THE EFFECT OF COMIC STRIPS ON STUDENTS WRITING RECOUNT TEXT AT EIGHT GRADE OF MTs MA'ARIF NU 01 SUSUKAN BANJARNEGARA

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

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Assalamu'alaikum Wr.Wb.

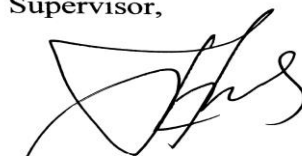   After conducting guidance, review, direction, and correction, then through this letter I convey that:

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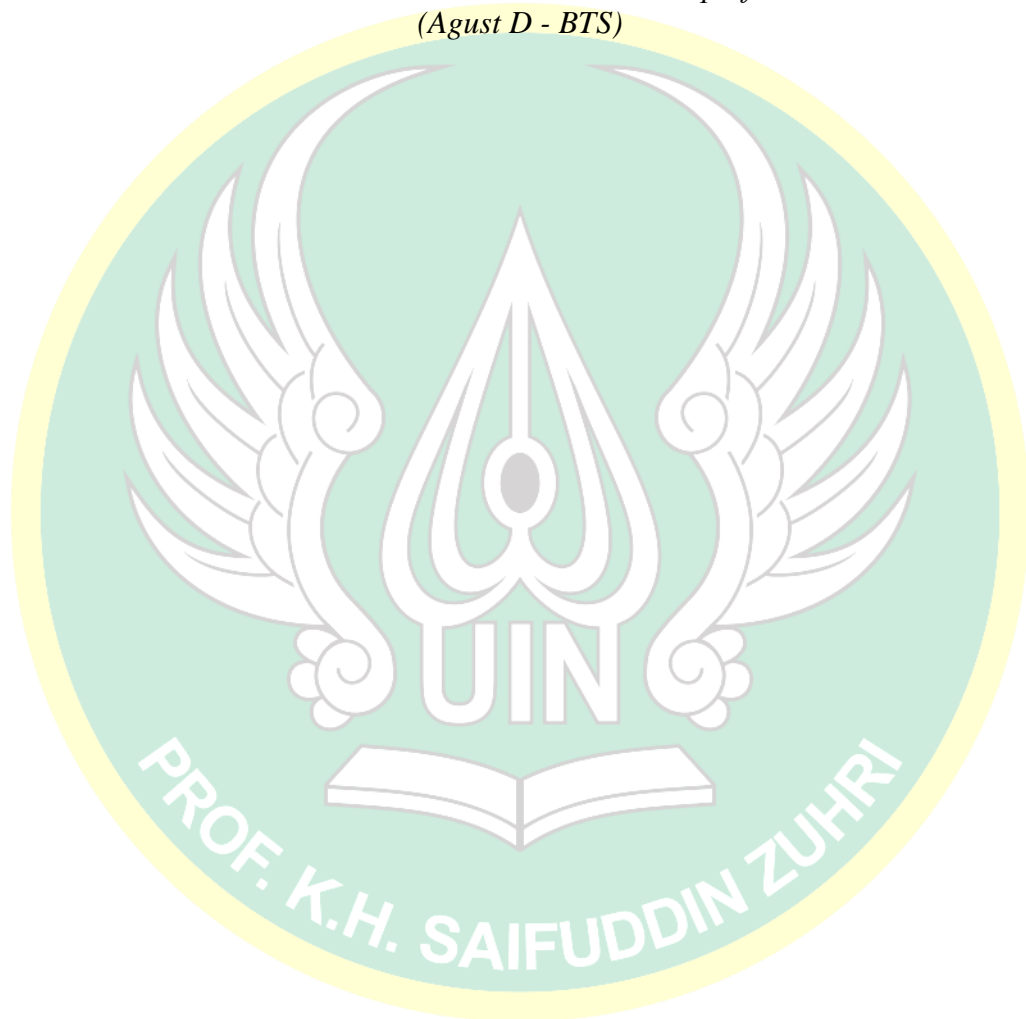
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MOTTO

"And He found you lost and guided you."
(Qs. Ad-Dhuha 93:7)

"What's meant for you will never miss you, and what missed you was never meant for you."
(Sayyidina Ali bin Abi Thalib)

"You were born to be real, not to be perfect"
(Agust D - BTS)

DEDICATION

I dedicate this thesis to:

My beloved parents, Hidup Yuwono and Siti Nur Sobikhah

My beloved sister and brother, Qishtina Syarifatul Addawiya and M. Refian Arda Prastya

My beloved friends who supported me

All readers who have given the time to read this thesis

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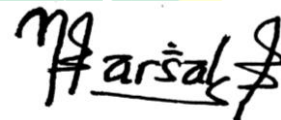
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Hopefully, this thesis can be useful for the readers. However, I realize that this thesis is far from perfect. Therefore, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Purwokerto, 28th June 2023

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The Effect of Using Comic Strips on Students' Writing Recount Text at Eight Grade of MTs Ma'arif NU 01 Susukan Banjarnegara

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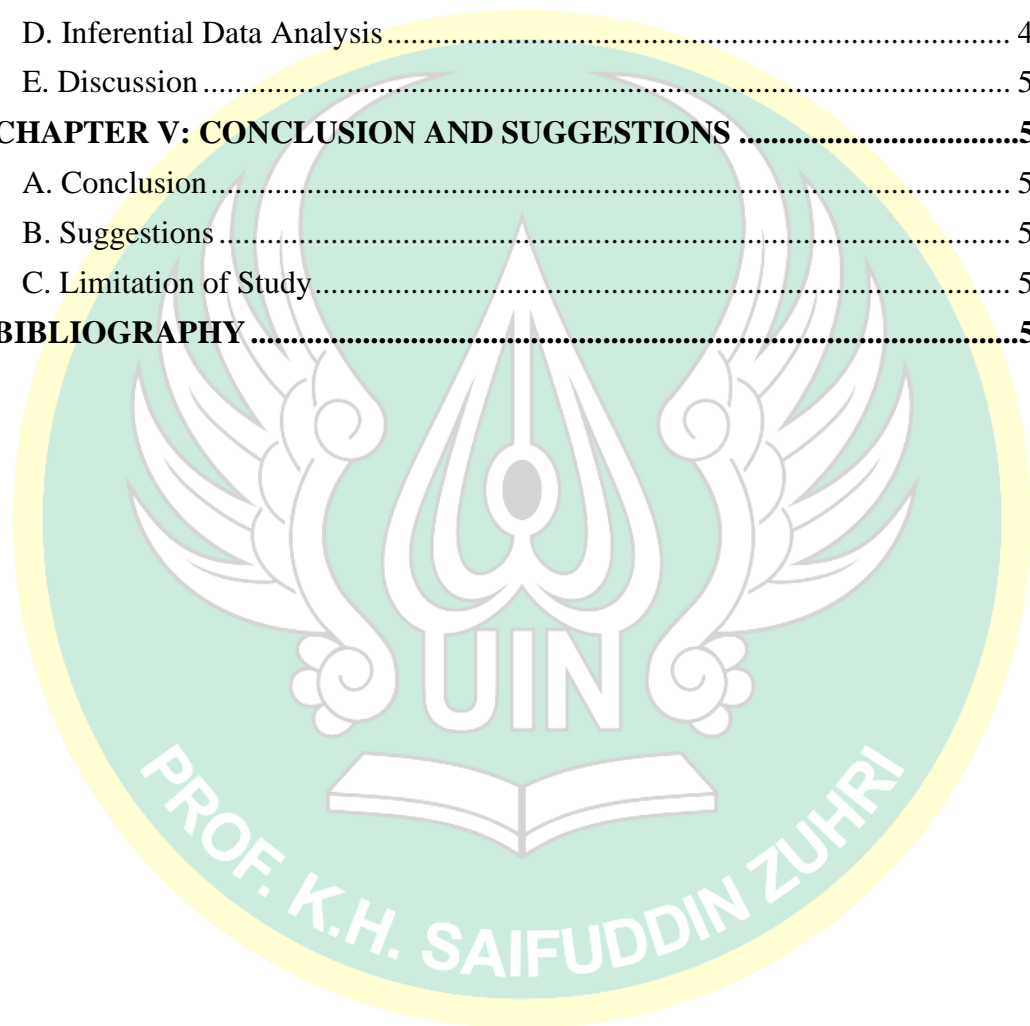of Prof. K.H. Saifuddin Zuhri Purwokerto

ABSTRACT

Many learners are able to say what they want to write but have difficulty in putting it into written form. In fact, most of students are difficult to compose the story into some paragraphs with the chronological sequences. This study aimed to find out the effect of using comic strips on students' writing recount text. The method used in this study was a quasi-experimental research, which used test as the instrument of data collection. The study was carried out in two classes that is experimental and control class which have 30 students in each class. The subjects of this study were the eighth grade students, the sample of this research were class VIII-A as the experimental class and VIII-B as the control class, and purposive sampling was used to choose those sample. The writing pre-test was given before the treatment and post-test after the treatment. T-test was used in this research as the data analysis technique. IBM SPSS V 25 for windows was used to analyze the data. The result of this study showed that there was a significant effect of using comic strips on students' writing recount text at 8th of MTs Ma'arif NU 01 Susukan Banjarnegara. It can be seen from the result of the data calculation that the students' scores in experimental class were higher than the students' scores in control class and based on the statistical calculation with significance level it shows that, the value of Sig. (2-tailed) is $0.000 < 0.05$. The teachers were suggested to consider comic strips as the media for teaching chronological writing to solve students' problems in writing paragraphs with chronological sequences.

