# IMPROVING STUDENT'S ABILITY IN WRITING NARRATIVE TEXT THROUGH TEXTLESS COMIC AT SMPN 20 BANDAR LAMPUNG

## ( A Script )

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# ABSTRACT

## IMPROVING STUDENT'S ABILITY IN WRITING NARRATIVE TEXT THROUGH TEXTLESS COMIC AT SMPN 20 BANDAR LAMPUNG

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This is Classroom Action Research. It is a continual process of search of organization for devising solution for the everyday difficulties of classroomlife. In this research, the Classroom Action Research (CAR) was intended to find out the difference of students' writing ability between the pretest and the posttest by using textless comic, and students' responses of teaching writing narrative text by using textless comic.This research used quantitative and qualitative method. The subjects of this research were 30 students at the third year of SMP N 20 Bandar Lampung.

This research took the writing skill as the dependent variable because it is assumed that writing skill is affected by textless comic as the independent variable. The class had got treatment from the researcher and also get pre-test and post test. In order to see whether textless comic can improve the students' writing

ability or not, it is determined by the difference scores of pre-test and post test. Then, for the students' appraisal the researcher used the questionnaire.

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) shows the mean score of pretest result is 60.32 while in the posttest is 69.48 in which the difference is 9.16 points. It means that there is an improvement of students' narrative text writing ability after being taught by using textless comic.

The researcher analyzed the data of Students' response questionnaire by using SPSS 16 to know the questionnaire is reliable or not and checked the result manually. The computation showed the reliability coefficient ofthe questionnaire was 0.825. The score indicates that all items inthe questionnaire were reliable so that it could be used to find out students' appraisal. Thus, the finding shows that the mean each aspects of the students' response questionnaire. It showed that the mean of teacher's performance was 2.967. The teaching material was 2.9. Thus, teaching learning process was 3. So the researcher found that the mean of the aspects was 3. It can be concluded that textless comic can improve the student's writing ability. From the result above, it can be concluded that the use of textless comic can improve student's ability in writing narrative text.

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**By:**
**Victoria Tri Guna**

**( A Script )**
Submitted in a partial fulfillment of
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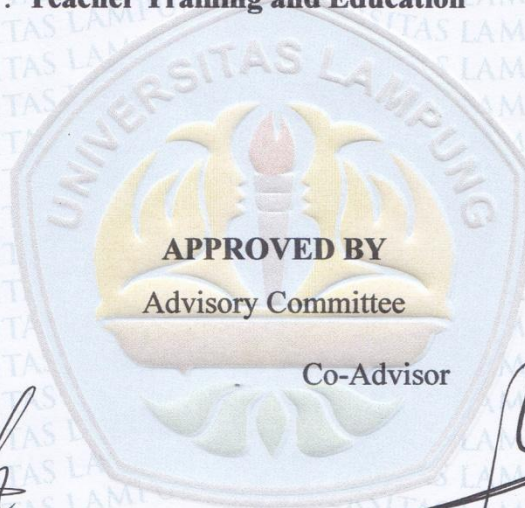
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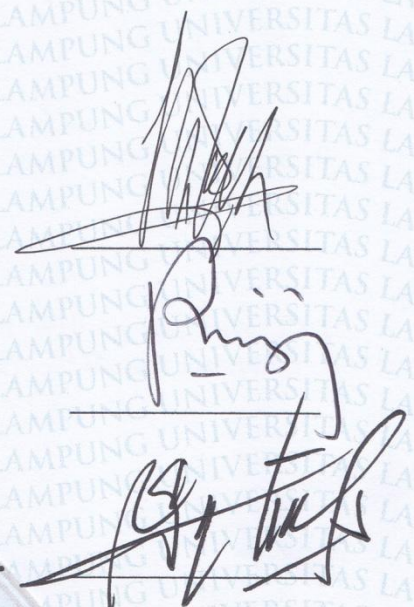NIP  19620203 198811 1 001

