

INCREASING THE ABILITY OF SMAN 12 PEKANBARU STUDENTS IN WRITING AN ANALYTICAL EXPOSITION TEXT THROUGH COMIC STRIPS

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Abstract: This research aimed at describing and testing whether the students' ability in writing analytical exposition text is increased by using comic strips at SMAN 12 Pekanbaru. The respondents of this study were the second grade students especially XI Science 3 academic year 2011-2012. The total number of students in this class was forty two (42) students. The quantitative and qualitative data was collected by using writing test and observation sheets. The research finding reveals that there is a significant increase of students' writing ability in writing analytical exposition text through comic strips. It can be proved by the average score of pre-test was 43.7 and the average score of post-test was 65.37. Besides, the students' interest and motivation improved also. These can be seen from the increasing of students' awareness and activeness in learning process based on observation sheets..

Keywords: *comic strips, writing ability, analytical exposition.*

INTRODUCTION

Writing is one of four important language skills that students should master in learning English. Writing can't be separated with other subjects in learning language since students are often required to complete many assignments in written forms. For example, in reading, speaking or listening classes, students still do writing activity in doing some assignments. Writing is also a way to communicate each other because through writing students can express their ideas, thoughts, and feeling.

Harris (1974) defines writing as one of the four skills of language learning besides reading, speaking and listening. Writing is a tool for communication and it is important to be included in English language learning. Besides, writing is the activity of presenting ideas in correct sentences.

Dumais (1988) says writing is an ability to express idea, feeling, opinion and other things in written form by using structure, vocabulary, and

other aspects such as spelling, punctuation and capitalization. Besides, D'Angelo (1980) also says that writing can help the writer to think critically. It can enable him to perceive relationship, to deepen perception, to solve problems, and to give order to experience. It needs much time to make a good writing. It needs time to think, to write, to edit, and to review and order to make a good composition. It also takes study and practices. Besides, writing is also a tool for communication and it is important to be included in teaching English.

In addition, as Reid (1994) says that writing is a complex skill because there are some components that should be focused by writer in writing, like the purpose of writing and writer's knowledge of writing like paragraph components and pattern organization. Harris (1969) states that there should be at least five general components in writing: (1) Content: the substance of the writing; the ideas expresses. (2) Form: the organization of the content. (3) Grammar: the employment of grammatical forms and syntactic patterns. (4) Style: the choice of structures and lexical items to give a particular to or flavor to the writing. (5) Mechanics: the use of the graphic conventions of the language

The second year students of SMAN 12 Pekanbaru found that writing analytical exposition is difficult since most of them didn't reach the KKM. In addition, based on the result of interview of some students and English teachers, it can be concluded that teaching and learning analytical exposition text is difficult since teachers feel some difficulties to engage students' attention and interest. As a result, students feel bored learning it since the techniques teachers used are not interesting.

Analytical exposition is one of the texts that should be learned by second grade students of Senior High School. Based on the 2006 school based curriculum, analytical exposition text is a text which has: (1) the social function to persuade the reader or listener that something is the case, to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments such as argumentative essay and exploratory essay, (2) the generic structure that consists of thesis(introduce topic, indicates writer's position, to give outlines of the arguments to be presented), arguments (restate main arguments and elaborate them with support, evidence, facts, etc.), and reiteration (restates writer's position, restates speaker or writer's position).

Based on those phenomena, the researcher tends to make an innovation to solve those problems; in this case he chose comic strips as a media in teaching learning process to increase students' ability in writing analytical exposition text. So, the general objective of this study is to find out students' ability in writing an analytical exposition text using comic strips. The specific objective is to find out whether the score of students' writing ability is increased by using comic strips or not.

According to Hornby (2002), comic strip is a series of drawings inside boxes that tell a story and are often printed in newspaper. In this research, the writer uses comic strips designed by him. The researcher designs his own comic strips (not taken from internet, magazines, or newspaper) in order to make students easier to understand analytical exposition texts since comic strips are generally designed for narrative purpose. He designs his own comic based on analytical exposition text that students learn in school so that students will be more attracted and interested in learning it. In this case, the comic strips refer to analytical exposition text and its generic structure. In other words, it is an analytical exposition which is transformed into comic strips.