Keywords: *Comic Strips, Writing, Recount Text.*

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CHAPTER 1

INTRODUCTION

A. Background of Study

Writing is one of English skills that should be learned by students beside listening, speaking and reading. However, writing is not an easy matter to do especially for young learners including senior high school students. Most of them have limited vocabularies, diction, and idiom. Then they are worried to write it, because doubtful with the punctuation. They also get the problem in a grammatical. They are still confused how to write in a good sentence grammatically. It means that, students' writing ability problem can be caused by other factors. That is lack of self-confidence and lazy to write because of having low motivation.[1] Some learners are able to say what they want to write but have difficulty in putting it into written form. That is, they have problems in translating their ideas into text. Some learners can do this but are very slow. That is, they lack fluency in turning ideas to text. A possible cause is the difference between the writing systems of the learners' first language and the second language.[2]

In fact, most of students are difficult to compose the story into some paragraphs with the chronological sequences. They always get confused and stuck for the next story idea after writing the first paragraph as the opening of story. To solve the students' writing problem and make them become good writers, the teacher should have varying ideas about the role of writing and how to develop narrative writing becomes an interesting activity in the classroom.[3] On the other hand, the students have difficulties in finding idea. They are

[1] Rochman, Yusuf. *The Use of Comic Strip to Improve Students Writing Narrative Text Writing Ability,* UIN Walisongo Semarang:2016

[2] I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing*, (New York: Routledge, Taylor & Francis, 2009), P. 119

[3] Ratnasari, Yulia. *The Effectiveness of Using English Comic Strips in Teaching Writing Of Narrative Text,* Jakarta:2014

thinking about difficulties before starting writing the text. The students often think a perfect idea than making a simple idea to be a perfect one. They do not understand that the interesting idea can be a simple thing or event around them. It means that students always try to find an interesting idea without trying to write the story from the simple idea. So, when they do not find the idea needed, they stop writing the story. In addition, students find it difficult to compose the writing. The idea is available but the students do not know how to compose the idea to be a good story. This problem can be caused of lack in grammar and vocabularies.[4]

Teaching writing is combination of several activities to teach students how to express the ideas of the imagination in writing forms. In this case, the role of teachers is very important. They usually use some relevant materials to the students. They need to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. The goal of teaching writing, the teachers should make writing not only to help students develop communication skills but to promote learning and thinking.[5] Concerning the importance of writing skills for the students, the government of Indonesia has set the curriculum of education, focusing on the text as an English subject matter. Some written texts, such as recount text, descriptive text, exposition text, and also narrative text, are the types of texts that are taught and required to be mastered by the students in Junior High School.

However, many things must be considered in writing recount text. Hyland Said that recount text is a text that recreates the event or experiences in the past in the original sequence.[6] In connection with the difficulties of writing, students also face difficulties in writing recount text. They have to write the sentence using the past tense; it means they need to know about the rule of past

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[4] Muhajirin, M. *The Use of Comic Strips to Increase Students Writing Ability in Narrative Text Outline at The Eight Grade Students of MTs. AL-Arif Gempol, Thesis*, Sidoarjo:2018

[5] Muhammad Javed, Wu Xiao Juan, Saima Nazil, A Study of Students" *Assessment in Writing Skill of the English Language*, International Journal of Instruction: 2013, Vol. 6 No. 2

[6] Ken Hyland, *Genre and Second Language Writing*, (United States of America: University of Michigan Press, 2004), p. 29.

tense, some students confused about using correct grammar based on the type of text they write. Meanwhile, teaching writing recount text is not presumably easy. The students often find obstacles in expressing the idea into the paper. They have to spend too much time in finding out the ideas about the topic given to write because they do not have enough basic knowledge and interest in writing. One of the main problems that leads to the low interest in writing is the lack of media. The problems should be solved by using appropriate media to in order to improve students' writing skill.

The teacher should be selective in choosing teaching media/aids and also must make teaching and learning writing recount text more interesting and should use a media to helps students in the learning process. There are three kinds of teaching media, they are (1) audio media, the media that only can be heard, for example podcast, tape-recorder, radio. (2) visual media, the media that only can be seen and be touched, for example pictures, realia, posters, charts etc. (3) audio-visual media, the media not only can be heard but also can be seen and be touched. One of media that teacher can use when teach about recount text especially in writing skill is comic strip that's are categorized as visual media. Comic strips are a short series of amusing drawings with a small amount of writing that is published in a newspaper.[7] Not only in a newspaper, but it can be found on the internet and other digital media. By using it, students can to read and watch it, then students can receive the information about it.

According to Liu in Astra, a Comic Strip is "*a series of pictures inside boxes that tell a story*". Comic Strips are communicative, popular, accessible, readable, and they combine aesthetic perception with intellectual pursuit. Thus, by using Comic Strips facilitate the students to comprehend the content of the story by series of pictures in Comic Strips.[8] Gavigan and Renyta states that comic strips are short form comics which generally consist of three to eight panels. They usually appear in newspapers. Comic Strips consists series of

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[7] https://dictionary.cambridge.org/us/amp/english/c omic-strip

[8] Astra, A. W. *Developing Comic Strips-Based Speaking Tasks for the Seventh Grade Students of SMP N 2 Temon in the Academic Year of 2013/2014*. Thesis.Yogyakarta: UNY, 2014

picture in some panels that are interrelated to display a complete story which is suitable to be used in a class. Comic Strips also help the students to identify the elements of story like plot, character, and theme through visual and dialogue. By knowing the elements of the story, it is easier for students to write their own.[9] The students can choose his or her own characters and develop stories alone or with partner. Brown, in Fika and Mirjam, states that Comic Strips meet this characteristic since they are series of pictures in which the students are expected to gain the ideas easily from the chronological order of the story. The students are also able to practice grammatical rules through this media. It can be done by changing direct speech in the speech balloon into indirect speech.[10]

Gonzalez-Espada said that has been many decades in the classroom using comic strips because of their visual, attractive, humorous, and overall appeal.[11]Using comic strips could enhance fundamental abilities that enable students to clearly see and conceptualize visuals. Moreover, the pictures in the frames add many visual cues to the storyline for helping students in generating, developing and understanding of the story. Besides, Heaton said that a picture even a series of pictures can provide the students base material, and can stimulate students' imagination.[12]

Based on the preliminary observation and also the interview with Mrs. Neina Agustin Prabawatie, S.Pd as the English teacher of second grade students of MTs Ma'arif NU 01 Susukan, and it was found that the students had problem with their writing skills and difficulties to generate and organize their ideas into written form. It can be identified by several indicators in the class related to their writing skill such as, students face difficulties in starting make composition, they cannot express their ideas and the main problem that leads to

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[9] Renyta, O. K. *Using Comic Strips to Improve the Speaking Skill of Grade VIII Students of SMP N 15 Yogyakarta in the Academic Year of 2013/2014*. Thesis. Yogyakarta: UNY, 2014

[10] Fika, M., & Mirjam, A. *Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesia EFL Students*. TEFLIN Journal, 23 (2), p. 183-204. 2012

[11] Wilson Javier Gonzalez-Espada, Integrating Physical Science and the Graphic Arts with Scientifically Accurate Comic Strips: Rationale, Description, and Implementation, *Revista Electronica de Ensenanza de las Ciencias*, Vol. 2, No. 1, 2003. P. 58.

[12] John Brian Heaton, *Writing English language Test*, (United States of America: Longman Inc, 1988), p. 142.

the law interest in writing is the lack of media that can give them a big image of the story they want to write.

The teachers in MTs Ma'arif NU 01 Susukan are rarely used media to support their teaching and learning process, they only used one students' worksheet (LKS) as learning source and gave some exercise based on it. That is why, related to the usefulness of visual teaching media, especially comic strips, comic strips was chosen as media to discover whether it is effective or not in teaching writing recount text for the 8th grade student of MTs Ma'arif NU 01 Susukan. It is because of the fact that recount text is one of the story genres. The purpose is to reconstruct past experiences by retelling events and incidents in the order in which they have occurred. So, there will be a significant relationship between recount text and comic strips. Whereas students need a something new that make them enjoy to study. By using comic strips as a media, it can improve students' interest and motivation in teaching and learning process, especially to study writing about recount text. It makes students easier to understand the material.

Using English comic strips can make students more interesting to study because it consists of colorful pictures with written form which can be read by them. The use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.[13] Comic strips can help students to understand the recount text well, it can be an interesting media for them, the students will not feel bored and there are interaction between teacher and students.

Based on the explanation above, this research was conducted to use Comic Strips as media in teaching and learning to solve the problems from students that not interest to study English especially in writing recount text and the researcher want to conduct a research by title: ***"The Effect of Comic Strips on Students Writing Recount Text at Eight Grade of MTs Ma'arif 01 Susukan Banjarnegara"***.

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[13] Royanti. *The Use of English Comics to Improve Students' Writing Ability in Story Retelling,* Semarang: UIN Syarif Hidayatullah, 2007

B. Operational Definition

In the context of this study, here are important points that direct the implementation of this study, it is:

1. Comic Strips

   Comic strips are a short series of funny drawings with a little text which is usually published in a newspaper. They consist of a series of humor drawing or a cartoon with words in balloon and captions. They are made of three or four pictures in the box that tell a story with one or more characters. Some comic strips tell different events every day. In other comic strips, the stories are presented day to day continuously and give complete humor ideas each day until it is finish. And then with the same characters, it starts a new story.[14]

2. Writing Skill

   According to Brown, writing skill is a written product which is completed after the process of thinking, planning, drafting, also revising. Moreover, when people write something, they have to consider some aspects such as content, organization, originality, style, fluency, accuracy, and the appropriate use of theorical forms of discourse.[15] Harmer said that, said that writing is the only skill that can produce a real product that can be touched, be read, and can be kept for long time. In writing, people must write in a correct way to avoid confusion and misinterpretation among readers.[16]

3. Recount Text

   According to Anderson, recount was speaking or writing about past events or a piece of text that retell past events. Usually in the order which they happened. Recount paragraph meant that form text telling about

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[14] Noemi Csabay, *"Using Comic Strips In Language Classes"* English Teaching Forum Journal Gene Yang, Comics In Education.

[15] Brown, H.D..*Teaching by Principles: An Interactive Approach to Language Pedagogy 2ⁿᵈ Edition.* (New York: Pearson Education: 2001)

[16] Harmer, J.,*How to Teach Writing.*(Harlow: Pearson Education Ltd. 2004) page 7

someone's experience in the past, therefore the experience of the readers themselves, such as their adventure and their day's activity.[17]

Recount was a kind of text which retells the action happened in the past. In addition, Cahyono said that recount text was telling the experience in the past. A recount text presents the past experience in the series of events in detail. It means that recount text was the type of text retelling past events.[18]

C. Research Questions

The research question of this study is, "Is there any significant effect of using comic strips on students writing recount text at eight grade of MTs Ma'arif NU 01 Susukan, Banjarnegara?"

D. Objectives and Significances of The Research

1. Objectives of the Research

To find out whether there is or not significant effect of using comic strips as a media for teaching writing recount text in 8th grade of MTs Ma'arif NU 01 Susukan.