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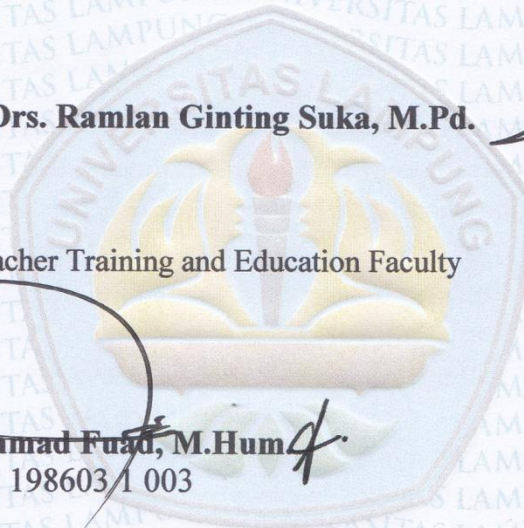   Chairperson  : **Prof. Dr. Cucu Sutarsyah, M.A.**

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Yang membuat pernyataan,

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# CURRICULUM VITAE

The writer's name is Victoria Tri Guna. She was born in Bandar Lampung, 8th October,
1994. She is the ninth child of Mr.Gunawan and Mrs.Sulastri.

She started a formal education at Alhidayah kindergarten, Bandar Lampung befor continuing her study at SDN 1 Rajabasa 200. Then, she coninued her study at SMP Al-Azhar 3 Bandar Lampung and graduated in 2009. After that, she continued to senior high school level at SMAN 5 Bandar Lampung and successfully finished it in 2013. In the same year, he was registered as an S-1 college student of Lampung University, which is at English Department of Teacher Training and Education Faculty.

On July 27th July to Augustus 29th 2016, she carried on Teaching Practice Program (PPL) at SMPN 1 Anak Ratu Aji, Lampung Tengah.

# DEDICATION

By offering my praise and gratitude to Allah SWT for His abundant blessing to me, I would proudly dedicate this piece of work to:

My beloved parents (Gunawan and Sulastri) who keep on praying for my success and life;

My beloved sibling; Sri Asinowati, Sri Meilan, Sri Utami, Sri Handayani, Johan Witriguna, Ayu Citra, Kartika Dewi and Chandra Wijaya

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who gave his wonderful support

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# MOTTO

"Always do what you're afraid to do."

-E. Lockhart-

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Bandar Lampung, July 2017

The writer

Victoria Tri Guna

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# I. INTRODUCTION

This chapter discusses introduction of the research used in this study, includes, background, formulation of the problems, objectives, uses, scope, and definition of terms that are used in research.

## 1.1 Background

Writing skill is important for students to master because language usually focuses more on written production. Writing ability also shows how capable students are on their language comprehension since writing would engage all five important components of language; vocabulary, grammar, content, mechanic, and also language use. If the students are able to write well, it means that they comprehend those five components well.

Writing also can be best means to help students to know more about the way they think. It can be harden ideas and thoughts for reflecting on them better than if the ideas remained evolving in their head (Rahmawati, 2014:2). By writing, students also get sharing the information, and maintaining social relationship by communicating with others. In addition, most of the important official documents such as laws, formal regulations, treaties, guaranties, contracts, and so forth are made in the written form. In daily life, people can get announcements, advertisements, letters, informations, even warnings in the form of writing. At

school too, there are a lot of writing works, for instance making a note, making lists, completing laboratory reports and composing any kinds of text and others. Therefore, people are consciously engaged a lot of part of writing and it makes writing skill become very important (Rahmawati, 2014:2).

However, as a matter of fact in Indonesia, there are still many students who do not write to express their ideas through writing. This is probably caused either by their environment which do not support them or by their English teachers who do not give adequate motivations and aids for them to write. These facts are based on researcher's experiences during studying in junior and senior high school, as well as the experience during PPL and also the researcher had done the pre-observation at SMPN 20 Bandar Lampung. She found that there were many students was confused what they should write or to imagine the storyline of their story. Sometimes, they made repeating what they had written. The students also do not know the plot of the story such as the introduction, raising action, climax, until the end or re-orientation of the story. Beside the problem above, the researcher wants to use the comic as the media to improve the writing skill.

In the era of technology, teachers nowadays could use many different kinds of methods, techniques, materials, as well as media to teach writing. They are asked to have a good character, broader knowledge about methods and techniques, more interesting and relevant English materials. By seeing the problem above, the researcher wants to use the comic as the media to improve the writing skill.

The researcher chose comic because comic is a literature that combines text and visual aspect. Mostly people read comic for entertainment. However, some comics are more than just for fun and entertainment. Comic is also used as a learning media. By using comic the learner will be more interested to learn. However, some comics do not have text but they are still meaningful and still entertaining. Therefore, it proves that textless comic can bring message to the viewer.

