

The Effect of Comic Strip Teaching Media to the Ability of Grade Eight Students of SMP Negeri 1 Tapan Dolok In Writing A Narrative Text

Lisbet Novianti Sihombing

FKIP Universitas HKBP Nommensen, Medan

E-mail: lisbetsihombings@yahoo.co.id

Abstract: This research examined the Effect of Comic Strip Teaching Media to the Ability of Grade Eight of SMP Negeri 1 Tapan Dolok In Writing A Narrative Text. The writer formulates the problem as follow : what is the effect of comic strip teaching media to the ability of grade VIII in writing a narrative text. This research design is quantitative research that based on quasi-experimental research: the post-test only design, aimed to know the effect of technique that given, wheter it influences to the object or not. The sample of this research is taken from two classes that consists of 60 students, 30 students in experimental group in class VIII-2 and 30 students in control group in class VIII-4. The writer found that the mean of pre-test in experimental group is 65,93, post-test in experimental group is 74,37 and the mean of pre-test in control group is 60,43, post-test in control group is 65,93 and the writer also found that t-test is higher than t-table. It can be seen from df: 58 (30+30-2) with the table is 1.67 and the level of significance 0.05. It shows that t-test is higher than t-table (4,184 > 1.671). After analyzing the data, the researcher concluded that Comic Strip teaching media to the ability in writing a Narrative text.

Key words: comic strip, media. Teaching, ability

1. Introduction

Writing is one of the four language skills that is very important to learn. Writing is a process to get product, which is influenced by some elements such as vocabularies, grammar, organization spelling, and punctuation. Writing is primary that means to convey the information, ideas, beliefs and expressions for other beside, writing aids you in understanding about other people such as their life, economic, experiences, history of life and so on. Writing is useful to flow our feeling, thinking, and ideas so that people can know and understand.

According to Harmer (2004:33) "Writing is frequently useful as a preparation for are some other activity, in particular when students write sentences as a preamble to discussion activities". This gives the students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult awkward. In teaching practice experience the writer got the difficulties in teaching process, especially in teaching writing narrative text. That was happened because of some factors. The first factor was students had to be able to create their ideas to make a narrative text. It was not

interesting enough for the students. Second, the students were lack vocabularies. They made the students were difficult in writing. The last problem was students could not make a good chronological order in writing narrative text because the teacher did not explain how to make a good paragraph in writing. They were some evidences why writing become the most complicated skill for the students. On the other hand, the specific problem faced by the students in writing narrative text is to create cohesive and systematic sentences when they wrote story. When we wrote a narrative text, we wrote about events in the order that they happened. In other words, we used time order to organize our sentences. Hence, we need a media to help students in creating their ideas, making their writing cohesive or systematic and making strip of events which is constructed in a chronological order. One of media which is used to help the students in writing narrative text is comic strip. Comic strip can be used to help the students in making cohesive and systematic sentences to be the series of events which is constructed in a chronological order.

2. Method

This research is quantitative research that using an experimental style, because in focused on the product (effect / result of the test). According to Creswell (2009 : 12) “ quantitative research is a way to connect cause and effect between two factors in intentionally inflicted of the researcher by eliminating factors that disturb.” So, the researcher uses the quantitative research to measure effect of using comic strip.

Experimental group is that group that receives treatment by using comic strip. While the control group is the group that receives a different treatment or is treated as usual without Comic Strip.

This research consists of two groups namely experimental group and control group. Both of them have the same treatment with different method using. The first group is experimental group that uses comic strip Teaching Media and the second group is control group that uses Short Story Teaching Media. The pre-test is given to know the students’ ability in writing Narrative text before they received treatment. After that, they will be taught about Narrative text by using comic strip Teaching Media.

The same conditions will be held in the control group. Control group also consists of three meetings. But before it, the writer will give pre-test to the students. It also has the same function with experimental group namely to know the ability of students in writing Narrative text. Then, the writer will teach the students three times with using comic strip Teaching Media. She will teach about Narrative text with the same topic in every meeting likes in experimental group but here the writer just explain about narrative text and give an example of Narrative short story. After that the writer asks the students to write their own story based on the topic that given by the writer. And the last, the writer will give the students post-test that has function to find out the effect of comic strip Teaching Media in the students’ learning process. The tables below show the teaching activity in experimental group and control group.