2. Significances of the Research

There are two kinds of significances of this research as follows:

a. Theoretical significances

Theoretical significances of this research is, this research is expected can be useful and will give new knowledge in learning English, especially the significance of comic strips to improve writing skill for the English teacher.

b. Practical significances

Practical significances of this research are:

1) For teacher

Hopefully, this research can give advantages for the teachers in teaching English. Teacher can use this media as a reference for

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[17] Anderson, *Text Type in English I and II*, (Sount Yara: Machmillian Education Australia, 1997),48

[18] Bambang Yudi Cahyono, *Teaching English by Using Various Text Type*, (Malang: State University of Malang Press, 2011), 14

teaching in the classroom and also can make learning English more interesting.

2) For students

With the implementation of this media, the students' ability in writing recount text will increase. Students will feel interest in learning English because learning feels fun.

E. Organization of the Paper

To make systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follows:

Chapter I presents an introduction. It has eight sub sections, those are background of the study, conceptual definition, research question, objectives and benefit of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II presents the theories of Comic Strips in Teaching Writing Recount Text.

Chapter III, contains the research method. This chapter consist of the type of research, time and location of research, technique of data collection and technique of data analysis.

Chapter IV, contains the data presentation, data analysis and discussion. This chapter explain and answer the question from the research question.

Chapter V, contains the conclusion and suggestion of the research. In this chapter the researcher concludes and give suggestion related to the research.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Comic Strip

    a. Definition of Comic Strip

        Comic strip is sequential art as a means of creative expression, a distinct discipline, an art and literary form that deals with the arrangement of picture or images and words to narrate a story or dramatize an idea.[19] In addition, comic strips are often regarded as interesting and motivating media. Arlin and Roth suggest that comics are interesting, and children will attend to that which they find interesting more than to that which they find uninteresting.[20] Absolutely, it can appeal to children, because of consisting of picture series and interesting story.

        Each comic strip has various stories, it may tell about humor, action, mystery, thriller, adventure, and so forth. It also often influences the children's emotion and feeling while conceiving the story. So that, comic strip is a fun medium for students and also developing their imagination.

    b. Elements of Comic Strip

        Seven primary elements of comics, they are:

        1) Panels: are the paragraphs of comic books. The action within each panel, and the panels' placement and size on the page, create a sense of movement within the story.

        2) Directionality: the position of panels in each story will drag the readers' eyes in specific direction while reading, such as panels are drawn across or down the page, left to right or even left to right.

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[19] Will Eisner, *Comics & Sequential Art* (Florida: Poorhouse Press,1985) p. 5

[20] Marshall Arlin and Garry Roth, Pupils' Use of Time While Reading Comics and Books, *American Educational Research Journal*, 1978, p. 202.

3) Narrative boxes: provide a third-person point of view, signal a change in time or location, or sum up the action so far.

4) Speech and thought bubbles: comic creators use different shapes and outlines to convey speech and thoughts, to set an emotion or tone, and to connect the dialogue to the action on the page.

5) Lettering: comic creators choose their letters and symbols with the same care they draw their pictures.

6) Pictures: the pictures help readers understand which parts of the story are real and which are imaginary.

7) Gutters: some of the action always happens "off screen," in the gutters, the white spaces between the panels.[21]

c. Advantages and Disadvantages of Using Comic Strips

Based on Morrison, Bryan, and Chilcoat assumptions, there are some reasons why comics have more strength rather than other teaching materials as follows:[22]

1) Comic is familiar to and popular with middle and high school students

2) It is a form of literature that students enjoy

3) Students engage in greater literacy, due to comics popular and easily accessible format

4) Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications

5) Such methodology helps enliven a classroom that can prevent historical content from being dull and meaningless, as it often is in typical classrooms.

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[21] Jody Seim Timmins, *Using Comics to Promote Literacy in the K-8 Classroom*, A Master's Paper for the M.S. in L.S degree, 2014, p. 14-23.

[22] Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, Using Student generated Comic Books in the Classroom, (*Journal of Adolescent and Adult Litercy, 2002*), p. 59.

Djauhan also finds other advantages from comic strips for the students in the learning process:[23]

1) Help the students to understand the content and context that teacher can teach easily

2) By using comic strips, hope that it can motivate students to read and pay attention to the material and learning English fun

3) A comic can help the readers to get the right visualizations. It is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are un familiar.

Not only advantages but comic strips also have disadvantages that must be considered by teacher to use comic strips as teaching medium in the classroom. The disadvantages of comic strips as follows:

1) Students need computer access or handphone

2) Limited range of facial expressions

3) Require many time to looking for or to make Comic Strip.[24]

d. The Procedures of Teaching Writing Recount Text Using Comic Strips

According to Samsul and Dina, the procedures of teaching writing of recount text are summarized as follows:[25]

1) The teacher explains about what are narrative text and also the characteristics

2) The teacher introduces Comic Strips to the students

3) The teacher asks the students to make a group consisting of four students

[23] Nur. M. Djauhan F, *Teaching Writing Descriptive Text Using Comic Strip,* Thesis, Walisongo State Islamic University, Semarang:2020

[24] Agung Wahyu Nugroho. *The Effectiveness of Teaching Reading Using Comic Strips to Facilitate Students' Reading Comprehension Narrative Text,* Thesis. Surakarta: English Depertment Faculty of Teacher Training and Education Universitas Institut Agama Islam Surakarta, 2017

[25] Samsul, Arifin and Dina Riyanti. *Teaching Writing Recount Text by Using Comic Strips,* Journal of English Teaching Adi Buana, 2018, Vol. 03 No. 02, p. 204

4) The teacher gives students Comic Strips were adapted from local and foreign stories which suitable with the content of the story

5) The teacher asks the group to write a story based on Comic Strips that have they got

6) The teacher and the students discuss together about the students' handwriting

7) The teacher gives again Comic Strips to the students

8) The teacher asks the students to write in pairs based on the story in the Comic Strips

9) The teacher and the students discuss together about the students' handwriting

10) The teacher gives the last Comic Strips to the students

11) Then the teacher gives a test the students individually to write a story based on the Comic Strips

12) The last is the teacher analysis the product of students writing.

2. Writing

a. Definition of Writing

Writing is one of the language skills besides speaking, writing and listening that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. According to Hyland, writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic.[26] Besides, Woodman and Adler said that, writing is a dynamic process that weaves back and forth between thought and words.[27] Meanwhile, Smith (in Gunn and Terasaki) defines writing as the production

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[26] Ken Hyland, *Second Language Writing,* (Cambridge: Cambridge University Press, 1996), p. 9.

[27] Leonora Woodman and Thomas P. Adler, *The Writer's Choices,* (San Antonio: Scott, Foresman and Company, 1985), p. 7.

of visual symbols designed to produce differential verbal responses in a reader.[28]

From the definitions above, it can be understood that writing is a process of expressing organizing ideas in the mind into a written form. In writing activity, it involves students' thought and feeling. They can write anything freely on their paper, but keep paying attention to the rules and structures in writing. Meanwhile, the aims of language teacher in teaching writing are to make students to produce fluent, understandable, accurate and appropriate written English.[29]

b. Types of Writing

Writing includes various kinds of text types. There are six major of writing text types. They are narration, description, classification, argumentation, analysis, and synthesis.

1) Narration

A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.

2) Description

In description, it takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

3) Classification

Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.

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[28] Trisha Phelps-Gunn and Diana Phelps-Terisaki, *Written Language Instruction: Theory and Remediation*, (San Fransisco: An Aspen Publication, 1982), p. 214.

[29] D.W. Ma'rufah et. al, *Need Analysis on The Writing Skill: What Do The Students Really Need for Writing Course?,* Tarling: Journal of Language Education Vol. 5, No. 1, The State Islamic University of Prof. KH. Saifuddin Zuhri, 2021, p. 55

4) Argumentation

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader *do* something.

5) Analysis

Analysis is both a way of observing and a way of writing about something has observed. In particular, it involves taking things apart and seeing how the parts are related, so *as* to understand how the object of analysis works.

6) Synthesis

Synthesis is the fullest and most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis, to develop a thesis.[30]

c. The Process of Writing

There are some steps in the writing process that can be seen as follows:

1) Step 1: Pre-writing

The first step is called *prewriting*. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collect ideas to explain the topic.

2) Step 2: Organizing

The next step in the writing process is to recognize the ideas into a simple outline and told the main idea

3) Step 3: Writing

The next step is to write a rough draft, by using the outline as a guide, to write the rough draft quickly without stopping to think about grammar, spelling, or punctuation, just getting the ideas down on paper. Probably, there are many errors in the rough draft. This is perfectly usual and acceptable after all this is just a

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[30] Robert Scholes and Nancy R. Comley, *The Practice of Writing: Second Edition*, (New York: St. Martin's Press, Inc., 1985), p. 11.

rough draft. The errors can be fixed later. Notice that the writer added some ideas that were not in his/her outline. Notice also that he/she added a concluding sentence at the end.

4) Step 4: Polishing: revising and editing

In this step, the writer polishes what he/she has written. This step is also called *revising and editing*. Polishing is most successful if he/she can do it in two steps. First, he/she attacks the big issues of content and organization (revising). Then he/she works on the smaller issues of grammar, punctuation, and mechanics (editing).[31] After revising and editing the draft, the last is publishing/sharing the final copy.

d. Criteria of Good Writing

According to Haris, there are five components in good writing:[32]

1) Content

The substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose

2) Form

The organization of the content. Writing should content logical or associative connection and transition which clearly express the relationship of the idea described

3) Grammar

The employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time

4) Style

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[31] Alice Oshima and Ann Hogue, *Introduction to Academic Writing: Third Edition*, (New York: Pearson Education, Inc., 2007), p. 15.
[32] P. Haris, David. *Testing English as a Second Language*. New York: 1969

The choice of structure of lexical items to give a particular tone or flavor to the writing. Writing should engage its reader through original insight and precise

5) Mechanic

The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.

According to Reid, the evaluation which using analytic method elaborate writing product into five components. They are content, form or organization, vocabulary or style, language use or grammar and mechanic.[33]

e. The Student's Problems in Writing

There are three major problems that cause difficulties in writing which highlighted by Byrne, namely psychological, linguistic, and cognitive.

