

**(Using Comic Strips on Students' Achievement in Learning Procedural Text in the  
Second Grade of SMA Negeri 1 Darul Imarah Aceh Besar)**

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**Abstrak**

Penelitian ini fokus pada penggunaan komik strip terhadap pencapaian siswa dalam belajar teks prosedur. Penelitian ini bertujuan untuk mengetahui apakah komik strip efektif atau tidak untuk digunakan dalam meningkatkan pencapaian siswa dalam belajar teks prosedur dikelas dua SMA Negeri 1 Darul Imarah Aceh Besar. Peneliti menggunakan penelitian kuantitatif eksperimental sebagai metode penelitian. Instrumen yang digunakan dalam penelitian ini adalah tes. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan dari nilai menulis teks prosedur pada saat pre-tes dan post-tes. Hasil penelitian menunjukkan bahwa t-skor (17,28) adalah lebih tinggi dari tingkat signifikan 0,05 (2,01505) untuk satu tes. Ini berarti bahwa terdapat perbedaan yang signifikan antara kedua tes. Hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Oleh karena itu, ini menjawab rumusan masalah bahwa menggunakan komik strip meningkatkan kemampuan siswa dalam menulis teks prosedur. Mengingat penggunaan komik strip terhadap pencapaian menulis prosedur teks siswa efektif, oleh karena itu, disarankan kepada guru-guru bahasa Inggris harus menggunakan komik strip sebagai media dalam belajar menulis terutama teks prosedur.

**Kata Kunci:** Komik Strip, Teks Prosedur

**Abstract**

*This research focused on using comic strips on students' achievement in learning procedural text. The purpose of this study was to find out whether or not comic strips effective to be used on students' achievement in learning procedural text in the second grade of SMA Negeri 1 Darul Imarah Aceh Besar. The researcher used experimental quantitative research as the method in this study. The test was used as the instrument. The result showed that there is significant difference score of writing procedural text between the students taught by using comic media and the students taught without using comic media. The result showed that t-score (17.28) is higher than critical at level significant 0,05 (2,01505) for one test. It means that there was significant different between two test. The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Therefore, it answers the research question that using comic media improved the students' ability in writing procedural text. Thus, considering the use of comic strips on student's achievement in learning procedural text is effective, therefore, it is suggested that the English teachers have to use the comic strips as media in teaching and learning writing especially procedural text.*

**Keywords:** *Comic Strip, Procedural Text*

## **1. INTRODUCTION**

### **1.1 Background**

In learning English, there are four skills that should be mastered by the students, they are listening, speaking, reading and writing. As one of the language skills learned by students, writing is considered as an important skill (Umme, S.,2015:74). Learning writing is not an easy thing because there are some matters to consider such as selecting the appropriate grammar and vocabulary, thinking about the purpose of the text to be composed and choosing of a suitable style (Hasan and Zakhand 2010:77).

In the context of English teaching, writing skill is taught to students in order to fulfill several purposes. Based on 2013 Curriculum, the purpose of learning competencies is to strengthen the learning and assessment process to achieve competence authentic attitude, knowledge, and skill. Every educational zone, writing is the common habitual. The teachers are required their students to translate some texts, like descriptive and narrative text with their own words, in order to measure how far the capability each learner which are always published in written language. According to Harmer (2004:3) that most of exams are done by testing writing proficiency to measure students knowledge whether they are doing language testing or other skill. In language learning writing is one aspect as well as speaking, listening, and reading skill.

Furthermore, Harmer (2011: 79) stated that writing is a form of communication to deliver or to express feeling through written form. When someone would like to communicate to another one, he should not speak directly when in impossible condition. He could use paper and then explore his feeling into written form. Therefore, writing is also a good choice in connecting someone and other else by communication using written form.

Moreover, although the writing is included as an important skill particularly for English students, there are most of them get some difficulties in extending their writing. This is supported by Simpson (2008: 34), he argued that difficulty is caused a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentence, paragraphs and essays.

However, writing is not easy to be mastered by the students. Based on the researcher's preliminary research during the PLP ( An Teaching-Learning Assistance

Program) program for five days on August 27 to August 31 through the observation at SMA Negeri 1 Darul Imarah, the researcher found that many students still encountered many problems in learning writing such as (1) lack of idea when composing their writing, (2) poor grammar, (3) lack of understanding on the usage of the verb and to be in forming tenses, (4) lack of vocabulary, (5) having less motivation toward writing skill and (6) being passive and less enthusiastic in learning writing.

