Improving Students' Writing Skill Using Textless Comic

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Abstract: This study aims to identify whether the use of textless comic improve the students' skill in writing recount texts. The subject of this study were the eight grade students of Public Junior High School in Central Java. The method study was a Classroom Action Research. The study was conducted in two cycles. To collect the data, the researcher used test such as pre-test and post-test. To analyze the data, the researcher used quantitative data analysis by using mean score. The researcher used a formula proposes by Arikunto (2010) to count the mean score. The result of the research show that textless comic media can improve the students' skill in writing recount texts. The improvements of the students' writing skill were in composing a logical sequence of ideas. Besides, the improvement of the students' writing skill can be seen from the students' writing achievement. The result of mean score for pre-test was 56, in post-test 1, it was 72, and in post-test 2, it was 77. It can be concluded that textless comic media can improve the students' writing skill especially in determining the logical sequence of stories in writing recount text.

Keyword: Writing Skill, Textless Comic Media, Classroom Action Research.

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi apakah penggunaan komik tanpa teks meningkatkan kemampuan siswa dalam menulis teks recount. Subyek penelitian ini adalah siswa kelas VIII SMP Negeri di Jawa Tengah. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas. Penelitian dilakukan dalam dua siklus. Untuk mengumpulkan data, peneliti menggunakan tes berupa pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan analisis data kuantitatif dengan menggunakan skor rata-rata. Peneliti menggunakan rumus yang dikemukakan oleh Arikunto (2010) untuk menghitung skor rata-rata. Hasil penelitian menunjukkan bahwa media komik tanpa teks dapat meningkatkan kemampuan siswa dalam menulis teks recount. Peningkatan keterampilan membaca siswa dalam menyusun urutan ide yang logis. Selain itu, peningkatan keterampilan menulis siswa dapat dilihat dari prestasi menulis siswa. Hasil skor siswa untuk pre-test adalah 56, post-test 1 adalah 72, dan post-test 2 adalah 77. Dapat disimpulkan bahwa media komik tanpa teks dapat meningkatkan keterampilan menulis siswa khususnya dalam menentukan urutan logis cerita dalam menulis teks recount.

Kata kunci: Keterampilan Menulis, Media Komik Tanpa Teks, Penelitian Tindakan Kelas

INTRODUCTION

In the twenty-first century, learning English has become a very significant feature that young people must understand; as time passes, students' talents grow increasingly important. According to Khoerunisa (2020), 21st century abilities such as communication, cooperation (teamwork), critical thinking and problem solving, creativity and invention are all important skills to have. These abilities are used in digital era. Communication and critical thinking skills are highly valued in the twenty-first century. According to Sutrisno (2017), There are numerous types of communication: verbal, nonverbal, downward, upward, and lateral or horizontal communication. Communication abilities include both verbal and written communication; for example, the ability to write essays is tied to critical thinking skills, which are poured into writing. According to Moore and Morton (2015), written communication is often characterized as a highly essential skill area in the professional workplace, but one in which graduates are frequently perceived to be lacking. Students in the modern era must be mastered this skill. Writing skills are often more difficult than speaking skills since speaking abilities can be used in a variety of ways, whereas writing is essentially complex because a particular structure must be acquired. Writing skill is also influenced by the teacher's learning method. Especially in English the method used by the teacher as known as TEFL (Teaching English for Foreign Language). Teaching English as a Foreign Language (TEFL) is described as teaching English to students who do not speak English as their first language. TEFL teachers can be either native or non-native English speakers. TEFL in Indonesia is related with the use of curriculum especially for Junior High School. According to Rachmawati (2022), this is because the government created a policy that allows schools to choose a curriculum that best meets the needs of their students. Now, the "Merdeka Curriculum" teaches English focus on practice rather than theory. It signifies that Project Based Learning is currently being used as a primary activity for students in teaching and learning. As a result, the learner must be able to build something using their own abilities.

Project-Based Learning has benefits over other methods. According to Norawati and Puspitasari (2022), Project Based Learning helps students develop psychomotor and social skills such as finding information from multiple sources, critical reasoning, problem-solving, self-assessment, conducting evaluation, summarizing and synthesizing, and presenting, all of which are strongly recommended for lifelong learning. The use of the Project Based Learning approach can teach students responsibility and train them to digest knowledge by obtaining learning experience and managing it. In TEFL as a teacher need master a skill before teach a student. According to Hien (2019) Therefore, FL teachers must be able to emphasize

3 things, namely the importance of subject knowledge, teaching skills and behavior towards students. Besides that, the researcher discovered various issues with students, teachers, and schools as a as a result of observations in pre-research. The following are the most common issues that students encounter when creating a text such as: (1) the students lacked interest in writing; (2) the students lacked vocabulary in English, making it difficult to arrange sentences; (3) the students struggled with formulating the idea of authorship in each sentence or determining the storyline; and (4) the students lacked knowledge of how to begin writing in recount text. Based on the findings of the problems described above, researchers use learning media to overcome these problems. Textless comics are one type of teaching material. Textless contains a series of photos that are the easiest to use in class and understood by students, because students can immediately convey ideas from the visuals they see. Derrick in Babalola (2020) state that textless comics is a virtual and narrative artwork which can be utilized for educational purposes. Picture can make the students imagine the object that want to describe through. The use of textless comic can be an interesting media which can help students in writing (Indriastuti, 2019). Research questions were developed to answer the research objective can textless comic enhance students' writing skills, especially in recount text.