Psychologically, the problem in writing is that writing activity is essentially solitary. Unlike speech, writing does not have the benefit of interaction and feedback from someone physically present. Linguistically, the problem in writing is related to coherency, choice of sentence, structure, and the way sentences linked together and sequenced. Cognitively, the problem in writing is that the process of instruction in learning writing needs a great deal of effort, such as learning the written form of language, learning the certain structures which are used less in speech, and learning how organize ideas in a good arrangement. Writing can also be said as a task which is often imposed by circumstances. In the process of writing, this has a psychological effect and causes problem in the content. Writers are familiar to the experience of losing ideas when they are required to write.[34]

Setiono pointed out that students in Indonesia have difficulties in learning writing. One of the major problems is that students have trouble

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[33] Reid, Joy M. Teaching ESL Writing. United State of America: 1993

[34] D. Byrne, *Teaching Writing Skill*, London: 1979

in developing ideas into a paragraph. They often write paragraphs in which the ideas are repeated or even contradictory with the given topic. This problem occurs because students still follow the prescriptive model that strictly controls the use of language elements, while the learning of how to develop a logical and coherent paragraph appears to be less concerned. The lack of training in exploring, reformulating, clarifying and coherently developing the ideas may also be the cause of the problem.[35]

According to Burhan, there are some problems faced by students in learning writing. Those are:[36]

a. Organizing Idea

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing composition, students usually write the content which is not suitable with the theme. It happens because students get difficulties in developing their idea and sometimes, they don't know what they will write.

b. Lack of Vocabulary

Vocabulary also becomes an important part in writing composition. We release if we are not mastering the vocabularies well, of course we will get difficult in writing. Most of students face this problem, because they are not mastering the vocabularies. So, they often write sentence which is not communicative. They usually choose incorrect words they want to write something in their composition.

c. Grammar Accuracy

When students try to make composition, they always confuse whether their sentences are grammatically correct or not. Generally, most of beginner students don't master English grammar well. They

[35] Setiono, *Teaching Writing to College Students in Indonesia: Problem and Challenges*, 2001
[36] Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra,* Yogyakarta: 2001, p. 298-299

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just start to learn English so their competence is still week especially in grammar. It becomes problem when they have to make composition which consist of sentence.

3. Recount Text

a. Definition of Recount Text

Recount text is a text that tells about past experiences or events. It can be based on the author's personal experiences (not always factual) or historical events. It means that recount text tells the reader about something that happened. It can be story (a fictional) recounts or (factual) recount. Recount text is recall and reconstructs events, experiences and achievements from the past in a logical sequence.[37]

b. Generic Structure of Recount Text

Recount focuses on a sequence of event relating to a particular activity. The recount follows three steps[38]:

1) Orientation

The orientation form is the first paragraph of the written recount. This paragraph gives the information background about time setting, who or what the participating. It's consist of who was involved, when the events occurred, what happened and where the activity or event took place.

2) Series of event

At this paragraph the students need to focus on supplying details of who, what when and where. Generally, recount is sequenced in time order. A record of events usually recounted in chronological events.

3) Reorientation and personal or evaluative comment (optional)

This is an optional step and it's often used to finish writing by rounding the series of events. It refers back some information in the paragraph orientation.

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[37] Hyland, K. *Researching Writing*. Hongkong: City University, 2009
[38] Cliffwatt, *Targeting Text: Recount, Procedure, Exposition Middle Primary*, Singapore: 1998

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c. Language Feature of Recount Text

The language feature of recount text are as follows:

1) Noun and pronoun are used to identify the people, animal or thing, ex: Mr. Dewi, the milkman, our cat, he.

2) Action verb are use when discussing events, ex: he jumped, he walked, they slept

3) Written in past tense to locate events in the writer's time.

4) Connection words are used to sequence events, ex: first, then, finally.

5) Combine clause by using conjunction, ex: when, then, and but.

6) Used adverbs and adverbial phrases to to indicate place and time, ex: yesterday, after lunch, to the beach, at my house.

d. Types of Recount Text

According to Hardy and Klarweis as cited in Annisa Mulya there are two types of recount text[39] :

1) Personal Recount

A personal recount is generally retelling of an activity that the writer or speaker has been personally involved in.

2) Factual Recount

A factual recount is largely recorded past occurrences based on the real situation. In the factual recount, it could be journals or historical text.

4. Teaching Writing of Recount Text Using Comic Strip

As one of teaching media, comic strip can be used in writing class. Derewianka defines that recount as the unfolding of a sequence of events over time.[40] It has similarity with Eisner which used the term "sequential art" in referring to cartoons, comic strips, comic books, and graphic novels.[41] It is a benefit of comic strip for teaching recount text. The picture on each panel in

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[39] Annisa Mulya, "*Designing Recount Instructional Materials for Senior High School Students*", a Thesis, at faculty Sanata Dharma University, Jakarta, 2007, pp. 20-21

[40] Beverly Derewianka, *Exploring How Texts Work*, New South Wales: 1990, p. 14

[41] Will Eisner, op.cit.

comic strip shows about the sequence events happened of the story. We can relate this with the recount text that unfolding a sequence of events over time.

B. Previous Studies

Based on several sources related to this research, journals and previous research related to the topic of this research. The following are the comparison of the results of previous research studies.

The first is a journal which be entitled *"The Effect of Comic Strip as Instructional Method in Enhancing Students' Writing Skill"*, by Amrizal[42]. The goal of this study is to find out how the comic strip affects the writing skills of students in the Islamic education program STAIN Mandailing Natal, especially their descriptive writing skills. This study was an experiment method. It was done by two classes, one called the experimental class and the other called the control class. Each class had 35 students. The random sampling is used in the sampling of this study. This study uses SPSS windows 10 or statistical analysis to construct the T-Test while analyzing the data. This research finds that comic strips may improve students' descriptive writing. Through comic strips, students enhanced their writing abilities in all areas. The learning process is more efficient because of the use of simple language, clear images, and follow-up questions to ensure that everyone understood what was going on.

The second research is entitled *"The Effect of Using Comic Strips on Students' Ability in Writing Recount Text" (A Quasi-Experimental Research at the Eighth Grade of SMP YASIH Bogor in Academic Year 2018/2019)* by Fitri Andika[43]. The aimed of this research was to find the empirical evidence of the effect of using comic strips in students' ability in writing recount text in the eighth grade of SMP YASIH Bogor in the academic year 2018/2019. The sample was 42 students which were divided into two classes, namely the experiment class, and the control class. The method in this research was

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[42] Amrizal. *The Effect of Comic Strip as Instructional Method in Enhancing Students' Writing Skills*, Journal of Education and Teaching, 2022, Vol. 3 No. 2

[43] Fitri, Andika. *The Effect of Using Comic Strips on Students' Ability in Writing Recount Text,* Jakarta: UIN Syarif Hidayatullah, 2019

quantitative method using a quasi-experimental design. The instruments in this study were tests of writing, which consisted of a pre-test and a post-test. The result of this study was obtained from the t-test and the results showed that there were differences in students' scores in writing recount text using comic strips and without using comic strips. The statistical calculation showed the p-value was 0.001, which was lower than sig α= 0.05 (5%), (0.001<0.05). The effect size was 1.16 which means there was a strong effect of using comic strips on students" ability in writing recount text. In other words, using comic strips on students' ability in writing recount text was effective at the 8th grade of SMP YASIH Bogor in academic year 2018/2019.

The third research is entitled *"The Effect of Comic-Strips Toward Eight Grade Students in Recount Text of MTS Muslimat NU Palangkaraya"* by Nanik Wulandari [44]. The aim of the research was to measure wheter there was significant improvement on the students' writing recount text by using comic-strips of the eight grade students in MTS Muslimat NU Palangkaraya. The design of this research was quasi-experimental design. The population of the research was class VIII A, VIII B and VIII C in MTS Muslimat NU Palangkaraya. The total of population was 105 students and the sample of this research was 70 students in class VIII A and VIII C. The writer applied independent Sample T-Test calculation to test the hypothesis to analyze the data. The result testing normality found significance (0,426) that was higher than significance level. It could be concluded that the data was in normal distribution. The result homogeneity showed that the significance observed (0,312) higher than. It could be concluded that the data was homogeneity distribution. The result of independent sample T-Test with SPSS 21.0 and manual calculation: the result of t$_{observed}$ was 10.322 and the t$_{table}$ was 2.00 at 5 and 2,67 at 1. The result of testing hypothesis determined that the Alternative hypothesis (Ha) stating that there was any significant effect of using comic-strips toward the 8th grade students in recount text of MTS Muslimat NU

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[44] Nanik Wulandari, *"The Effect Of Comic-Strips Toward Eight Grade Students In Recount Text Of MTS Muslimat NU Palangkaraya"*, Thesis: IAIN Palangkaraya, 2019

Palangkaraya was accepted and the Null hypothesis (Ho) stating that there was no any significant effect of using comic-strips toward the 8th grade students in recount text of MTS Muslimat NU Palangkaraya was rejected. It can be conclude that, there was any significant effect toward the 8th grade students in recount text of MTS Muslimat NU Palangkaraya.

The last research is entitled *"Teaching Writing Recount Text by Using Comic Strips"*, written by Samsul Arifin and Dina Riyanti[45]. The objectives of this research are to describe the implementation, the advantages, and the disadvantages of teaching writing of recount text by using Comic Strips for the tenth grade students of senior high school. The researcher uses qualitative research as an approach and descriptive research as type of research. The result shows that the stages of implementing Comic Strips media in the classroom are introducing the media, explaining and analyzing the recount text, redistributing the media with other topic, asking the students to read and pay attention to writing a recount text based on the Comic Strips given, monitoring the students' difficulties, correcting their mistakes on writing the text, writing the final draft based on the teacher's suggestion and comment, submitting the final writing, reviewing and giving feedback to the lesson, and closing. Based on the result of the study, it is suggested to use Comic Strips to improve the students' writing on other text types.

C. Conceptual Framework

The conceptual framework in this research is shown in the diagram as follow:

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[45] Samsul, Arifin and Dina Riyanti. *Teaching Writing Recount Text By Using Comic Strips,* Journal of English Teaching Adi Buana, 2018, Vol. 03 No. 02

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┌──────────────┐        ┌──────────────┐        ┌─────────────────────┐
│              │        │  Students'   │        │  There is any       │
│  Coms Strips │────────│  Writing     │────────│  significant effect │
│              │        │ Recount Text │──┐     └─────────────────────┘
└──────────────┘        └──────────────┘  │     ┌─────────────────────┐
                                          └─────│  There is no        │
                                                │  significant effect │
                                                └─────────────────────┘
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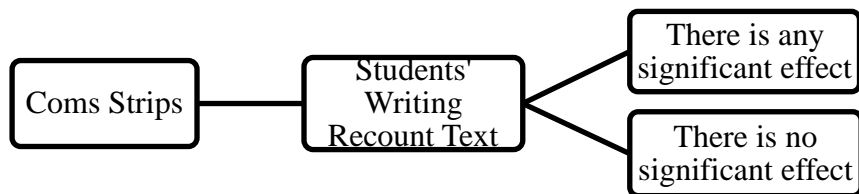
In the conceptual framework, comic strips was used as a media to teach writing recount text and tested whether there was a change in students' writing or no.