Therefore, the researcher took initiative to use comic media in teaching writing. Most of students like comic since it consist of interesting pictures and stories. Pictures in the comic is able to help the students to visualize and construct ideas to be written because they can easily to understand it. According to Nation (2009:119) that the use of pictures is well established to stimulate procedural text in writing. Hence, the comic media can motivate the students in writing procedural text. By using this media, students can also find new vocabularies from the text of conversations that are conveyed by the characters in the comic. Therefore, they can use the new vocabularies to develop into some sentences to arrange a story based on their ideas and comprehension, so they can express their thoughts.

The writing focus in this research is procedural text. Procedure text is one of the reading material taught in second grade of SMA Negeri 1 Darul Imarah. According to Mark and Anderson (2008:28), procedure text is a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instruction for making something, doing something, or getting somewhere. It has a social function to explain how something is done, in a series of sequenced steps. The example of procedure text are direction, instruction manual, receipes, e.t.c.

Based on the above reasons, the researcher intended to conduct a research on the title **“Using Comic Strips on Students’ Achievement in LearningProcedural Text in the Second Grade of SMA Negeri 1 Darul Imarah Aceh Besar”**.

## ***1.2 Research Problem***

Based on the explanation above. There are some problem that will be analyze in this study, they are :

1. Is comic media effective to be used on students’ achievement in learning procedural text in the second grade of SMA Negeri 1 Darul Imarah Aceh Besar?

### ***1.3 Research Objectives***

Base on the problem of the study above, the objectives of the study are as follows:

1. To find out whether or not comic media effective to be used on students' achievement in learning procedural text in the second grade of SMA Negeri 1 Darul Imarah Aceh Besar.

## **2. RESEARCH METHODOLOGY**

### ***2.1 Research Design***

The researcher uses experimental quantitative research to obtain his purpose. The model of the experimental design was called 'one group pre-test and post-test design' or quasi-experimental design which can be visualized by group experiment, pre-test, treatment and post-test (Sugiyono, 2017:10). The population of this research was Population of this research was all of the second year students of SMANegeri 1 Darul Imarah in academic years 2020/2021. Meanwhile the researchehr took the students of class XI MIPA1 that consist of 30 students as the sample. In this research, the writer uses test as the instrument in collecting the data.

### ***2.2 Data Collection***

#### ***2.2.1 Research instrument: Test***

According to Arikunto (2006:150), test is a series of questions or exercises, other tools are used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups. Test is one of component to collect data in this research. There are two kinds of tests in this research; pre-test and post-test.

Pre-test is a test that is given by researcher in the first meeting. This activity is given to identify the student's ability in writing procedure text before treatment is done. Post-test is a test that is given by researcher to the students. This activity is given after the treatment is done. The test aims to know the use comic media on students' achievement in learning procedural text after the treatment is done. The test that is given to the students is writing test. The researcher ask the students to write prosedural text individually.

In this case, the researcher conducted the research in five meetings. In the first meeting, the researcher gave pre-test. Before giving the test, the researcher asks to the students about prosedural text that they had learned before. After that, the researcher

gave the pre test to the students. On pre test, the researcher asked the students to write a procedure text without using English comic media. In the second, third, and fourth meeting, the researcher did treatment in terms of teaching the students about procedural text by using comic strips. In the fifth meeting, the post test was given for the class, the researcher administered the post test to find out whether there was the effectiveness of using comic media on students' achievement in writing English. In this last meeting, she gave the test to the students. The writer gives the same test as pre test to know the different achievement of the students in pre test and post test.

### 2.3 Data Analysis

The data were analyzed by using some criteria in assessing writing and some statistical formula. In analyzing the data, t-test is used to find out the effectiveness of English comic strips in teaching writing of procedure text. According to Arikunto (2015:80), there are several steps to prove the hypothesis, as the following formula:

- a. To find the Range of the Data

Range is the different between the highest and lowest scores. The range of pre-test and post test scores would be determined by using some formula below:

$$R = H - L$$

Where:

R : Range

H : the highest score

L : the lowest score

- b. The number of interval class

The number of interval class can be determined by using the following formula:

$$I = 1 + 3.3 \log n$$

Where:

I : the amount of interval class

n : the amount of sample

- c. To find out the space of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : Interval

R : the range of score

$I$  : The amount of interval class

d. To find the Mean of the Table

The researcher calculated the mean of students' score. The score was calculated by using some formulas. The formula is as follow:  $\bar{x} = \frac{\sum xi}{n}$

Where:

$\sum xi$  : the sum of all data

$n$  : the number of samples

e. T-score

T-score is used to see the significant differences between two means. The formula

$$\text{is: } t = \frac{md}{\frac{\sqrt{\sum x^2 d}}{\sqrt{N(N-1)}}}$$

Where:

$T$  : Significance test

$MD$  : The main of gain

$\sum x^2 d$  : Sum of quadrate of deviation

$N$  : The Number of Students

f. Normalized Gain (g) =  $\frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$

## **RESULT & DISCUSSION**

### **3.1 RESULT**

#### **3.1.1 The Analysis of Pre-test**

For the first step, the researcher needed to determine the range of score (R) and amount of interval class (K), the rescarcher used the following formula to get the range of score:

$$R = H - L$$

Where:

R = Class range

H = The highest score

L = The lowest score

According to the pre-test result of experimental class, the highest score was 80 and the lowest was 40.

$$R = H - L$$

$$R = 80 - 40$$

$$= 40$$

Next step was calculating the interval class by using the formula:

$$K = 1 + (3.3) \log n$$

Where:

K = amount of interval class

Log = logarithm

n = number of students

$$K = 1 + (3.3) \log n$$

$$= 1 + (3.3) \log 26$$

$$= 1 + (3.3) 1.4149$$

$$= 1 + 4.66917$$

$$= 5.66917 = 5.6$$

Then the researcher needed to calculate the length of interval class by using the formula as follows:

$$I = \frac{R}{K}$$

Where:

I = length of interval class

R = the range of score

K = number of interval class

By using the formula above, the calculation of the class length is:

$$I = \frac{R}{K}$$

$$I = \frac{40}{5.6}$$

$$I = 7.1428$$

After that, the researcher calculated the mean of students' score. The score was calculated by using some formulas. The formula is as follow:  $\bar{X} = \frac{\sum xi}{n}$

Where:

$X_i$  : the sum of all data

n : the number of samples

The last step was substituting the score as follow:

50 50 55 58 60 60 60 60 65 65 65 67  
67 70 70 70 70 70 70 75 75 75 77 78  
80 80

$$X = \frac{\sum X_i}{n}$$

X=

$$\frac{50+50+55+58+60+60+60+60+65+65+65+67+67+70+70+70+70+70+70+75+75+75+77+77+78+80+80}{26}$$

$$X = \frac{1742}{26}$$

X= 67

This score means that the average score for this test is not good enough to make the students of a whole class passed the examination of writing because the minimum score of writing examination was 75. But, the students got the average score only 67. It means the students still have not good capability in writing especially in procedure text.

### 3.1.2 The Analysis of Post-test



For the first step, the researcher needs to determine the range of score  $R = H - L$

Where:

$R$  = Class range

$H$  = the highest score

$L$  = the lowest score

According to the pre-test result of experimental class, the highest score is 80 and the lowest was 75.

$$R = H - L$$

$$R = 97 - 70$$

$$R = 27$$

Next step is calculating the interval class by using the formula:

$$K = 1 + (3,3) \log n$$

Where:

$K$  = amount of interval class

$\log$  = logarithm

$n$  = number of students

$$K = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 26$$

$$= 1 + (3.3) 1.4149$$

$$= 1 + 4.66917$$

$$= 5.66917 = 5.6$$

Then the result needs to calculate the length of interval class by using the formula as follows:

$$I = \frac{R}{K}$$

Where:

I = length of interval class

R = the range of score

K = number of interval class

By using the formula above, the calculation of the class length is:

$$I = \frac{R}{K}$$

$$I = \frac{27}{5.6}$$

$$I = 4.821$$

After that, the researcher calculated the mean of students' score. The score was calculated by using some formulas. The formula is as follow:  $\bar{X} = \frac{\sum xi}{n}$

Where:

Xi : the sum of all data

n : the number of samples

The last step was substituting the score as follow:

70    70    75    75    75    75    75    80    80    80    80    85  
 85    90    92    93    93    95    95    95    95    95    95    96  
 96    97

$$X = \frac{\sum Xi}{n}$$

$$X = \frac{70+70+75+75+75+75+75+80+80+80+80+85+85+90+92+93+93+95+95+95+95+95+96+96+97}{26}$$

$$X = \frac{2232}{26}$$

$$X = 85.84 = 86$$

This score shows that the average score for this test is good enough to make students of whole class pass the examination of writing because the minimum average score of a writing examination is 75. The students in this class got 86 of the average score. It means that the students' score reached the criteria of success in using comic media in learning procedural text.