It is believed that comic is very helpful to help English learner to learn and to improve their English. Hillman (1995:167-169) as cited in Rahmawati (2014:22) states that comic is able to make students pay more attention. When students pay more attention, they will be able to grasp more knowledge and information. It can be understood that when someone see a textless comic, the person has his own story and words in his head that he can use to describe and re-tell the story with his own language. In order to improve writing ability in writing narrative by seeing what happen in the textless comic will be easier by the comic viewer or English learners since they have got some ideas from the comic.

In this research, the researcher tried to find out the best media which hopefully can improve or increase students' writing ability. There are many media that can be used in improving students' writing, but the researcher's focus would be on how the students are able to express their idea and imaginations in piece of paper better. The use of suitable media is hoped can help teacher to create meaningful instructions and also motivate students to improve their writing ability. The media

which makes the reseacher interested for her goal is textless comic. It is because many people, especially students love comics. Most of children and young even adult love comics because of their visual, attractive, humorous, and over all appeal (Hillman, 1995 : 66). Not only that reason, the pictures in the frames add many visual cues to the story line for helping students in understanding the critical literary points of the story.

There have been several studies related to students' ability in writing by using comic. The first study was done by Suryaningsih (2015). She conducted a research entitled *Improving student writing ability in Narrative Text by Using Comic Strips toward.* This research showed the improvement students' writing ability in narrative text by using comic strips. The result of observation checklist proved that the students were very active in the class. They were active in teaching and learning process, doing the writing, and asking about difficult material.

The second study was done by Zuhara (2011). She conducted a research entitled *The Teaching of Writing a Dialog Trough Textless Comic and Themed Picture*. It was found that textless comic helped them arrange the dialog with six pictures in textless comic, it helps the students to give the clues and it is more enthusiastic and fun in learning writing dialog.

The third study was done by Widioko (2015). He conducted a research entitled *Textless Comic to Improve Narrative Text in Writing Ability*. It showed that

comics could improve the students' ability in writing narrative text. It could be proven from the improvement of students' mean score from pretest to posttest, which showed 59.46 to 75.96, with t-value 11.376 and the t- table 2.042.

Based on the background of the problem above, the researcher conducted a research above implementation of textless comic as teaching media to improve students' writing ability. The researcher hoped that by using textless comic, students can improve their writing ability. Based on the statement, the researcher did a research about the implementation of textless comic as teaching media to improve the students' ability in writing narrative text entitled "*Improving Students' Ability in Writing Narrative Text through Textless Comic*"

## 1.2 Research Question

Dealing with the issues presented in the background, the research questions in this research are:

1. Is there any difference of students' writing ability before and after being taught by using textless comic?

2. How are students' response of teaching writing narrative text by using textless comic?

**1.3 Objectives**

Based on the statement of the research problem above, the objective of the researcher is to find as follows:

1. difference of students' writing ability before and after being taught by using textless comic

2. Students' response towards teaching writing narrative text by using textless comic

**1.4 Uses**

The uses of this research are:

1. Theoretically, this research will be useful for supporting the theory about the improvement of using textless comic as a teaching media to improve students' writing ability.

2. Practically, the result of this research hopefully can be used as a consideration for English teacher to apply textless comic as a teaching media in improving students' writing ability

**1.5 Scope**

This research is a quantitative qualitative research. This research was conducted at third year of SMPN 20 Bandar Lampung of academic year 2016/2017. In this case the researcher used one class of ninth grade.

**1.6 Definition of Terms**

In this research, there are several definitions of terms which are used by the researcher, namely:

1. Writing

   Writing is the act or process of producing and recording words in a form that can be read and understood.

2. Narrative Text

   Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or interest the readers to the story. Commonly narrative text is found in story book, myth, fable, folklore, etc. Narrative text uses conflicts among the participants whether internal conflict or external conflict. In some ways narrative text combines all these conflicts.

3. Comic

   Comics are active combination of visual image and written word of narrative text dialogue. Comic is a media for conveying story by illustration images. In truth, comic is a bunch of images that tell the story and it has function for describing the story making the reader understands the story easily.

4. Textless comic

   Textless comic is a comic that contains pictures with a little text or no text inside comic.

5. Writing ability

   Writing ability is the ability of human for expressing their ideas, thoughts, or feelings in meaningful written form.