D. Hypothesis

Based on the results of theoretical studies and reviews of previous studies, the hypothesis of this research can be formulated as follows:

H_0: Null hypothesis, there is not significant effect of using comic strips in teaching writing recount text

H_a: Alternative hypothesis, there is significant effect of using comic strips in teaching writing recount text

CHAPTER III

RESEARCH METHOD

A. Type of The Research

According to the objective of this research, quantitative was used as a method in this research. Creswell said, quantitative research is an approach for testing objectives theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.[46] It is using quantitative approach because quantitative is concerned with collecting and analyzing data that is structured and can be represented numerically. One of the central goals is to build accurate and reliable measurements that allow for statistical analysis and the focus of quantitative is on data that can be measured. The design of the research was Quasi – Experimental that defined as an experiment that has treatment, impact measurement, and experimental units. The design also comprised of intact groups of subjects in the experiment rather than use random assign subjects to an experimental treatment for a study. The writer usually used assembly groups such as schools, colleges or class which already organized based on particular purposes.[47] There were two kinds of classes that needed to conduct the study. The first is the experimental class that was given treatment by using comic strips. Then, the controlled class was taught in the same way as it usually taught, conventional teaching. The pre-test and post-test were given to both experimental and control class. The treatment was applied in experimental class is comic strips as a media to comprehend the narrative text meanwhile, in the control class, the writer taught in the usual way. The design of this research can be illustrated as follow:[48]

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[46] Creswell, J.W. Research Design: Qualitative, Quantitative and Mixed Methods, Yogyakarta: 2014

[47] Donald Ary *et al.*, *Introduction to Research in Education*, (Boston: Cengage Learning, 2010)

[48] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research,* (USA: Pearson Educational, Inc., 2012), p. 310

Table 1.1

Quasi Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	Writing Recount Text	Using Comic Strips	Writing Recount Text
Control	Writing Recount Text	No Treatment/ Without Using Comic Strips	Writing Recount Text

B. Time and Place of the Research

This research was conducted on May 15th until 30th 2023 at the second semester of the academic year 2022/2023 at MTs Ma'arif 01 Susukan which located on Jl. Raya Susukan Km 2, Kedawung, Kec. Susukan Kab. Banjarnegara.

C. Population and Sample

1) Population

Population is the generalization region consisting of objects/subjects that have certain qualities and characteristics defined by the researchers to learn and making conclusion.[49]

The population in this research is the 8th grade students of academic year 2022/2023. Which consists of four classes (VIII A, VIII B, VIII C, VIII D), each class consists of 30 students. Thus, the total number of population 120 students. It can be seen in the table below:

Table 1.2

Population of Students in Grade VIII of MTs Ma'arif NU 01 Susukan

No	Class	Total Students
1.	VIII-A	30 students

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[49] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* Bandung: 2015

2	VIII-B	30 students
3.	VIII-C	30 students
4.	VIII-D	30 students
Total of students		**120 students**

2) Sample

Based on the population above, this study was used purposive sampling to select to take 2 classes of 4 classes. Purposive sampling is the way the researcher chooses the sample based on specific consideration from prior information which informs that the selected sample capable to provide the data which the researcher needs.[50] This sampling was used based on the recommendation from the teacher, based on the average score of the students and the students of each class almost had same ability in English proficiency. Moreover, the result of the pre-test which was given also takes a place in consideration to choose the classes. There were 30 students in each class. The total number of samples in this research is 60 students which consist of 18 male students and 12 female students in VIII-A, 16 male students and 14 female students in VIII-B. Class of VIII-B was chosen as a control class which was taught without comic strips as a media in writing recount text and VIII-A as an experiment class which was taught by using comic strips as a media in writing recount text. It can be seen in the table below:

Table 1.3

Number of Samples

Class	Male Students'	Female Students'	Total
VIII-A	18	12	30
VIII-B	16	14	30
Total	**34**	**26**	**60**

[50] Fraenkel, J.R., et al., How to Design and Evaluate Research in Education. New York City: McGraw-Hill, 2012

D. Variable of The Research

The research uses two variables, they are the independent variable and the dependent variable. A dependent variable is an attribute that depends on and is influenced by the independent variable. Independent variables are attributes that affect the results or the dependent variable.[51] In this case, the independent variable in this study is the comic strips media and the dependent variable is writing skill and gender.

E. Technique of Data Collection

In collecting the data in this research, it used some techniques and instruments. They are:

1) Test

This research used pre-test and post-test to determine students' writing recount text in eight grade of MTs Ma'arif NU 01 Susukan before and after using comic strips. The pre-test was given before students get learning by using comic strips, pretest is done to measure how far students writing skill in writing recount text before the learning and post-testwas given to students after using comic strips.

2) Treatment

After the students are given the pre-test, the students are treated by using comic strips. Five meetings were held in the experimental class. The treatment is applied for three meetings and it takes 90 minutes. The treatment conducted only in experimental class.

Table 2.1

The Date of Treatment in The Experimental Class

Meeting	Date	Material
1 (pre-test)	15 May 2023	Introduction
2 (first treatment)	20 May 2023	Recount Text
3 (second treatment)	22 May 2023	Recount Text

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[51] Creswell, John W. *Research Design Pendekatan Penelitian Kualitatif, Kuantitatif, dan Mixed*, Yogyakarta: 2009

| 4 (third treatment) | 27 May 2023 | Recount Text |
| 5 (post-test) | 29 May2023 | Recount Text |

The first meeting was held on Monday, May 15, 2023. The experimental class was given a pre-test, and then the students were introduced to the comic strips media. They were asked to choose some of comic strips in the pre-test. There are six comic strips which divided into three themes. They are free to choose which one that will be to make a recount paragraph. Furthermore, at the second meeting (first treatment) on Saturday, May 20, 2023, the students got an explanation of comic strips media first. Then, they were asked to make a group which consisting of 4-5 students. After that, the students were given a comic strip and asks the group to write a story based on comic strips that have they got. Last, they discuss together about the students' handwriting.

The third meeting (second treatment) was held on Monday, May 22, 2023. The students were given a comic strip again and they should to write in pairs based on the story in the comic strips. Then, they discuss together about the students' handwriting. Then, in the fourth meeting (third treatment), the students were given a comic strip again to the students and ask them to write in pairs based on the story in the comic strips. Then, they and discuss together about the students' handwriting.

Furthermore, at the last meeting the students were given a post-test to and they finished their work in 90 minutes. In post-test, the students rewrite a recount paragraph based on the comic strip which they had previously chosen in the pre-test.

Whereas in the control class, learning was carried out as usual with a textbook (LKS) without using comic strips.

Table 2.2

The Date of Learning Process in Control Class

Meeting	Date	Material
1 (pre-test)	16 May 2023	Introduction
2	18 May 2023 (National Holiday)	-
3	23 May 2023	Recount Text
4	25 May 2023	Recount Text
5 (post-test)	30 May 2023	Recount Text

At the first meeting, the students were introduced to the research, got recount text material based on textbook (LKS) and the students were also given a pre-test. They were asked to choose some of comic strips. There are six comic strips which divided into three themes. They are free to choose which one that will be to make a recount paragraph. In the second meeting, there is no teaching and learning activities because there is a national holiday. In the third meeting, the students got recount text material again. In the fourth meeting, the students worked on the activities in the textbook. At the last meeting, the students filled out the post-test, they should to rewrite a recount paragraph based on the comic strip which they had previously chosen in the pre-test.

F. Instrument Validity

Before the instruments (pre-test and post-test) were distributed to students, the instruments were first validated by one expert lecturer. An expert lecturer named Mrs. Desi Wijayanti Ma'rufah, M.Pd. who is concerned about teaching English and writing.

G. Technique of Data Analysis

After the score of experiment class and the controlled class had been gathered, the data of pre-test and post-test was used to analyze the significant effect of comic strips on students' writing recount text. This research also used IBM SPSS V 25 for windows to help the data analysis technique.

The data analysis techniques that used in this research are:

1. Normality Test

A normal distribution in statistical research was one of the crucial premises before a t-test can be performed. It used to know whether the data normally distributed or not. The analysis of the normality test in this research used Shapiro-Wilk with $\alpha= 0.05$. If the normality test resulted $> \alpha= 0.05$, the data were distributed normally. Meanwhile, if the result of the data was $< \alpha=0.05$, then the data were not normally distributed. Software IBM SPSS V 25 for Windows was used to analyze the normality.

2. Homogeneity Test

The assumption of equal variances was important as a normality test. The variances of data were tested to find out if they were equal or homogeneous. To achieve this data, the Levene Statistic test was used in this research with $\alpha=0.05$. If the homogeneity test resulted $> \alpha= 0.05$, then the data were homogeneous. Meanwhile, if the result was $< \alpha= 0.05$, the data were not homogeneous. Software IBM SPSS V 25 for Windows was used to analyze the homogeneity.

3. Hypothesis Test

a. Paired Sample T-test

Paired sample t-test is used to determine whether there is a difference in the average of two paired samples. The paired sample t-test in this research is use to answer whether comic strips media have a significant effect on students' writing recount text. To answer this problem, the paired sample t-test is carried out on the experimental class pre-test data with post-test data for the experimental class and the control class. In this research, the data analysis was used the SPSS application V 25 for Windows.

To test the hypothesis, in this study using a paired T-test based on the significance value (Sig):

a) If the significance value is < 0.05, then H_0 is rejected and H_a is accepted or comic strips has significant effect on students' writing recount text at 8th grade of MTs Ma'arif NU 01 Susukan.

b) If the significance value is > 0.05, then H_0 is accepted and H_a is rejected or comic strips does not has significant effect on students' writing recount text at 8th grade of MTs Ma'arif NU 01 Susukan.

b. Independent Sample Test

An independent sample test was used to determine if the mean value of a given target variable for one group differs from the mean value of the target variable for a different group.[52] In this research, this test to find out whether there was a mean difference between the control class and the experimental class. Hypothesis in the independent sample test as follows:

H_a: There is an average difference between the control and experimental groups.

H_0: There is not an average difference between the experimental and control groups.

The conclusion was determined by looking at the probability value.

1) If the probability value $<$ Research Alpha (0.05), the H_0 is rejected and H_a is accepted.