The population of this research is grade eight students of SMP N 1 Tapian Dolok. In this research the writer chooses two classes of grade eight SMP N 1 Tapian Dolok as the sample. Cohen (2007: 100) stated that sample is the issue of defining the population on which the researcher will focus. The writer chooses VIII-2 And VIII-4. Class VIII-2 consist of 30 students as experimental class and VIII-4 consist of 30 students as the control class. Instrument is a device or means used for collecting the data. In collecting the data the writer use the test. The test is to write narrative text based on comic strip. The whole text is expected consist of the right and good content, organization, vocabulary, language use, and mechanics through the whole process of writing and will be scored by applying analytic scoring to find out the students' writing ability.

Pre-Test is conducted to find out the result and the mean scores of the group which using comic strip in experimental class (Class VIII-2) and, without using comic strip in control (Class VIII-4). But it done before the treatment (teaching material) the two groups were in the same level of knowledge to create a writing a narrative text. So that we can get the score before we teach and we can differentiate it with score after we teach the material.

The treatment was conducted after the administration of the pre-test. Class VIII-2 is the experimental group and class VIII-4 is the control class are given writing material but with different ways. In class VIII-2 the writer used comic strip, and in class VIII-4 the writer just use short story about narrative in teaching the materials. The test is conducted based on stated procedures.

After explaining the material, both of the classes are given the same test to know the result of the treatment. The post-test is the same in two class, having taught the students about writing narrative text with comic strip and without comic strip. The writer gives them a post-test in order to see the result of the whether the strategy was affective or not.

After the data are collected, then the writer analyzes the data using SPSS version 22 to analyze possible differences in writing narrative text performance between the two groups. The procedure of analyzing data using SPSS version 22 as follows:

1. Click **Analyze =>Compare means =>Independent Sample T-Test**
2. Input Value Variable to **Test Variable (s)** and group variable to **Grouping Variable**. Then click **Define Groups**.
3. Type Experiment in **Group 1** column and control in **Group 2** column. Then, click **Continue**. The last steps click OK.
4. The output will appear in two tables: **Group Statistics** and **Independent Sample Test**.
5. **Group Statistics** table shows data description which we analyze. The column which can be compared between two samples in **Standard Deviation (Std. Deviation)** column. It shows the difference of standard deviation of students' mark from two different groups.
6. **Independent Sample T-Test** table is divided into two parts, such as **Levene's Test for Equality of Variances**(to test the homogeneity of variances) and **t-test for Equality of Means** (to test mean difference).
7. In **t-test for Equality of Means** column, if the result of $t_o > t_t$, it means that students' average mark in experimental group is higher than in control group,

also it shows that there is significant effect of comic strip teaching media on the students' ability in writing a narrative text.

3. Result and Discussion

The data has been collected from the students SMP Negeri 1 Tapani Dolok. The researcher used two classes namely, experimental and control class. They were grade VIII-2 and VIII-4. Each class consists of 30 students and the total of the students consists of 60 students. The first class is VIII-2 as the experimental class. This class uses comic strip teaching media in teaching writing a narrative text. The second class is VIII-4 as the control class. This class uses conventional teaching media in teaching writing a narrative text.

The data were collected from pre-test and post-test after applying the test to that experimental group and control group. The result from both groups could be seen below.

The Effect of comic Strip Teaching Media in Writing a Narrative Text (experimental Group)

The data in this study were conducted from the result of the pre-test and post-test the students' ability in writing a narrative text by using comic strip (experimental group in class VIII-2. Comic strip makes increasing in student's ability in a writing narrative text.

Tabel 1. Experimental Group

No	Initial of Name	Pre- Test	Post - test
1.	A S	65	75
2.	AA	70	80
3.	A N	71	85
4.	A D	55	66
5.	A F	55	65
6.	A S	75	76
7.	D N	75	85
8.	D O	65	75
9.	D A K	60	65
10.	D S	70	85
11.	F H	66	70
12.	F A	70	77
13.	G F A	70	82
14.	I F	65	76
15.	M F S.	60	67
16.	M F	55	65
17.	M D N	70	76
18.	N P	71	85
19.	O N S.	60	68
20.	P A R	70	77
21.	R P	50	68
22.	R N	69	80
23.	R	60	68

24.	S N	68	85
25.	S D	62	70
26.	S S	62	70
27.	T N	65	85
28.	W Y	50	66
29.	W Z	55	67
30.	Y W	66	72

The Effect of Comic Strip Teaching Media in Writing a Narrative Text (Control Group)

The data in this study were conducted from the result of the pre-test and post-test. The students' ability in writing narrative a text by comic strip (control group class VIII - 4). Their ability was increasing after treatment but not more that experimental group.