6. Narrative text writing ability

Narrative text writing ability is the ability to express the ideas in writing narrative text. It contains how to write narrative text such as, generic structure and language features in narrative text.

7. Improvement

Improvement is a significant different of students' ability between pre-test and post-test.

That is all about background, formulation of the problems, objectives uses, scope, and definition of terms that are used in this research. The researcher thinks that this chapter still has many weaknesses. It is because restrictiveness of knowledge and references that related to the topic of this research.

## II. LITERATURE REVIEW

This chapter is served the literature of paper and relevant to the theory about theories of concept of writing, narrative text, teaching narrative text, plot, comic, textless comic, comic in classroom, advantages and disadvantages, theoretical assumption and hypotheses as follows:

### 2.1 The Concept of Writing

Writing is a productive skill where people produce their thought in a text form. It can be in the form of hand-written or the printed one. Rohman ( 1965: 107-8) as cited in Hyland (2002: 24) states that Good Writing must be authentic and unique based on the person creativity and their uniqueness within his subject. Bad writing is a copycat or an exactly the same written words that we have taken from another literature and we combine it with other echos in our writing. That statement is clearly defined that a product of writing must be creative and has uniqueness that is different to other writing products. However, copying without any paraphrasing or grasping the idea from what we have read will drop the quality of our writing to the bottom.

Brown ( 2001: 342) states that written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of the English vocabulary. It can be understood that vocabulary is

very important in writing. The more vocabulary that the writer has, the better writing that he can produce. Otherwise, for some English learner, composing ideas to write and using various vocabulary to make the writing product rich and enjoyable is not easy. They often find difficulties in assembling words. Therefore, there are lots of unimportant and boring repetition of words in the writing product because of lack of ideas. By using textless comic, the researcher wants to see if the process of brainstorming and composing writing will be much more easier and more fun than just writing on a blank paper. Making it fun will boost the students' passion in writing and make writing enjoyable.

## 2.2 The Concept of Narrative

Bennet and Royle (2004:53) states that the simplest way to define narrative is as a series of events in a specific order with a beginning, a middle and an end. From that theory, it can be understood that narrative must have plot or series of events. Comic comes in the form of visualized narrative. Therefore, it has ordered events from the beginning,the middle, and the end. However, unlike other narrative literatures such as novel or poem, comic has image to represent the series of events. Some comics come together with text while some others are textless.

Culler (1997:83) states that Narrative is not just an academic subject it is a basic human sense to hear and tell stories. Narrative recounts events in a form of story. Furthermore, it is not only something written such as poem or novel,

everything that tells story can be categorized as narrative including a textless comic.

## 2.3 Teaching Narrative Text

Teaching narrative text is one of the vital parts of language learning. According to the curriculum, writing narrative text is intended to be taught at schools. It is because one of its purposes is to give students discourse competency for creating narrative text. Actually, to write narrative text can be useful for the students retelling the story or previous the experiences that they passed in written form. The ability to communicate written in a second language clearly and efficiently contributes to the success of the learner in the school. Therefore, it is essential that language teachers' pay great attention to teaching writing, especially in narrative text.

In the truth, teaching is the process to make students learn. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. As we know that one of the purposes of teaching is to make the students learn. Equally, to make students learn, writing narrative text for instance, needs many supporting elements to motivate and interest the students, one of those is media. Rather than leading students to memorize or use media which is uninteresting, providing a rich environment by using comic as an alternative way for teaching writing is desired. As the result, the students can be more attracted to the lesson and more active in learning process.

**2.4 Plot**

Selden (2005:34) states that Aristotle defines plot as the arrangement of incidents. Plot is sequences of events that make up a story. A Plot is very important to flow the story from the introduction, raising action, climax, until the end or re-orientation of the story. Without plot, a story will be difficult to be understood and confusing.

Moreover, Culler (1997:84) states that, a good story is a story that has a beginning, a middle, and an end. Therefore,Plot is very important in a story since it devises the events in a story from the Prologue, raising action, climax, falling action to the end of the story. It will flow the story from the introduction or prologue, to the rising action, reaching the climax and going to the falling action where the problem or the conflict in the story is solved until it ends.

