narrative text. After that the teacher and students always discussed the

information that students got from that comic strips. This section was important because through their understanding about the information which was presented on the comic strips, they could make good narrative composition. Next in the whilst-writing activity the students wrote the story of the comic strips by using their own words. The students had to develop and present their ideas in narrative composition. The last was post-writing, the teacher asked the students to edit and revise their own writing. It was useful for them to find their mistake and change their writing to be better. After the students had their final writing, the teacher re-checked their writing again and gave a feedback at home. It was because there was no time to re-check the students' writing at class. The students' writing was giving back in the next meeting. After they did their task, they had to submit it to the teacher.

In the first meeting because the time was 135 minutes, the teacher gave two tasks for the students. One of them was done in the classroom and the other was given as homework. In other hand for the second meeting the students only did one task. During the teaching process, there were some students who got difficulties in understanding the material. From this situation, the teacher walked around to check and guide the students' work. The students could ask the vocabulary or another related to the material to the teacher.

The teacher used the result of the students' writing task as the assessment. It aimed to know how the result of the students' narrative writing toward the implementation of comic strip as media in teaching writing narrative text for the tenth graders. Based on the result of students' writing task, the students' composition score got better from each task. On the first task, the students' score mean was 68,29. On the second task the students' score mean was 71,59. On the third task, the students' score mean was 74,61.

From the explanation above, most of the students could create better composition than their previous task although there were some students who still had difficulties related to the content, organization, vocabulary, or language use. It could be said that comic strips was appropriate media to teach writing narrative text. It is supported by Gonzales-Espada (2003) statement which stated that most children and young adults love comic that is why comic can be applied in classroom. It could be concluded that comic strips helped the students in stimulating their ideas so they could write better narrative text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis which is obtained through the observation and the student's writing, the researcher concludes that: (1) The implementation of comic strips as media in teaching writing narrative text to the tenth graders of SMAN 1 Ngimbang was understandable and going well. Comic strips could be used in the teaching and learning process, the students are motivated in joining the activity and easy to stimulate their idea in writing a good composition of narrative. (2) The students' compositions became better after the implementation of comic strips. It could be seen from their score at the first until third task in the first and second meeting. The students mostly progressed positively in each aspect of writing.

Suggestion

Based on the conclusion above, the researcher gives the following suggestions: (1) The teacher should be creative in selecting the media or comic strips for the students so that they are encouraged to be more active in learning English (2) Other researcher are invited to conduct deeper study about comic strips. There are still many areas that can be analyzed by other researchers.

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