Tabel 2. Control Group

No	Initial of name	Pre - test	Post - test
1	A P S	50	55
2	A R	60	71
3	A A	69	70
4	A S	55	60
5	A A	60	62
6	C N	50	60
7	D N R	70	75
8	D A	62	73
9	D K	45	50
10	D D K	65	67
11	D S P	50	62
12	D A P	50	75
13	F M	58	70
14	F A	70	75
15	G K	68	69
16	I N	50	55
17	I A	70	75
18	K A	55	56
19	M R	73	74
20	M E	65	66
21	P E R	65	68
22	P A	75	76
23	R	65	68
24	R A	70	72
25	R W D	55	60
26	S Y	65	67
27	S K P	70	72
28	S	45	50
29	T N S	48	50

30	Y A D	60	75
----	-------	----	----

The writer described the score of experimental and control class. The students in experimental class were 30. The highest score of students pre-test in experimental is 75 and the lowest is 50. The highest score of students post test in experimental is 85 and the lowest is 65. In control class, the highest pre-test score is 75 and the lowest is 45 And the highest post test score is 76 And the lowest score is 50.

The Effect of Comic Strip Teaching Media in Writing a Narrative Text

In conducting a test, it was very important to know the schedule of the students in order treatment. For two weeks, there were test administration of each groups; experimental and control group. Then the result of the test will be scored by the researcher. Having scored the answer sheets, it was tabulated the result of the study between experimental and control group. The result of the pre-test the both of groups will be showed in the table. Output of calculated data is SPSS as follows :

Table 3 Descriptive Statistics (Experimental class)

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	50	75	64,17	6,939
Valid N (listwise)	30				
Posttest	30	65	85	74,37	7,237
Valid N(listwise)	30				

Table 4 Descriptive Statistics (Control class)

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	45	75	60,43	8,974
Valid N (listwise)	30				
Posttest	30	50	76	65,93	8,337
Valid N(listwise)	30				

In Group Statistics table, there are data of two groups which have 30 students of each group who are involved in the research. From the table, Mean of experimental group higher than control group. It means that there is higher improvement in experimental group than control group

The Result of T-Test

In order to know whether there is any effect of comic strip teaching media to the students' ability in writing a narrative text, the difference of mean scores on experimental group and control groups using SPSS t test.

Table 5 T-Test Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
posttest	experimental	30	74,37	7,237	1,321
	control	30	65,93	8,337	1,522

The output of independent Sample t-test data from SPSS is divided in two tables. this table is used to test of homogeneity of variance.

Table 6 Independent Sample t-test

		Levene Test for Equality of Variances	
		F	Sig.
Improvement Score	Equal Variances Assumed	,547	,462
	Equal Variances not assumed		

In this table, it can be seen that significance value (sig.) is 0.462. to identify whether the variance of the test result is homogeneous or not, F and Sig. Value must be higher than 0/05 (level of significance). F value = 0,547 > 0.05 and Sig. Value = 0.462 > 0.05. Based on the result of F and Sig. Value which are higher than level of significance (0.05), so it can be interpreted that both samples (experimental and control group).

The second output of independent Sample t-test data from SPSS is **t-test for Equality of Means**, it is to test the difference of means of both groups. There are two important columns, namely t and Sig. (2-tailed). Because two groups have homogeneous variance, so value that is used t and Sig. (2-tailed) in line **Equal variances assumed**.

For value of t is compared with t_{table} in level of significance is 5 % (0.05) and degree of freedom (df). The calculation of table is $df = N - 2$. Because total students of two groups is 60, so $df = 60 - 2 = 58$, it can be seen in df column. In table Distribution of t_{table} value, in line $df = 58$, significance of t 0.05, the value of t_{table} is 1.671.

Table 7 t-test for Equality of Means

		t-test for Equality of Means						
		t	Df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differenc e	95% Confidence Interval of the Differences Lower Upper	
Improv ement Score	Equal variances assumed	4,184	58	,000	8,433	2,016	4,398	12,468
	Equal variances not assumed	4,184	56,876	,000	8,433	2,016	4,397	12,470

To identify there is effect of strategy used in the group, there must be the improvement score of experimental group which is higher than control group. It can be seen from t and Sig. (2-tailed) column in line equal variances assumed. The calculation of t should be higher than t-table meanwhile Sig. (2-tailed) value $< 0.05 = 0.000 < 0.05$. it can be concluded that there is significant means difference of experimental effect of comic strip teaching media in writing a narrative text

To analyze the data, the researcher used SPSS 22 software. All data which are analyzed by using SPSS 22 software are presented in table form as the output of analysis. From the analysis of data, the researcher found the score of the students, mean, standard deviation, the result of the test.