### 3.1.3 The Examining of Hypothesis

$$md = \frac{\sum d}{N} = \frac{490}{26} = 18.84 = 19$$

$$t = \frac{md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{18.84}{\sqrt{\frac{774.9856}{26(26-1)}}}$$

$$t = \frac{18.84}{\sqrt{\frac{774.9856}{26(25)}}}$$

$$t = \frac{18.84}{\sqrt{\frac{774.9856}{650}}}$$

$$t = \frac{18.84}{\sqrt{1.19}}$$

$$t = \frac{18.84}{1.09}$$

$$t = 17.28$$

Based on the data analysis above, the researcher decided to accept or rejected the hypothesis. The statement was proved by use criteria below:

$$\begin{aligned} \text{DF} &= N-1 \\ &= 26-1 \\ &= 25 \end{aligned}$$

Ho accepted and Ha rejected if t-score < t-table

Ho Rejected and Ha Accepted if t-score > t-table

The result showed that t-score (17.28) is higher than critical at level significant 0,05 (2,01505) for one test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant different between two test.

### 3.2 DISCUSSION

Based on the data analysis, the researcher found that the scores of post-test are more highly increased than the score of pre-test. After using the comic media in experimental class, the researcher found the different score of pre-test and post-test. The mean score of post-test was 85.84 and pre-test got 67. This result shows that there is significant difference score of writing procedural text between the students taught by using comic media and the students taught without using comic media. The result showed that t-score (17.28) is higher than critical at level significant 0,05 (2,01505) for one test. It means that there was significant different between two test. The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Therefore, it answers the first research question that using comic media improved the students' ability in writing procedural text.

The use of this media gave some beneficial contributions in improving students' achievement in writing procedural text. Firstly, comic is familiar and popular with middle and high school students. There are a lot of students own the comic media since they love to read it. It is because most of students love to read colorful book so that they are not getting bored easily when they read it. It is in line with the theory of Morrison, Bryan, and Chilcoat (2012:759). They stated that most of students in junior high school and senior high school are interested to read comic because it consists of colorful images and the conversation using daily language, so it is easy for the students to understand the story in the comic. Therefore, the student enjoy when they read the story.

In addition, in learning procedural text by using comic media is easier for the students because there are clues of the comic media on how to make something. The students easier to know the step how to make it because the image in the comic is different depend on the steps. Therefore, it ease the students to make a good procedural text. Furthermore, there are some language features in the comic that in line to the language features of procedural text. For example, there are words of firstly, seconly, then, after that, next, the last and so on. It is in line with the view of Sarlitto (2013:25) that In a comic, it is not only knowledge about the story, but also the language used by each authors. So, the students will have greater literacy wich is beneficial for their writing, especially writing procedural text.

Moreover, through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications. It is because the language features in the comic consist of dialogue which has dramatic vocabulary, and nonverbal languages. It is important for the students in their daily converastions. So, the students

vocabulary in their daily communication will be increasing by using comic media in learning process especially in writing procedural text (Sarlitto, 2013:25).

Lastly, the format of comic is easy to access. There are a lot of printed comic in school library or in the book stores. Comic is also available in the internet. So, the students can access it whenever and wherever they want to read it (Morrison, Bryan, and Chilcoat, 2012:759). In SMA Darul Imanah, there are a lot of books and comics that can be read by the students in the library. Moreover, the students also have smartphone that can access to the internet. Therefore, they can read the comic whenever and wherever they want because it easily to access.

The researcher realizes that there is still weakness in using comic media to teach writing procedural text. However, the result of this research may give us enlightenment toward the important to vary out media in teaching writing procedural text in senior high school in order to make the teaching and learning process could run well and obtain the learning objectives as we expected.

#### **4. CONCLUSION AND SUGGESTION**

##### **4.1 Conclusion**

Based on the research results and discussions, the researcher concludes that the use of comic strips is effective to be implemented in learning procedural text. This is proven by the improvement of students' learning outcomes. The mean score of post-test is higher than of the pre-test. This indicates that there is a significant difference in score between two means. It can be concluded that the improvement of the learning outcomes due to the use of comic strips in learning the procedural text.

Moreover, based on the t-test analysis, the obtained t-test score is higher that critical score at the level of significance which proved that the alternative hypothesis of this study is accepted and the null hypothesis is rejected. It indicates that the use of comic strips is effective to be implemented in learning procedural text.

##### **4.2 Suggestion**

According to the results of the research, some suggestions are addressed: for the teachers and other researchers. For the teachers; the teachers must make teaching and learning process become more interesting since it is one of the teachers' duty in teaching their students, so that the students will not get bored easily. Considering the use of comic strips on studenst' achievement in learning procedural text is effective, therefore, it is

suggested that the English teachers have to use the comic strips as media in teaching and learning writing especially procedural text. For other researchers; For other researchers, as this research is not perfect yet, it is suggested to conduct further research on similar area by using this research as a reference to conduct a further research related to the use of comic strips in teaching writing.

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