Culler (1997:84) discovers that plot has two ways of thinking. The first is a way of making genuine story by arranging some events. In the second way, plot is what gets shaped by narrative. It means that a story can be made by arranging sequence of events from the begining to the end before the writer goes further with additional ideas, or from some ideas that later get plotted (plot that is shaped from narrative).Example of story that is made by plotting sequence of events is historical event or story of famous people in the past which already has the sequence of events. Moreover, example of storythat is made by plotting some ideas or some themes is common American or Japanese comic such as Batman or Dragon Ball which came up from certain theme.

As a literature, comic has plot to devise the event and to flow the story. However, unlike the other literatures such as novel or novella, plot in a comic is not the same. Since comic has visual aspect in it, the plot in a comic is easier to be undertood than the plot that a novel has. The pictures in a comic help the reader to understand the story and also help the comic writer to develop the idea and to express the feeling and emotion of the characters that will make the story more alive.

## 2.5 Comic

Comic is medium for conveying story by visualization or illustration images. Equally, comic is mage in which the images have a function for describing the story to make the reader understand the story easily. Comic also can be interpreted as narrative artwork. Furthermore, Brocka (1979:27) states that comics are dynamic combination of visual image and written word of narrative and dialogue. They have just the cohesive and choreographed imagery we need to reach our students.

Comic typically appears in three or four square-shape cells, called panels. The panels are arranged in row and are read from left to right or right to left for Japanese Manga (Rahmawati, 2014:20-21). There are two categories of comic, namely comic books and comic strips. Comic books are series of pictures, narrative dialogues which are printed in book. Comic strip is series of pictures, narrative dialogues which are printed periodically in every week or monthly in the newspaper and internet, it usually consists of 3 until 6 pages.

**2.6 Textless Comic**

Hillman(1995:7) as cited in Rahmawati (2014:21) states that,textless comic is pure comic that contains very minimal text. It means that textless comic uses more illustration and less text to deliver stories or ideas. Moreover, textless comic, as its name, is usually available without text at all. Having no text does not make textless comic unclear. The illustration is able to represent the story. Therefore, using textless comic in learning a language will help the students learn how to interpret images by using their own style of writing and diction.

Lukens (1999) as cited in Jalongo (2002:167) states that in a high quality wordless picture book, the picture will tell the story. Textless comic tells a story with its illustration without text. However, it does not mean that a textless comic cannot be changed. People has different interpretation through textless comic that they see and they are free to have their own story about that comic in their head. Therefore, textless comic can be used as a writing media to help English learners brainstorm their ideas. In this case, the researcher wants to see how the English learners develop the story that a textless comic has by their own knowledge and imagination.

**2.7 Teaching Narrative Text through Textless Comic**

Narrative text means telling a story. As we know that, story contains series if actions and involves characters. Pumawati (2011:5) states that narrative text is an account of sequence of events, usually in chronological order. It means that narrative has series of actions. It is a text which retells the story or previous

experiences. It begins with the opening, next is followed by the events and the last is ended by resolution where the problems in the story is solved.

Comic is kind of art work which can be used as a media in teaching learning process. As one of media that can be used in language learning, comic can be applied in writing class, especially in writing narrative text. It is because comic has similarity or relation to the narrative text, both of those contain series of actions for instance. In writing process, textless comic have the advantages in helping students to generate the ideas. Generating ideas is important for the students because this is one of steps in prewriting. After that, by using textless comic students can organize the ideas and set the ideas into sentences on the papers. So based on the statement above, it can be concluded that comic is relevant media for teaching writing narrative text.

Furthermore, comic is a series of pictures that tell a story. Series of picture are really serviceable in teaching writing because they provide complete ides to stimulate students' imagination (Hornby, 1973). The story in comic consists of the elements of narrative which is useful for students in prewriting process where the students compose their writing. This is in the line with Wright (1999 cited in González-Espada, 2013) who says that comic strips are sequence of pictures which are related to a narrative text.

Moreover, textless comic can enable students to identify the elements of the story begins with the characters, setting, plot, and also the theme through illustration images. Before writing, students can explore the elements of the

story and generate the ideas as the part of prewriting process. Thus, by knowing the elements of story, it can be easier for students to write their own story

## 2.8 Procedures of Teaching Narrative Text through Textless Comic

According to Edelstein and Pival (1988:11), there are three steps of writing. Those are prewriting, writing, and rewriting. These steps are used to make the process of writing more efficient. Not only are those, but also these used to make the writing process more effective. There are:

1. Pre-Writing

   Pre-writing refers to the selecting the general subject, restricting the subject, generating the ideas, and organizing the ideas.