The mean of pre-test in experimental group is 64,17 post- test in experimental group is 74,37 while the mean of pre-test in control group is 60,43 post-test in control group is 65,93. Std. Deviation of post-test in experimental group is 7,237 while std. Deviation of post-test in control group is 8,337. Further calculation also showed the value of t_0 is 0,462 and t_t is 1.671 in $\alpha = 0.05$ and degree of freedom = 58 (df= N-2). In hypothesis testing, it shows that $t_0 > t_t$ (0,462 > 1.671). So, Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. It means that there is significant effect of comic strip teaching media on the students' ability in writing a narrative text at grade VIII SMP N 1 Tapan Dolok.

To know the significant effect of using comic strip on students' writing narrative text, the writer made a test that given to the students. The writing test was, the students were asked to write a short narrative text in a piece of paper and the time was 75 minutes to give pretest, treatment and post test to the students.

After analyzing the data, the researcher knows the effect of comic strip teaching media to the ability of grade eight students of SMP Negeri 1 Tapan dolok in writing a narrative text. The students can improve their writing ability especially in writing a narrative text.

Futhermore, the students still got problems on writing narrative text such as lack of the vocabulary, they do not have imagination enough of the text. The method which was applied in the classroom helped the students to think more and use time on doing test appropriately. At last, from the analysis of the data, it can be concluded that the students' competence in writing narrative text becoming more developed and go higher by using comic strip than those who did not use comic strips in teaching learning process. Finally, the students can do the test on time .

4. Conclusion

From the discussion in the previous chapters, some points can be concluded as follows:

The objective of this research is to find out whether there is any significant effect of comic strip teaching media to the ability of grade eight students of SMP N 1 Tapian Dolok in writing a narrative text. In order to gain the objective of this research, the researcher conducted an experiment in pre-test and post-test design. Then, the researcher found the differences between the mean scores of pre test and post test. Based on the data analysis it can be concluded that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected. In others words it can be said that comic strip teaching media significantly effects to the ability of grade eight students of SMP N 1 Tapian Dolok in writing a narrative text.

5. References

- Arsyad, A. 2007. *Media Pembelajaran*. Jakarta: Rajawali Press.
- Cohen, L. 2007. *Research Method in Education*. New York: Madison Avenue.
- Creswell. 2009. *Research design pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta : pustaka Belajar.
- Daryanto. 2010. *Media Pembelajaran*. Bandung: Satu Nusa.
- Feng-Checket. L. 2006. *The Write Start*. USA: Wadsworth.
- Gerlach, Vernon. S. & Donald. P. Ely. 1980. *Teaching and Media : A Systematic Approach. Second Edition*. New Jersey: Prentice Hall.
- GerotandWignel. 1994. *Making Sense Of Functional Grammar*. Sidney: Pearson.
- Harmer, J. 2001. *English Language Teaching (3rd Edition)*. London: Longman.
- Harmer, J. 2004. *English language teaching (4th Edition)*. London: Longman.
- Harmer, J. 2007. *The Practice Of Language Teaching*. London: Longman.
- Hughes, A. 2003. *Testing for Language Teacher*. London : Cambridge University.
- Kane. 2000. *Essential Guide to Writing*. Oxford University.

- Knapp Petter and Watkins Megan.2005.*Genre, Text, Grammar*. Sidney: University of New South Wales.
- Manser, M. H. 2006.*Guide To Good Writing*. New York: Fact on File.
- Nunan, D. 2003.*Practical English Language Teaching*. New York: McGraw-Hill Companies.
- Pardiyono.2007. *Teaching Genre-Basd Writing*. Yogyakarta: C.V. Andi Offset.
- Raimes, A.1983.*Technique in teaching writing*.New York: Acford Book.
- Siahaan, Shinoda. 2008. *Generic Text Structure*.Yogyakarta: GrahaIlmu.
- Smaldino, Sharon E. and James D. Russel. 2005.*Instructional Technology And Media For Learning*. Ohio: Pearson Merrill Prentice Hall.
- Webster, N. 1989.*Webster's New World Dictionary (3rd College Edition)*.New Jersey: Prentice Hall.
- Weigle, Causing Sara.(2002). *Assessing Writing*. Cambridge : Cambridge University Press.
- Wright, G. Sherman R. 1999. *Let's Create Comic Strip*. In: Reading Improvement