2) If the probability value $>$ Research Alpha (0.05), the H_0 is accepted and H_a is rejected.[53]

4. The students' work (pre-test and post-test) was assessed by Mrs. Neina Agustin Prabawatie, S.Pd. as the English teacher and used the following scoring rubric:

Table 3.1

Scale for Assessing the Students' Writing Test[54]

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[52] J. De Coster & H. Claypool, *Data analysis in SPSS, 2004*

[53] Tomo Djudin, *Statistika Parametrik – Dasar Pemikiran dan Penerapannya dalam Penelitian.* Yogyakarta: 2013

[54] Arthur Hughes, Testing for language teacher, (Cambridge,University Press, 2003), p. 104.

Component	Score	Criteria
Content	30-27 Excellent to very good	Knowledgeable, substantive, development of thesis, relevant to assign topic
	26-22 Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17 Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13 Very poor	Does enough to evaluate not show knowledge of subject, non-substantive, partinent, or not enough to evaluate
Form/organization	20-18 Excellent to very good	Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, lack logical sequencing and development
	9-7 Very poor	Does not communicate, no organization or not enough to evaluate

Vocabulary/style	20-18 Excellent to very good	Sophisticated rang, effective word/idiom choice and usage, word from mastery, appropriate register
	17-14 Good to average	Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured.
	13-10 Fair to poor	Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured
	9-7 Very poor	Essentially translation, little knowledge of English, vocabulary, idiom, word form, or not enough to evaluate
Grammar	25-22 Excellent to very good	Effective, complex construction, few error of agreement, tense, number, word, order/function, articles, pronouns, preposition
	21-18 Good to average	Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function, articles, pronoun, preposition, but meaning seldom obscured
		Major problem in simple/complex construction,

	17-11 Fair to poor	frequent error of negation, agreement, tense, number, word, order/ function, articles, pronouns, preposition and or fragment, run-ons, deletions, meaning confused or obscured
	10-5 Very poor	Virtually o mastery no mastery of sentence construction rule, dominated by errors, does no communicate, or not enough to evaluate
Mechanic	5 Excellent to very good	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4 Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, will presents the data which is taken from MTs Ma'arif NU 01 Susukan Banjarnegara at eighth grader in the academic year of 2022/2023. There are 60 students as the sample of this research that decided to be two classes, one class as an experimental class (30 participants) and a control class (30 participants). The data collected from tests and documentation.

A. Description of the Research

The research had been conducted since May 15th, 2023 to May 30th 2023 in MTs Ma'arif NU 01 Susukan Banjarnegara. This thesis research had been carried through 5 steps or 5 meetings. They involved pre-test-, three times of treatment, and post-test. To find the difference between the students who were taught recount text through comic strips and the students who were taught using a method that usually teacher used without treatment, the researcher conducted of quantitative data in MTs Ma'arif NU 01 Susukan Banjarnegara in the academic year 2022/2023.

In this section, presents the students' writing achievement before and after being taught by applying comic strips. As mentioned before, test was used as the instrument in collecting data. The test is administered to class VIII-A as an experimental class and VIII-B as control class. The researcher presents and analyzes the data through two kinds of tests, they are pre-test and post-test. Those tests were conducted to the two classes, VIII-A as an experimental class that consists of 30 students, and the VIII-B as a control class consists of 30. The pre-test was given before being taught by applying comic strips and the post-test is given after being taught by applying comic strips. The collected data are described in the form of a table that includes the pre-test and post-test scores in the single-group. To measure the writing test the writer used the analysis method. According to H.D Brown analytic scoring test in writing test, there are five major items in categories. They are grammar, vocabulary, content, organization, and mechanic, scale is defined into five categories: they are excellent, good, average, poor, and very poor.

The last, class VIII-A which consists of 30 students was chosen as experimental group and class VIII-B which consists of 30 students as a control group. The number of students was gained from the documentation of the related to school with the help of the English teacher. Then, the pre-test was conducted on 15th May 2023 in the experimental group and 16th May 2023 in control group. The students were given a choice for choose some of comic strips in the pre-test. There are six comic strips which divided into three themes. They are free to choose which one that will be to make a recount paragraph. After giving a pre-test, the writer determined the materials and lesson plans for learning activities. Pre-test conducted to both groups to know that two groups were normal and homogeny.

After knowing the control group and experimental group had the same variant, the treatment conducted only in experimental class on 20th May until 27th of May 2023. The treatment for the experimental class used comic strip which appropriate to develop students' active in a group and individually. When students were joining in the activity of comic strip, they did it enthusiastically.

After the experimental class and control class conducted the learning process, a post-test was given which applies the essay, they finished their work in 90 minutes. The researcher given a post-test on 29th May in experimental class and 30th July 2023 in control class. In post-test, students rewrite a recount paragraph based on the comic strip which they had previously chosen in the pre-test.

The next step, both classes conducted pre-test and post-test. And treatment is only for experimental class. The data was counted to get the result of this research and analyzed it to prove the truth of the hypothesis that has designed. Data processing begins with the first phase include analysis of normality, homogeneity, and test of average.

B. Treatment

In first meeting, the learning activities begin with greetings and prayer. Then, the students were stimulated by giving a riddle. They should to guess what the writer brings or shows in front of the class which is recount text. After that, the writer explains about recount text, the structure and also the characteristics. At last,

the writer gives a pre-test. They should make a recount paragraph according to the comic strips which they choose. Thus activities, was carried out in both classes that is experimental class and controlled class.

1. First Treatment (treatment 1)

In second meeting (treatment 1), the students got an explanation about comic strips media first. Then, they were asked to make a group which consisting of 4-5 students. After that, the students were given a comic strip and the group should to write a story based on comic strips that have they got. Last, they were discuss together about the students' handwriting.
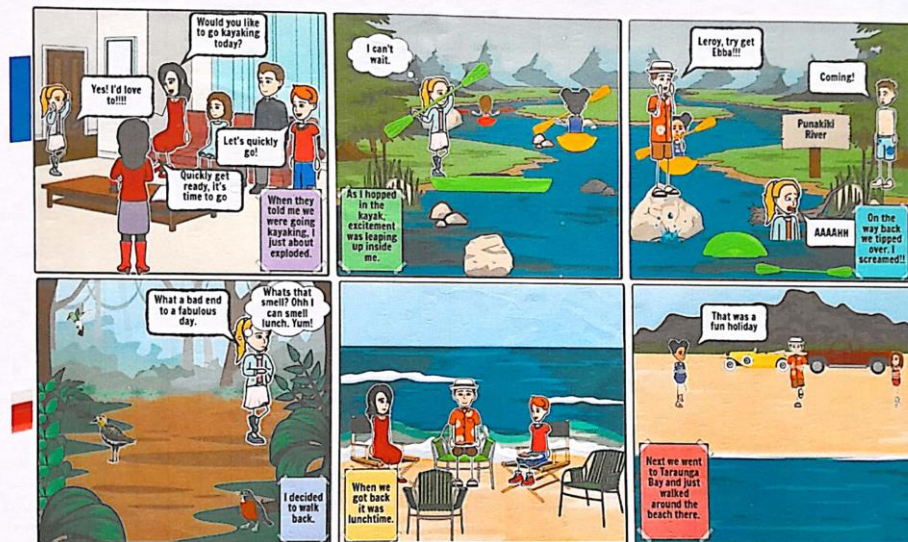

Figure 1: Comic Strip for Treatment 1(Source: www.storyboardthat.com)

2. Second Treatment (treatment 2)

In third meeting (treatment 2), the students were given a comic strip again and they were asked to write in pairs based on the story in the comic strips. Then, they were discuss together about the students' handwriting.

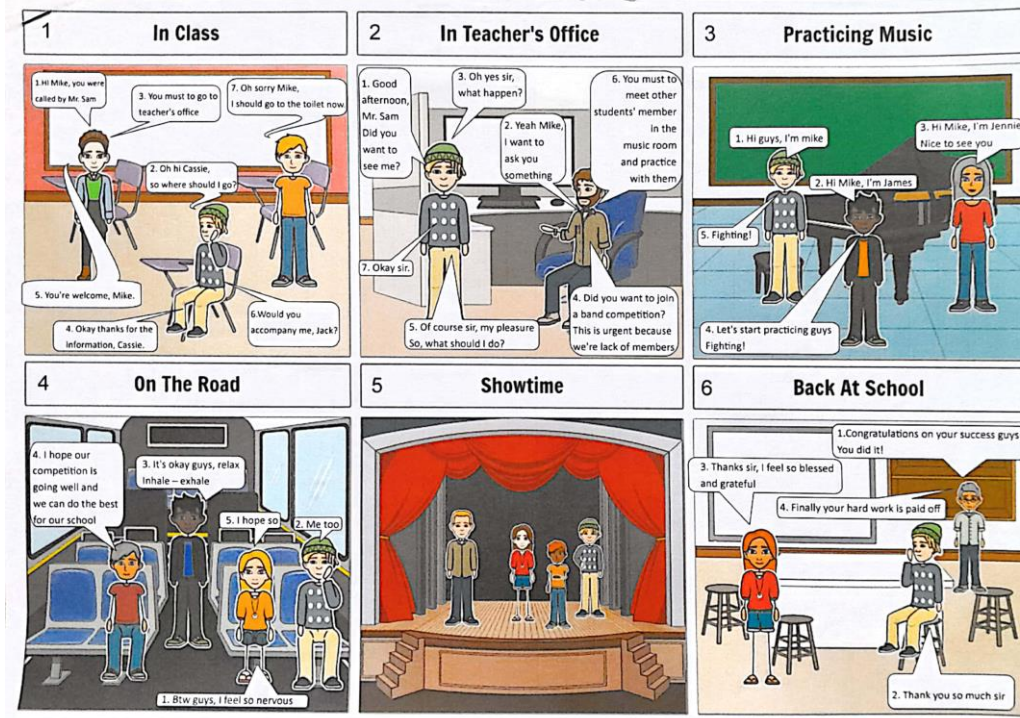*Figure 2: Comic Strip for Treatment 2 (Source: www.storyboardthat.com)*

3. Last Treatment (treatment 3)

In fourth meeting (treatment 3), the students were given a test individually which is an incomplete recount text based on comic strip and ask the students to fill in the blank. After that, they weree discuss together about the students' work. The last is the experimenter analyze the product of students writing.

Figure 3: Incomplete Recount Text with Comic Strip for Treatment 3

(Source: https://docplayer.info)

The steps of treatment activities above follow the procedures of teaching writing of recount text by Samsul and Dina[55] which had been described in the literature review.