There are some advantages of using comic trips in classroom, they are: (1) Davis (1990) says that comic is one of the authentic materials. (2) MacGregor (1996) explains comics as an educational media that can be used in classroom. (3) Conrad (1993) and Elkins & Bruggemann (1971) state that comics has a widespread appeal to all age groups and levels of society. (4) Elkins & Bruggemann (1971) says that comic is very attractive instruction of English as a foreign language. (5) Comics can motivate students in learning. In Hutchinson's (1949) experiment with a curriculum built around *Puck - the Comic Weekly*, 74% of teachers surveyed found comics "helpful for motivation", while 79% claimed comics "increased individual participation". (6) Comic is an effective visual medium in learning. Brocka (1979) sees this as comics' primary advantage over other literary forms. Pictures and text shoulder the burden of the story together. (7) In a study comparing comics to text, Sones (1944) found that comics' visual quality increases learning. (8) Peter Gutierrez states that comics can be adapted to virtually any grade level as long as one shifts the content for age appropriateness and interest level: the clarity with which this medium can illustrate the core concepts of media

literacy remains. There are three properties of comics, they are: (a) Representing a unique opportunity to teach both visual and print media. (b) Allowing educators to extend learning to other media “centrifugally.” (c) Providing a powerful way for students to activate prior knowledge.

METHODOLOGY

This research is a classroom action research. This research was done to improve the students’ ability in teaching and learning process. It’s about learning writing related to the use of comic strips in teaching writing for the Second Grade Students of SMAN 12 Pekanbaru.

According to McNiff (1988), action research is form of self-reflective inquiry undertaken by participants (teachers, students, or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding of these practices; and (c) the situations (and institutions) in which these practices are carried out.

Based on the definition above, it can be concluded that: (a) Classroom action research (CAR) is a process to evaluate ourselves; (b) the participants of the CAR is all the people who are involved in teaching and learning process; and (c) the purpose of the CAR is to improve the situation related to teacher’s work in classroom in order to create the situation which better than before. In other words, it is intended to improve the students’ ability or as solution of problems in teaching and learning process.

In this research, researcher applied the procedures based on the first activity that can be done in teaching English by using comic strips in the classroom by Csabay (2006), researcher designed the activities that will be done in teaching English by using comic strips in his research as in follows:

1. The teacher cuts apart the individual panels of a comic strip and puts them in an envelope.
2. The students then are asked to decide the topic of comic strips that are given to them.
3. The teacher explains the characteristics of analytical exposition text to provide students with more information about the text they will write.
4. The teacher introduces the idea that the comic strip is an outline for

the text.

5. The teacher shows one frame of a comic strip, and then explains that students will be changing the comic strip into text.
6. The teacher asks the students to write an analytical exposition text based on the comic that they already arranged.
7. The teacher and the students discuss the comic strips and the students' handwriting.
8. The teacher lets the student to ask question about the materials.
9. The teacher motivates the students to be more active in the classroom.

Before and after applying those activities in three meetings, researcher gave students pre-test and post-test to know the development of their writing ability before and after applying comic strips in classroom as quantitative data. The writing aspects measured were grammar, vocabulary, mechanics, fluency, and form/organization. Besides, observation sheets gave qualitative data of students' activeness during learning process.

FINDINGS AND DISSCUSSION

From the result of pre-test, it could be informed that there were 16.67% of students in Poor to Average level and the rest (83.33%) were in poor level. The writer could assume that none of the students of SMAN 12 Pekanbaru, especially class XI IPA 3 got Average to Good and Good to Excellent. Based on the result of the pre-test above, it can be concluded that the second year students of SMAN 12 Pekanbaru have low ability in writing analytical exposition text.

