

Leaders, Managers and Leadership, in Educational Institutions Comic Strips: Its Usage for Solving Students' Grammatical Problem in Writing Past Tense

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ABSTRACT

The objective of this study intended to find out whether there was significance influence of comic strips when it used to help eight grade students for solving their problem in writing past tense. In this research researcher applied comic strips as instructional media to teach them writing. Quantitative research with true-experimental research was implemented as the research design. The sample of this research consist of 34 students from one class of eight grade of junior high school. The result from post test showed that the students' mean score before taught using comic strips was 57.32 and reached to 77.94 after the teacher applied comic strips. The result of t-score was 10.493 and the t-table was 1.692 at the level of significance of 0.05. Furthermore, in corelation between hypothesis and data analyzation it can be sumed up that there was significant influence between comic strips and students' writing in past tense. The increasing of mean score proved that there was improvement on students' writing skill in composing or writing past tense by applying comic strips as their instructional media for teaching and learning process.

Keywords: *comic strips, grammar, past tense*

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INTRODUCTION

The English teaching aimed to develop four skills. Each skill represented every single competence which should be acquired by English students. In case of analyzing students' problems in learning English, the researcher focused on writing skill before propose the solution. Related to the aim of helping students' problem in writing past tense, finding a good media had a strong relationship to the students' interest especially for writing in English. Writing as one of productive skill, which should be improved by students, was a big challenge to teach. As stated by Machili (2014) that the ability to write sometimes seems difficult because it has reluctant in composing idea and tailors a communicative goal to the audience. This shows how important it is for the content and language to be easy to understand. It is in line with Enre (1988: 13) who states that writing also called as a process of thinking systematically, so that what is being written can be easily understood

Composing written text can not be divided from sentence and its pattern. Sentence pattern or commonly told as grammar or grammatical aspect was the common problem faced by students. The study by Randivaly (in Amrizal. 2022) stated that writing is a complicated skill that requires the writer's thought and opinions, as well as knowledge of grammar, spelling, and punctuation. By understanding and acquiring grammar which is important in components of writing, students hope to be able to produce excellent sentences. In writing there were some aspects that should be required by students in order to have good sentence writing. Students must be able to write sentences using correct grammar, spelling, punctuation, and coherent ideas (Rahajeng, et.al., 2012). In line with this Nunan (2003) added that a good sentence required to have good control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Studying about writing actually able to lead students into three kinds of competence in a time. Firstly, in the process of writing students applied their knowledge of grammar, idioms, and vocabulary. Secondly, they have an opportunity to be exploratory with language. Thirdly, they become very much involved with the new language, it was as stated by Raimes (in Fika and Mirjam, 2012).

Moreover, conducting a research in helping students' problem in writing past tense should be started by identifying students problem in writing past tense which is related to grammatical pattern or grammar. As stated in Nurhalimah (2018) that sometimes we find some students who are good at vocabulary, are not able to communicate, since they do not know how to construct good sentence grammatically. It means that Grammar was a crucial element of language which should be mastered as it is used in listening, speaking, reading, and writing. It consists of rules for constructing sentences that become a basic knowledge in mastering language. In this study the grammar learnt was past tense. In addition, Nurhalimah (2018) also state some factors that made students felt difficult and sometimes failed to acquire grammar, those are lack of ability to memorize structure or sentence formula, students were having low-motivation to following teaching learning activity, and the monotonous way in teaching grammar, teachers usually do not use media and only use textbook to teach grammar. In line with this, Rahajeng, et.al. (2012) , mentioned some students' difficulties while learning writing such as; (1) students do not know how to develop their idea; (2) they have limited word choice; (3) they do incorrect word spelling; and (4) students write sentences in wrong structure (grammatical errors). In addition Fika and Mirjam (2012) also state some factors that may come or face by the students while writing are low interest in writing skill, the monotonous teaching strategy, students' limited vocabulary and grammar mastery, and the absence of instructional media. Related to those phenomena, there were some problems of learning writing past tense found in this research, they are students' less motivation to write, limited media for classroom instruction, and students' limited of grammar. When they had to write about past tense they felt reluctant to differ both past tense and simple present. The common problem was on finding and choosing appropriate verb for past tense.