The controlled class was not taught using comic strips just explaining about the material of recount text and letting the students to do the exercise in the module (LKS).

C. Descriptive Data Analysis

This chapter presents the result of the test given to the sample, the students' of MTs Ma'arif NU 01 Susukan Banjarnegara. The result was used to get empirical evidence about the effect of using comic strips in teaching writing of recount text at eight grades of MTs Ma'arif NU 01 Susukan Banjarnegara in 2022/2023 academic year. The result of the research is prompted as the data description based on the result of the test. The result of the data analysis obtained through a writing test.

1. The Data of Experimental Class

The experiment class was VIII-A students of MTs Ma'arif NU 01 Susukan Banjarnegara which consisted of 30 students taught by using comic strips as a media of teaching writing recount text. The data were collected from students' pre-test score that conducted before the teaching media was implemented and students' post-test score which was conducted after the teaching media was implemented. The data is presented in table 4.1:

Table 4.1

Students' Score of Experimental Class

Students' Initial	Pre-test	Post-test	Gained Score

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[55] Samsul, Arifin and Dina Riyanti, Loc.Cit

AMT	72	82	10
ASF	72	93	21
ADK	69	88	19
AR	70	86	16
AM	65	83	18
BDC	63	86	23
BAKR	55	80	25
ES	67	84	17
FDA	66	79	13
FM	78	91	13
FWP	85	98	13
FAS	63	81	18
H	64	79	15
IAM	53	73	20
IM	61	87	26
KC	78	93	15
LNA	80	86	6
LTS	47	85	38
LUH	43	83	40
MRAA	53	82	29
MZA	49	85	36
MHR	69	75	6
MLH	61	81	20
MRZF	68	82	14
NNL	72	90	18
RBP	75	85	10
R	50	78	28
SJ	70	85	15
SRH	68	86	18
WA	66	80	14
TOTAL	**1952**	**2526**	**574**
MEAN	**65.06**	**84.2**	**19.1**

According to the data shown, the mean score of pre-test was 65.06, the lowest score of pre-test was 43 and the highest score was 85. Meanwhile, the score was gained after the treatment of writing with comic strips was done. Based on the result of the post-test, the mean score was 84.2, the lowest

score of was 73 and the highest score was 98. The gained score was also calculated to decide significant difference between students' writing score before and after the teaching media. It can be seen from the data that the minimum gained score is 6 and the maximum gained score is 40. Otherwise, the sum of gained score is 574 and the mean of gained score is 19.1.

Based on the data description from the pre-test to the post-test, it can be concluded that there was significant difference before and after teaching writing using comic strips applied to writing skill of recount text.

2. The Data of Control Class

The control class was VIII-B students of MTs Ma'arif NU 01 Susukan Banjarnegara which consisted of 30 students who did not teach by using comic strips as a media in teaching writing of recount text. The data were gathered from students' pre-test and post-test score. The data is presented in table 4.2:

Table 4.2

Students' Score of Control Class

Students' Initial	Pre-test	Post-test	Gained Score
AR	51	71	20
ALR	44	56	12
AF	68	88	20
AS	80	85	5
AAR	80	95	15
DA	77	78	1
DFS	85	90	5
DP	73	88	15
EMA	63	67	4
FK	69	77	8
FNU	59	78	19
FDCP	83	85	2
IS	56	76	20
KNRR	66	78	12
MZAT	60	80	20
MZAF	78	79	1

MIL	45	65	20
NP	49	70	21
NSR	63	75	12
PDNC	60	72	12
RU	72	80	8
RDM	38	52	14
RA	63	67	4
RFA	62	75	13
RF	70	78	8
RM	75	80	5
RSN	70	77	7
SNS	61	81	20
S	52	57	5
SBH	52	66	14
TOTAL	**1924**	**2266**	**342**
MEAN	**64.13**	**75.53**	**11.4**

According to the data shown, the mean score of pre-test was 64.13, the lowest score of pre-test was 44 and the highest score was 85. Meanwhile, the mean score of post-test was 75.53, the lowest score of post-test was 52 and the highest score was 95. The students in control class also gained their score, it can be seen that the minimum gained score was 1 and the maximum gained score was 21. Then, the sum of gained score is 342. The mean score of gained score is 11.4.

Based on the data in table 4.1 and 4.2, it can be seen that the score of experimental class which was taught by using comic strips is higher than the control class which learns to comprehend writing recount text without using comic strips. It is also described by the figure of chart as belows:

Chart 1: Ratio of Pre-test, Post-test, and Gained Score in Experimental and Control Class
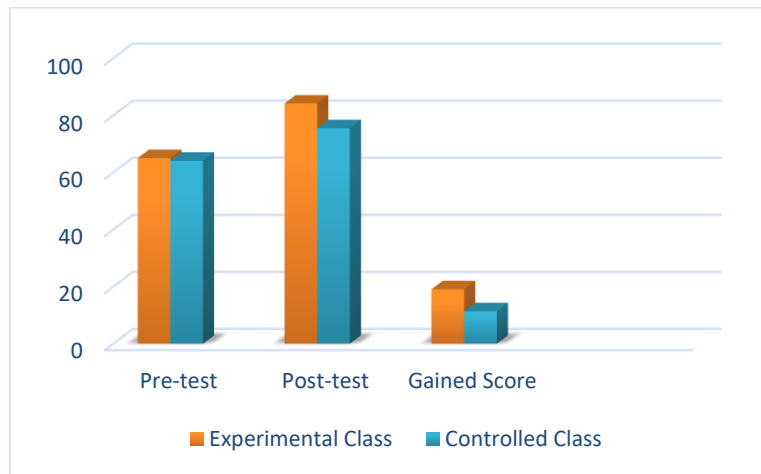
D. Inferential Data Analysis

1. The Normality Test

The normality test was conducted before calculating the t-test. The purpose of normality test is to know whether the data from two classes has been normally distributed or not. In this research, the normality test was analyzed using IBM SPSS V 25 software for windows.

The hypothesis for the ormality test formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

Normality test criteria are as follow:

H_a is accepted if Sig. $\alpha > 0,05$

H_a is rejected if Sig. $\alpha < 0,05$

The result of normality test was analyzed Shapiro-Wilk test in IBM SPSS V 25 for windows:

Table 5.1

Result of Normality Test

Tests of Normality	
	Shapiro-Wilk

	Statistic	df	Sig.
Pre-test Experiment Class	.968	30	.496
Pre-test Control Class	.979	30	.802
Post-test Experiment Class	.977	30	.743
Post-test Control Class	.963	30	.363

According to the normality test above, it showed that the probability value of t statistic > 0,05 level of significant. Then the data meet the assumption of normally. Thus, the independent and dependent variables have a normal distribution and can be used for the next test.

2. The Homogeneity Test

The homogeneity test aims to determine whether a variance from two or more data groups is homogeneous or not. The IBM SPSS V 25 for Windows and the Levene statistic were utilized in this homogeneity test. Here are the results of the calculation:

Table 5.2

Result of Homogeneity Test of Pre-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of Pre-test	Based on Mean	1.303	1	58	.258
	Based on Median	1.268	1	58	.265
	Based on Median and with adjusted df	1.268	1	57.680	.265
	Based on trimmed mean	1.346	1	58	.251

From the table, the significance level of homogeneity in the pretest is 0.258 > 0.05, which indicated that the score of the pre-test in the experiment class and control class was homogeneous.

Table 5.2

Result of Homogeneity Test of Post-test

		Levene Statistic	df1	df2	Sig.
Test of Homogeneity of Variance					
Result of Post-test	Based on Mean	6.950	1	58	.011
	Based on Median	5.313	1	58	.025
	Based on Median and with adjusted df	5.313	1	42.469	.026
	Based on trimmed mean	6.652	1	58	.012

Based on the table above, significance level of homogeneity in post-test is 0.011 < 0.05, which indicated that score of post-test in experiment class and control class was not homogeneous.

3. Paired Sample T-test of Control Class

Paired sample t-test was conducted to find out the difference in the students' writing recount text using comic strips in experimental class and not using comic strips in control class.

The result of Paired Sample T-test of control class that calculated by IBM SPSS V 25 software for windows can be seen on the following table:

Table 6.1

Result Paired Sample Statistics Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Paired Samples Statistics					
Pair 1	Pre-Test Control Class	64.13	30	12.202	2.228
	Post-Test Control Class	75.53	30	9.999	1.826

The table of paired sample statistics shows the descriptive value of each variable in the paired samples. The mean score of the pre-test is 64.13 and the distribution of data (Std Deviation) is 12.202 with a standard error (Std. Error Mean) is 2.228. Meanwhile, the mean score of the post-test is 75.53 and the distribution of data (Std. Deviation) is 9.999 with a standard error (Std. Error Mean) is 1.826. Based on the

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result that was previously explained, it can be assumed that results in the post-test are higher than the pre-test result.

Table 6.2

Result of Paired Sample Test in Control Class

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test CC Post-Test CC	-11.400	6.616	1.208	-13.870	-8.930	-9.438	29	.000

Based on result paired sample test in control class, value of sig. (2- tailed) > 0.05. The result from Sig. (2-tailed) is 0.000 It means, H_0 is rejected and H_a is accepted.

4. **Paired Sample T-test of Experimental Class**

Table 6.3

Result Paired Sample Statistics Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test EC	65.07	30	10.228	1.867
	Post-Test EC	84.20	30	5.378	.982

The result of the paired sample statistic in the experiment class showed the descriptive value of each variable in the paired samples. The mean score of the pre-test is 65.07 and the distribution of data (Std. Deviation) is 10.228 with a standard error (Std. Error Mean) is 1.867.

Meanwhile, the mean score of the post-test is 84.20 and the distribution of the data (Std Deviation) is 5.378 with a standard error (Std Error Mean) is 982. Based

on the result that was previously explained, it can be assumed that results in the post-test are higher than the pre-test result.

Table 6.4

Result of Paired Sample Test in Experimental Class

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test EC Post-Test EC	-19.133	8.513	1.554	-22.312	-15.955	-12.311	29	.000

Based on result paired sample test in control class, value of sig. (2- tailed) < 0.05. The result from Sig. (2-tailed) is 0.000 < 0.05. It means, H_a is accepted and H_0 is rejected.