2. Writing

   In this step, the writer sets the ideas in his/her minds into words, sentences, paragraph, and etc. on the papers.

3. Re-Writing

   The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

Referring to the statement above, the researcher used those steps consists of pre-writing, writing, and re-writing. Here are the procedures of writing narrative text through textless comic:

1. Pre-writing

- Students are divided in some groups.

- Students pay attention to the teacher's explanations about generic structure and how to organize narrative text.

- Students observe the textless comic which is given by the teacher.

- Students in group discuss about the topic in the comic they received.

2. Writing

- After discussing, students arrange the main idea or plot of narrative text in papers according to the textless comic which they received.

- Students in group write narrative text completely.

- Each member in every group should give contribution in expressing their ideas and opinion.

3. Re-writing

- Students are asked to re-write if there is error in grammar, vocabulary, content, mechanic, etc.

- Students follow the reflection from the teacher about teaching learning process that they have done.

The process of writing above is integrated with a procedure if teaching learning process adapted from paltridge (2001:31). They are:

1. Building knowledge of the field related to the narrative texts and their features (including grammar theory of Past Tense, Direct and Indirect Speech).

2. Modeling of the narrative text and writing narrative text using comic

3. Join construction of the text (collaborative writing in group),

4. Independent writing as writing test.

In the teaching learning process, the students would be given narrative text then the students analyzed the generic structure and language features which is used in the text. After that, the researcher gives textless comic and it id followed by a modeling on how to write a narrative text based on the story in the texless comic. The students will write a narrative text in group by following the procedures in modeling. In writing test, students would write a narrative text individually.

## 2.9 The Advantages of Textless Comic

There are some advantages of using textless comic as a teaching media. Textless comic gives the students the clue of chronological events or stories. It can help students to generate ideas easily based on visualizations contain in the comic. The use of textless comic is actually means to help students in imagining and enabling of students' understanding to identify the elements of story (plot, characters, theme, etc.) through visual and dialogues in the sequential events. Students' confusion in writing could be avoided. The treatments give students different situation of teaching and learning process, so it makes students easy in following the teaching learning process.

## 2.10 Disadvantages of Textless Comic

Beside the advantages, textless comic as a teaching media has some disadvantages or weaknesses. The disadvantages of using textless comic are not

easy to find appropriate comic. Teacher also must prepare the comic by editing the comics when they will teach their students by using textless comic. It is because textless comic cannot find in store. Actually, if we want to use it in teaching learning process, we must prepare it and it will take times because sometimes there is number of pages of comic which must be considered.

## 2.11 Theoretical Assumption

Based on the frame of theory and explanation above, the researcher assumes that use textless comic in improving writing ability of students can give positive effect. For instance, the students can build their imaginations. It also can motivate students, make them want to pay attention and take apart, and also make students more active in expressing their ideas.

## 2.12 Hypotheses

Hypothesis is the tentative answer to the problem of the research that theoretically considered possibly or highest the level of her truth. It is tentative truth determined by researcher that should be tested and proved. In other words, it needs to be explored more. Hypothesis is usually used in researches which applied quantitative using model deductive-verificative. There are several assumptions which are used as basis for composing the hypothesis. In this research, the researcher assumes that comic, especially textless comic can improve the students' writing ability because by using textless comic students will have motivation or imagination to memorize vocabulary. Moreover, textless comic as an alternative media for teaching writing is desired. So students are

hoped to be more interested to the lesson. Not only that, but also the researcher assumes that students are able to express their imaginations. Therefore, the sequences of pictures in the textless comic surely are able to help students better for improving students' vocabulary. It can lead and guide students to write meaningfully according to the story line (related to the organization) and they can memorize word by word in the pictures (appropriates with the picture). So the researcher composes hypothesis. The hypotheses in this research are:

- There is difference of students' writing ability before and after being taught by using textless comic.

# III. RESEARCH METHOD

In this chapter, the researcher deals with several points, that are research design, variables, population and sample, data collecting techniques, instruments, validity and reliability of the instrument, scoring, level of difficulty, research procedures, data analysis, and hypothesis testing as states below

## 3.1 Research Design

This research is quantitative qualitative research to find out the difference of students' writing ability in writing narrativ text by using textless comic and to find out students' response of teaching writing narrative text by using textless comic. This research took the writing skill as the dependent variable because it was assumed that writing skill was affected by textless comic as the independent variable. The class had got treatment from the researcher and also pre-test and posttest. In order to see whether textless comic could improve the students' writing ability or not, it was determined by the difference scores of pre-test and posttest. Then, for the students' response the researcher used the questionnaire.