Teaching, learning materials, and students all have a role in students' success in learning process. One way to overcome the difficulties while learning writing was

employed instructional learning media for teaching. And this research used comic strips for helping students' problem in writing past tense. Comic strips in this case not only give fun for students but also as a solution to decrease their problem in writing past tense. Before researcher talked about comic strips for writing, there were some experts quotation about its meaning and concept. Liu (2004) states that comic strips can be defined as a series of pictures inside the boxes that tell stories. While Eisner (in Nine: 2020) defines that comics is sequences of images and sequential collection of words. In addition McCloud (in Sariroh, 2018) states that comics are juxtaposed pictorial and other images in a deliberate sequence intended to convey information and/or produce an aesthetic response in the viewer. Meanwhile, comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. In line with those statements, Veren and Ashari (2021) add that comics is a media which use pictures with words that are often combined with humor and can be found in a variety of context, such as newspaper. Cary (2004) also mentions that comic strips can be used as a means to help students deal with difficulties in complex language especially in language learning. Finally from those quotations can be concluded that comic or comic strips is a form of literature students enjoy. By exploring and using comic strips as instructional media to teach writing, especially in past tense students were able to acquire more knowledge and get more images about sentence, grammar, and sentence context. The presentation of comic strips that was full of imagery, had nice look picture, completed by conversations in bubbles. By those conversations in bubbles, teacher then instructed the students to analyze what tenses they used, its pattern, and construct other sentences based on material given. After that students able to construct their own sentence by using their own word.

The decision to use comic strips as instructional media for teaching, especially for writing past tense, should had a strong reason to be known beforehand. Some principles of the use of comic strips for teaching such as, comic strips are expected to benefit to the development of students' knowledge, attitude, and skill (Imran:2014). Moreover, Nine (2020) also mention some consideration or principals of it, they are; (1) the use of comic strips should make the learning process fun; (2) the efficiency of comic strips, it is about how the teacher choose the most effective one to reach the learning purpose; (3) the practicality of comic strips; the familiarity; and the last is (4)the accessability of comic strip, is it easy or not to be accessed by among teachers and students. Those were the considerations or qualification of comic strips when teacher wanted to use it as instructional media in their teaching, especially teaching writing on past tense.

Applying comic strips to teach writing in past tense actually had some advantages. As stated by some experts and researchers from some previous researches, it able to help students develop their ability in writing, between sentence, paragraf, and essay. It is supported by McVicker (2007) who states that comic strips have become one of several interesting ways in teaching tenses since a verb is illustrated in pictures in which the pictures roles a visual examples. Those series of pictures are served in comic strips to hep students in with their comprehension on most of the grammar point which taught. Another strength also quoted from Rokhayani and Utari (in Nurhalimah: 2018) that the strength of comic

strips are exciting and motivating, long lasting visual media, entertaining, giving values and moral message, enhancing vocabulary achievement, and strategy in teaching comprehension. Conversation in comic strips lead the students to sharpen their analyzation skill about grammar. The sentences presented in throughout the dialogues help the students recognize the structure or grammar of a language. It is good to provide the exposure in the language learnt, especially in the grammar of language. It is in line with Amrizal (2022) who says that students could easily come up with an idea and build on it has they wrote. They also improved their sentence structure, put their text in the right order, used the right words, and punctuated correctly. To assist students become literate,creative. Creative and curriculum material must be alligned. Moreover Morrison (2022) also propopses that comic strips have several strengths of it, they are;(1)it is evident that comic strips is familiar and popular with high school students; (2) the comic strips is a form of literature that is enjoyed the tstudents; (3) students engage in greater lioteracy exploration: (4)through comics strips students can investigate the use og dialogue, short and dramatic vocabulary, and non verbal communication; (5) provide an attractive and pleasure teaching and learning process.

In short teaching writing using comic strips able to improve students' pleasure and learning quality. When teachers choose comic strips for their teaching and learning activity, they have to make sure the choosen comic strips is suit with the learning purpose. As stated by Chappe (2018) that learning purpose is beyond getting good grades. This is about acquiring the skills that have been planned. It means that, when teacher and students finish their teaching and learning activity, students are expected to be able to aply the skill in real life. For example, if the learning purpose is to provide the students with skill to compose or write in past tense, the content of the comic strips must be able to facilitate the learning activity to reach the learning purpose. Although comic strips have its strengths when it applies for teaching writing in past tense, it also has weaknesses like it cannot support audio conversation with the native speaker. Besides, comic strips also weakened if there are students who are not visual learners which do not enjoy or able to follow the learning styles with visual media Rokhayani and Utari (2014). Finally, after analyzing and getting students' problems on writing past tense, this research conducted by the researcher. By taking one class of eight grade at SMP Wahidiyah this research hold. It was because in this grade they studied about recount where they need to learn about past tense.