5. Independent Sample T-test of Pre-test

Independent sample T-test used to determine the differences mean of two populations/groups independent data. The result of group pre-test statistic calculated by IBM SPSS V25 software for windows are presented in this table below:

Table 7.1

Result of Group Statistics of Pre-test

	Class	N	Mean	Std. Deviation	Std. Error Mean
	Group Statistics				
Result of Pre-test	Experiment Class	30	65.07	10.228	1.867
	Control Class	30	64.13	12.202	2.228

The group statistics of pre-test describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to table above, it can be seen that the mean of pre-test in control class is 64.13 and mean score in experiment class is 65.07. The mean difference between this both classes

have a little different, it can be inferred that the students' writing of recount text are relative the same. The standard deviation was used to measure the level of risk, which in in the pre-test of control class is 12.202 and the standard deviation in the experiment class is 10.228. Standard error mean is used to determine how well the average data from the sample data for each variable can estimate the population means. In the control class, the standard error mean is 2.228 and in the experimental class is 1.867. So, it can be said that the data variants between the control class and the experiment class were homogeneous.

Table 7.2

Result of Independent Sample Test of Pre-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of Pre-test	Equal variances assumed	1.303	.258	.321	58	.749	.933	2.907	-4.885	6.752
	Equal variances not assumed			.321	56.284	.749	.933	2.907	-4.889	6.756

In Levene's test for quality of column variances have significance value of 0.258 > 0.05. It showed that the two variance were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed. In addition, based on table above, the equal variances assumed that known the sig value is 0.749 > 0.05, as the basis for decision making in the independent t-test, it can be concluded that H_0 is accepted and H_a is rejected. Therefore, it can be said that there was no difference between the average students' learning outcomes in pre-test in the control and the experiment class.

6. **Independent Sample T-test of Post-test**

Table 7.3

Result of Group Statistics of Post-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of Post-test	Experiment Class	30	84.20	5.378	.982
	Control Class	30	75.53	9.999	1.826

Based on the group statistics of post-test table above, the mean table showed the average value of each variable. It can be seen from the table above that the mean of post-test in control class is 75.53 and the mean in experimental class is 84.20. Therefore, this means that learning outcomes in learning writing using comic strips in the experiment class are higher than in the control class. N indicates the amount of data as many 30 in both-class. Standard deviation used to measure level of the risk, in the post-test of control class is 9.999 and the post-test in experimental class is 5.378. Standard error mean was used to determine how well the average data from the sample data of each variable can estimate the population means. Standard error mean in the control class is 1.826 and in the experiment class is 982. The average score (mean) of post-test, it can be said that the data of post-test is higher dan pre-test.

Table 7.4

Result of Independent Sample of Post-test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of Post-test	Equal variances assumed	6.950	.011	4.181	58	.000	8.667	2.073	4.517	12.816

			4.181	44.483	.000	8.667	2.073	4.490	12.843
Equal variances not assumed									

In Levene's test for quality of column variances have significance value of 0.011 < 0.05. It showed that the two variance were not homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance not assumed. In relation on the table above, the equal variances not assumed that known the sig 2-tailed value is 0.000 < 0.05, as the basis for decision making in the independent t-test, it can be concluded that H_0 is rejected and H_a is accepted. Therefore, it can be said that there was difference between the average students' learning outcomes in post-test in the control class and the experiment class.

E. Discussion

In relation to the goal of the research, which was to see the significant effect of using comic strips on students' writing recount text at 8th of MTs Ma'arif NU 01 Susukan, Banjarnegara. The data obtained were analyzed using using IBM SPSS V 25 with the Paired T-test whose purpose to find whether there was significant difference in students' writing recount text after given a treatment using comic strips media.

The average score of pre-test in the experimental class was 65.06, and the average score of post-test was 84.2 with 30 respondents. In the control class, the average score of pre-test was 64.13, while the average score of post-test was 75.53, with 30 respondents. The experimental class experienced an average increase of 19.1, while control class increased by 11.4. It means that, both classes experienced an average increase, but the experimental class was higher than the control class.

Based on the average post-test results in the experiment class were higher than the control class. Based on the independent sample test of the post-test, the results obtained in Levene's test for quality of variances column have a significance value of 0.011 < 0.05, which means that the experimental class and control class are not homogeneous, so the interpretation of the Independent Sample Test is based on

equal variances not assumed. Besides that, the sig 2-tailed value is 0.000 < 0.05, which means that H_a is accepted and H_0 is rejected. Therefore, it can be said that there was a difference between the average students' learning outcomes in the post-test in the control and the experiment class.

Thus, it can be said that students' writing has increased after being treated using comic strips. This is in line with previous research from Elya Fitriani[56] who found that comic strips could improve students' ability in writing recount text, such as the improvement of the students' activities were good in the class, the students paid attention toward the lesson during the class, the students became active at the classroom and also there was a good interaction between teacher and students. In addition, Fika and Mirjam said that the students' improvement on each aspect was gained through the form of comic strips and the teacher's guidance during the writing process.[57] Jamalia, Hendra and Iin also supports this by saying that after using comic strips, the students expressed that comic strips can enhance their motivation, help them understand the material, and even guessing the meaning of several new world.[58]

After using comic strips for several meeting, this visual media can give some effect in terms of improving the students' English writing achievement. It can be seen from students' average score in the post-test.

First, the visual message of comic strips is effective to clarify information because clear picture help to understanding the material easier. In addition, since it is a kind of picture, comic strips can give information about a complicated story through a few pictures. So that it can help students to clarify the message and avoid the misunderstanding in getting the information. Moreover, comic strips have sequence picture in some box that tell story step by step, so that it can help students to understanding the message easier. Those are supported by the opinion of

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[56] Elya. F, *The Use of English Comic Strips Strategy to Improve Students' Ability in Writing Recount Text,* Thesis: 2016

[57] Fika Megawati & Mirjam Anugerahwati, Loc.Cit

[58] Jamalia N.F, Hendra S, Iin R, *Using DIY Comic Strips in Teaching Writing During Pandemic Covid-19*, English Teaching Journal: A journal of English Literature, Linguistics, and Education Vol.10, No.2, 2022, p. 80~86

Djiwandono[59] and Brown[60] in discussing the relationship between visual media and test of writing composition. They affirm that one of the effective ways in testing writing skill is by assigning the students to write a composition based on ideas they gather from pictures. Comic strips meet this characteristic since they are series of pictures in which the students are expected to gain the ideas easily from the chronological order of the story.

Second, it helped students to enhance analysis of the literature that is the topic learned and reinforce the power of words. It related to Gordon, according to him the use of comic strips will help the students get used to imagine the ideas discussed creatively.[61]

In addition, the reality in teaching writing by using comic strips in the experimental class brought more enthusiasm than teaching writing by using the lecturing technique without using comic strips in the control class. While doing the teaching learning process in the experimental class, comic strips was used in the set introduction and main activities. The students in both experimental and control class were enthusiastic in the first meeting because they were keen to learn to write from a different teacher. However, the students in the control class were less enthusiastic than they were in the first meeting because there were no particular media used in the class.

Learning without using comic strips might lead them to boredom. The students in the experimental class were excited to know what comic strips that would be shown time by time. They were active in the discussion and they were excited when they were composing their piece of writing. Thus, comic strips might influence the students' performance as well. This finding was related to Smith, according to him that comics, especially comic strips, can provide a powerful medium between literature and visual entertainment.[62]

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[59] M.S. Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: 1999

[60] H.D. Brown, *Language Assessment: Principles and Classroom Practices*, New York: 2004, p.226-228

[61] I. Gordon, *Comic Strips and Consumer Culture*, Washington: 1998

[62] Eldina, et al., *The Effect of Using Comic Strips on the Eighth Grade Students' Recount Writing Achievement at SMPN 1 Jember in the 2013/2014 Academic Year*, Jember: Jember University:2014

Finally, based on the explanation and the data above, it can be concluded that, using comic strips has a significant effect on students' writing recount text at 8th grade of MTs Ma'arif NU 01 Susukan Banjarnegara and also made the students interest and being motivated in teaching and learning process. The atmosphere at the classroom was very good, they gave good attention when the teacher explained the material, there was good communication between teacher and students. students became active, brave and enjoy in the teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research was conducted at MTs Ma'arif NU 01 Susukan, it is a quantitative study to show the effect of comic strips on students' writing recount text at 8th grade of MTs Ma'arif NU 01 Susukan, Banjarnegara. This research aimed to analyze the significant effect of using comic strips on students' writing recount text. Data was obtained by comparing the pre-test and post-test mean scores, which were then calculated using IBM SPSS V 25 for Windows. The post-test in the control class and the experiment class showed an increase in the average value, but the experiment class was higher than the control class. Based on the results of the paired T-test, it showed that in the experimental class, there was a change in students' writing recount text after being given treatment using comic strips. This was also evidenced by the results of the independent sample test of post-test, which had a sig 2-tailed value of $0.000 < 0.05$, which means that there was a difference between the average values in the control class and in the experimental class.

Based on the findings and discussion, it can be concluded that by using comic strips on students' writing recount text at 8th grade students of MTs Ma'arif NU 01 Susukan, Banjarnegara has significant effect. On the other hand, this media can be used as a new alternative and interesting medium for teaching writing.

B. Suggestions

Considering the result of the research, this research would like to deliver some suggestions as follow:

1. For Students

    To get good score in English, especially in writing skill is not easy. It needs a long process. Writing skill is important for the students both in their native language and also in English. If they want to be master in English, especially in writing, they should do the process seriously. Writing is easy if the students do the process. By writing they can express and share their ideas through writing. So, don't say that writing is difficult before you

try to write. Students will be usual with writing if they have built their own writing habits.

2. For Teacher

The teacher should be creative in conducting the teaching and learning process. There are many media or techniques which can be used in teaching English, especially writing. Sometimes teachers only concern toward students writing product and ignore the process. The comic strips allow teacher to move from the traditional media. The teacher can use the comic strips as tool in teaching writing especially in teaching recount text. So, it can develop the learning models that are effective, efficient and able to engage students active in learning English.

3. For School

The school should provide the necessities for the teaching and learning process, such as sufficient media, representative class, a comfortable environment, and appropriate facilities.

4. For Other Researcher

The writer is aware that the research is not the end of the problems being studied. The writer does hope that the findings of the research will be used as starting point of the next research on similar problems. There are many other instructional media that can be used in teaching English to make the lesson more interesting and enjoyable.

C. Limitation of Study

The writer examines the significant effect of using comic strips on students' writing recount text in using comic strips media. Then, the writer collects data from the results of pre-test and post-test which can be seen from the results of each student. The limitation in this research, where only quantitative methods be more precious research experiments. It is possible that if a mixed method will obtain a broader and more result if the school had previously applied comic strips media.

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