METHODS

Research Participants

This study takes a public school as research subject. The students were selected mainly from eight grade. The number of students is 31 people, 13 girls and 18 boys. Because students must be of sufficient age to be able to communicate in writing in English. The age range of students is 13-15 year, therefore the researcher chose class VIII students. The students in this class are very unique, they are very curious and interested in new learning methods that don't just depend on books. They did not have a strong desire to learn English when they face English lessons. The students are less able to interpret ideas. Even though they can express it, they have difficulty writing it into a text systematically. Students in this study were instructed to create recount text to assess their writing ability. The researcher classified the score of students' recount text writing using Brown's (2003) scoring rubric, which included content, organization, grammar, vocabulary, and mechanics. The researcher decided to employ textless comics to help students enhance their ability to produce recount text.

Data Collection Method

The data collection method in this study used quantitative data. The researcher used the test as a method to collect data. According to Brown (2001) that the test itself is divided into two, namely the pre-test and post-test. The pre-test is

the initial test given by the researcher to see the students' initial abilities before being given action. The pre-test was carried out at the first meeting in the first cycle. Post-test is a test given after students are given an action. The purpose of the post-test is to see any differences or changes before or after the action. Post-test can be done more than once if it does not meet the standard criteria. This will also affect the addition of cycles carried out by the researcher.

Data Analysis

Test results are needed for researchers to analyze quantitative data. The test results are based on the average scores from the pre-test and post-test for each cycle. Researchers calculated the average value of the pre-test and post-test using the formula proposed by Arikunto, et. Al. (2010: 150). To find out whether there was an increase in students' writing skill, the researcher examined the average scores of each cycle test.

RESULTS AND DISCUSSION

This study was conducted 2 cycles to achieve the success indicator of standard of minimum completeness in English subject. In cycle 1 there were 3 meeting, pre-test in the first meeting, action given in the second meeting, and post-test 1 in the third meeting. In cycle 2 there were 2 meeting, first meeting for reviewing material, and second meeting to post-test 2. Before the treatment, the researcher conducted a pre-test during the first meeting to assess the students' capacity to write recount text material. The first meeting was conducted on Monday, April 3 from 10.20 to 11.30 a.m. The researcher asses the students' writing on the following criteria by Brown (2003) such as content, organization, grammar, vocabulary, and mechanics. The highest possible score for each component content is 30, organization is 20, grammar 25, vocabulary is 20, and mechanic is 5. In addition to the distribution of scores in each component, the researcher discovered the distribution of final scores in the pre-test.

The findings revealed that 7 students (22.5%) received scores in the 40-50 range. 11 students (35,4%) scored in the 51-60 range, 9 students (29%) scored in the 61-70 range, and 3 students (9,6%) scored in the 71-80 range. The mean score in the pre-test was 56. Based on standard of minimum completeness in English Subject was 75, and it shows there were just 2 students who can reached the score. From the score it can be seen that there were still many of lackness. There were found grammatical error, and the paragraphs did not coherence.

Cognitive learning outcomes of students in the learning process in pre-test got a percentage of 93,5% of students who scored less than KKM and 6,5% of students who got KKM scores. It can be explained that in cycle I got results with details of the lowest score of 40, the highest score of 80, the average score of 56, students who got a complete score totaled 2 students and students who did not reach the KKM totaled 29 students. The results of cognitive learning of pre-test can be seen in the table below:

Tabel 1. Result Data of Pre-Test

Information	Pre-test
Lowest score	40
Highest score	80
Average score	56
Complete	2
Not complete	29

The researcher gave a lesson in the second meeting to encourage students' ability. This is related to the research by Laksamana et. all (2019) that do a treatment after pre-test to encourage students' knowledge before post-test 1. The researcher administered post-test 1 to the students in order to determine whether textless comics might be utilized to improve students' recount text writing skill. The assesment system and criteria were identical to the test. Cognitive learning outcomes of students in the learning process of post-test I got a percentage of 32,3% of students who scored less than KKM and 67,7% of students who got KKM scores. It can be explained that in cycle II, the lowest score was 36, the highest score was 80, the average score was 72, the students who received the whole score were 21, and the students who did not attain the KKM were 10. There was any improvement in the post-test 1, but the mean score itself still did not achieve the standard of minimum completeness. The researcher decided to conduct post-test 2 in cycle 2. The results of cognitive learning of post-test 1 can be seen in the table below:

Table 2. Students' Score Post-Test 1

Information	Post-test 1
Lowest score	36
Highest score	86
Average score	72
Complete	21
Not complete	10

The second meeting was held on Wednesday, April 12 2023 at 10.20 a.m to 11.30 a.m, This meeting was used to do post-test 2 data at the end of cycle 2. The researcher gave a reviewing material in the first meeting in cycle 2 to strengthen the students' knowledge before post-test. The students did post-test 2 for 40 minutes. Cognitive learning outcomes of students in the learning process of post-test II got a percentage of 28,2% of students who scored less than KKM and 74,2% of students who got KKM scores. It can be explained that in cycle II the results with details of the lowest score were 54, the highest score was 90, the average score was 77, the students who got the complete score were 23 students and the students who did not reach the KKM were 8 students. There was any significant improvement in the post-test 2, and the mean score itself has achieve the standard of minimum completeness. The results of cognitive learning of post-test 1 can be seen in the table below:

Table 3. Students' Score Post-Test 2

Information	Post-test 2
Lowest score	54
Highest score	90
Average score	77
Complete	23
Not complete	8

Following the completion of the study, the researcher compared the results of the pretest and post-test. The comparison of the pre-test and post-test results revealed that students' writing ability increased after being taught using textless comics. The researcher decided to stop at the cycle 2. According to the results, the mean score of the pre-test was 56, which improved to 72 in post-test 1 and 77 in post-test 2. The table below shows the outcomes of the students' mean test scores:

Table 4. The Students' Mean Score of the Pre-Test and the Post-Test

	Pre-Test	Post-Test 1	Post-Test 2	Explanation
Content (30)	15	21	23	Improve
Organization (20)	12	15	16	Improve
Grammar (25)	12	15	18	Improve
Vocabulary (20)	13	15	16	Improve
Mechanics (5)	3	3	4	Improve
Mean	**56**	**72**	**77**	**Improve**
Lowest Score	**40**	**36**	**54**	**Fluctuate**
Highest Score	**80**	**88**	**90**	**Improve**

Based on the passing indicators identified in this study, it was considered passed when 72% of students achieved a minimum score of 75. Meanwhile, for cycle 1 data results, it is known that there is an improvement in student scores on pre-test and post-test 1. On pre-test results data the number of students who scored a minimum of ≥75 has a maximum of 2 students or 6, 5% out of 31 students. Thus, in the following post-test 1, the number of students with a minimum score of ≥75 was 21 students, accounting for 67% of the total of 31 students. Improve student score in cycle 1 that do not meet performance indicators. Then, after cycle 2, the researcher received the outcome data and found that there was an increase in student scores. Students scoring a minimum of ≥75 were 24 students or 72% of the 31 students. This means that the success indicators are all reached in cycle 2. Therefore, this study is considered successful until cycle 2 and the researcher stops at this cycle. All students were able to write recount text better than before and with more detail in the structure and sequence of the story. Textless comic media can

improve their recount writing, especially by crafting a logical sequence of ideas.

Textless comic media could improve their ability to write recount texts especially in composing a logical sequence of ideas. The students were able to comprehend the recount text and discuss it with their friends and the researcher. Students were able to improve their stories by using textless comic media. Textless comic media helped the students to make a story better than before. This statement is also supported by research conducted by Muhajiroh (2019) that the textless comic media could give the positive responses to both student and a teacher. The result of the study show that the textless comic media can improve the student skill in developing idea become a text. In another research conducted by Nuzila (2019) found many advantages such as: the student's enthusiasm was increase, they were more active in teaching and learning process in the class. The students can implement the use textless comic as learning media to guide them in writing stories. Research conducted by Babalola (2020) showed that textless comic can be an alternative way to help the students to organize their idea in writing. It is good to increase their ability in make a logical sequence of ideas by using textless comic. The activeness and enthusiasm students in learning were improved.

According to the discussion above, it can be concluded that the use of textless comic can improve students' ability to write recount texts, especially in composing ideas into text. However, the use of comics without text is recommended for use as learning media for teachers in the classroom

CONCLUSIONS

The use of textless comics was successful in improving students' writing skill. The implementation of textless comic as a learning medium can improve students' skill to write recount texts, especially by crafting a logical sequence of ideas. This can be demonstrated by the continuous increase in student scores from pre-test to post-test II. As a result, students' ability to produce recount texts using textless comic increased, especially in English subjects. According to the findings, the students' writing skill were improved when they were taught using textless comics. It can be seen from the students' mean scores in the pre-test, post-test I, and post-test II that the post-test II had a higher mean score than the pre-test. It was demonstrated by an increase in the students' mean score (cycle I from 56 to 72, cycle II from 72 to 77).

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