METHOD

This research belongs to descriptive quantitative research. The design of this research used true-experimental research since the researcher only had one class as sample of research in which consist of 34 students. In this research the researcher studied about the impact of comic strips for helping students' problem on writing past tense. The goal of this study was to know the impact of using comic strips as instructional media to help students' problem on writing past tense. The impact can bee seen from the increase of their writing score. The data collected by using written test conducted to the students after giving pre-test and treatments. After all the data collected, they analyzed using t-test to determine

the mean score of data. From the comparison of mean score the researcher got the answer of research problem and proved the hypothesis.

FINDING AND DISCUSSION

The result from pre-test and post-test was in form of students' score of writing simple past test. Both scores were analyzed using t-test then compared the mean score and t-table. After collecting the data, researcher counted the standard deviation to decide students' mean score. The computation result of mean score can be seen from this following table.

Table 1: Hypothesis testing result

Df (N-1=34-1)	Mean Score		t-score	t-table	Significance	
	Pre-test	Post-test			H _a	H ₀
33	57.32	77.94	10.493	1.692	Accepted	Rejected

After getting the data from sample which consist of 34 students, the researcher got pre-test and post-test score. The data calculated into mean score for each. The calculation of mean score for pre-test was 57.32. On the other hand students' after being taught using comic strips had improvement on their mean score. They got 77.94 for their post-test. Based on the result of study can be seen that students' mean score got an improvement. By using 33 as the degree of significance and 0,05 for the significancy level, the calculation of t-score was 10.493. When it compared with t-table, the result would be significant because t-score was higher than t-table ($10.493 > 1.692$). It means that the research question answered by there was significant influence between comic strips and students' writing skill on past tense to the eight grades of junior high school.

This finding of the research also supported by Nurhalimah (2018) who also revealed that the English comic strips are effective to teach past tense. Through that study the writer showed that the students who were taught simple past tense using comic strips had better achievement that those who were taught by using conventional teaching method. Moreover, Rahajeng and Martono (2015) also revealed that comic strips could improve students' writing skill and classroom climate in English Class. Their improvement can be seen from the mean score which had the improvement from pre-test to the post-test, that was from 64.05 to 79.93. It was also supported by a research result by Fika and Mirjam (2012) which states that teaching writing using comic strips through Proccess-Genre Based approach could successfully improve students' writing ability. All of the students of XII-language program can achieve the minimum passing criterion, that was 70. Furthermore the students' attitude towards writing activities had improved. They were mowe confident in writing and felt that the implementation of comic strips was helpful for them in composing narrative text. Finally those were previous studies that supported the prove of comic strips' impact for helping students writing skill especially in writing past tense.

CONCLUSION

Based on the research objective and research question stated before, the researcher concluded that the calculation value of t-score was higher than the value of t-table either at the level of significance 0,05. The calculated t-score was 10.493 and it was higher than the value of t-table, that was 1.692 at the level of significance 0,05 and the deviation standard was 33. According to this result, the conclusion can be drawn that the research question was clearly answered that there was significant influence between comic strips and students writing skill in writing past tense. It means that, the independent variable influenced the dependent variable. In which there was significant influence between comic strips and students' writing in past tense. The reason of why the research objective can be answered was because t-score was higher than the value of t-table that was $10.493 > 1.692$ and the mean score also improved from 57.32 to 77.94. This result may be influenced by students' interest and motivation to write of various sentences in past tense based on the material given by the teacher. As stated before, comic strips which basically part of comic media, had its speciality in appearance. Its interesting picture, color, and animation lead the students to easily understood what should they write. It also would be able to reduce students' problem of boredom if compared with textbook material. Furthermore, in deciding instructional media, teachers should consider to students' learning style. They had to know that the students were divers, some were visual, audio, and kinesthetic. So, applying appropriate teaching learning media could make the students unity on their improvement of past tense writing skill.

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