In five writing aspect of pre-test score, it could be seen that the highest average score was in aspect of 'Grammar', 49 (Poor). Then, 'Vocabulary' was 44.83 (Poor), 'Mechanic' was 44 (Poor), 'Fluency' was 41.33 (Poor), and 'Organization' was the lowest one which was 39.33 (Poor). Based on the description above, the students' ability in writing was in level of 'Poor' with total average score of aspects assessed in it was only 43.7.

In teaching writing through comic strips (3 meetings) it could be described that in the first meeting, all the students participated in deciding the topic of comic, changing the comic strips into paragraph, and writing analytical exposition text, but only 16 students gave comment or asked question. The

average percentage of this meeting is 84.525%.

Next, in the second meeting, all the students participated in deciding the topic of comic, changing the comic strips into paragraph, and writing analytical exposition text, but only 19 students gave comment or asked question. The average percentage of this meeting is 86.31%.

In the last meeting, all the students participated in deciding the topic of comic, changing the comic strips into paragraph, and writing analytical exposition text, but only 22 students gave comment or asked question. The average percentage of this meeting is 88.095%.

The average percentage of the three meetings is 86.31%. Based on the result of the observation above, it can be proven that the use of comic strips can increase the activeness of the students in writing analytical exposition text.

In addition, the result of test in each meeting of teaching writing through comic strips showed that in the first meeting there were no students who got 'Good to Excellent'. 25 students or 60% got 'Average to Good', 2 students or 5% got 'Poor to Average' and the rest 11 students or 26% got 'Poor'.

Next, in the second meeting, it can be seen that there was an improvement in students' writing score. 1 student or 2% who got 'Good to Excellent', 27 students or 64% got 'Average to Good', 3 students or 7% got 'Poor to Average' and the rest 15 students or 36% got 'Poor'.

In the last meeting of the treatment, it can be seen that there was also an improvement in students' writing score. 2 student or 5% who got 'Good to Excellent', 30 students or 71% got 'Average to Good', 5 students or 12% got 'Poor to Average' and the rest 5 students or 12% got 'Poor'.

Based on the students' writing score above, it can be proven that the use of comic strips can increase the ability of the students in writing analytical exposition text.

From the result of post-test, it could be informed that there were 7% of students in Good to Excellent, 76% of students in Average to Good, 17% of students in Poor to Average and no students in Poor level.

In five writing aspect of post-test score, it could be seen that the highest average score was in aspect of 'Grammar', 72 (Average to Good).

Then, 'Vocabulary' was 67 (Average to Good), 'Mechanic' was 66.17 (Average to Good), 'Organization' was 65 (Average to Good), and 'Fluency' was the lowest one which was 56.67 (Poor to Average). Based on the description above, the students' ability in writing was in level of 'Average to Good' with total average score of aspects of writing in it was 65.37 (Average to Good).

If we compare the result of pre-test and post-test, it can be seen that there was a significant increase number of students in Average to Good level. In pre-test, none of the student got Average to Good level, but in post-test there were 32 students or 76% got Average to Good level and 3 students dot Good to Excellent level. In pre-test, the average score of students were 43.7 and it became 65.37 in post-test.

Based on the result of this research, it can be concluded that there is an increase level of students' ability after they got treatment by using comic strips. In other words, the use of comic strips in teaching analytical exposition text in the classroom could increase the second year students' ability in writing analytical exposition text at SMAN 12 Pekanbaru.

CONCLUSION AND SUGGESTION

It can be concluded that the use of comic strips in classroom can increase students' writing ability in writing analytical exposition text and students' activeness in teaching and learning process.

From the conclusion, it can be suggested that: (1). It is important to the teacher to make a creative teaching activity in the classroom. It will make the students feel interested in learning English, especially in writing analytical exposition text. (2) It is suggested to next other researchers to investigate about the use of comic strips in other fields such as in listening, speaking, and reading. (3) It is very useful to give rewards for students' achievement which can improve their motivation to learn more. (4) The researcher realizes that this research is not yet perfect, so it can be conducted by other researchers to get better improvement.

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