The research design can be represented as follows:

| T1 X T2 |
| --- |

Where:

T1      : Pre-test.

X       : Treatment (using textless comic as media).

T2      : Post-test.                       (Hatch and Farhandy, 1982:22)

The improvement of students' writing ability is caused by the application of the treatment in the class but not because of the repetition of the test. In this research, the researcher did the treatment three times in the class which is given after pre-test.

## 3.2 Population

Population is the total elements, subjects, or members that possess a specified set of one or more common characteristic that define it (Wiersma, 2000: 459). In this research, the researcher took Junior High School 20 Bandar Lampung as the population. There were nine classes of the third grade of that school. Total of students in all class at SMPN 20 Bandar Lampung are 294 students. The number of the student of each class was 30 students. Their age range was around 11 to 14 years old female and male.

## 3.3 Sample

Sample is the subject of individuals form a given population states by Nunan (1992). Sample must represent the population, as it is part of population from generalization was taken. The sample classes were chosen by English teacher of that school. The researcher chose this way to determine the sample class because

she did not want to disturb teacher's teaching learning program that had been running at that time. The researcher had taken one of classes of class nine.

## 3.4 Instrument

In this research, the researcher used textless comic for conducting her research. In getting the data, the researcher employed two kinds of instrument. The first was writing test and the second one is questionnaire to find out students' response towards teaching writing narrative text by using textless comic. The instrument was the test of writing ability of students to write a story in the papers. The instrument of this research will be explained as follows:

### 3.4.1 Writing Test

In this research, the researcher has two kinds of writing test as follows:

1.  Pre-test

The researcher administered pre-test before the treatment. It aimed to know how far the students' writing skill before the students was taught by using textless comic. In the testing process, the students should write a narrative text themselves. This result of the test became the evaluation before the use of textless comic as medium in writing narrative text was applied.

2.  Post-test

Post test was administered after treatments to see whether the elements of writing skill improved by using textless comic. It could be seen from the average scores of pre-test and post-test.

**3.5 Validity**

Validity is an extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. This means that it relates directly to the purpose of the test. Actually, there are five types of validity but researcher only wants to describe two of those types of validity, there are content validity and construct validity. Content validity is intended to see whether the test is good reflection of what have been taught. Construct validity focuses on the kind of the test that was used to measure the ability (Hatch and Farhady, 1982:250). In this research, researcher administers a writing test and the technique scoring students' writing was based on five aspects; content, language use, form, mechanic and vocabulary and the questionnaires from the experts in each field will be used.

**3.6 Reliability**

Reliability is measure of accuracy consistency, depenability, or fairness of scores resulting from administration of particular examination. Reliability of the test is consistency which a test yields the same result in measuring whatever it measures. Moreover a test cannot measure anything well unless it measures consistently (Haris, 1974:14). Reliability of the pre-test and post-test writing is examined by using statistical measurement proposed by Shohamy (1985:213). To measure how reliable the scoring is, the researcher uses *Inter-Rater Reliability* refers to statistical measurements that determine how similar the data collected by different raters are. A rater is someone who is scoring or measuring a performance,

behavior, or skill in human or animal. It is important for the raters to have as close to the same observations as possible because it ensures the validity in the experiment. In this research, the first rater is the writer herself and the second rater was teacher at SMPN 20 Bandar Lampung. They discussed and considered about the writing criteria in order to obtain the reliable result of the test.

After getting the students' final score and calculating the score, the writer uses *Pearson Product Moment* to see whether the tests (pre- and post-test) are reliable or not. The result of those tests are calculated by *Pearson Product Moment* whose formula is:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

$R_{xy}$ : coefficient of correlation between the x and y variables

$\sum xy$ : the sum of the multiplication of the x and y variables

$\sum_x 2$ : the sum of x quadrate

$\sum_y 2$ : the sum of y quadrate

$(\sum x)^2$ : the sum of x is quadrate

$(\sum y)^2$ : the sum of y is quadrate

(Hatch and Farhady, 1982: 222)

## 3.7 Questionnaire

Questionnaire was distributed after post test to see Students' response towards teaching writing narrative text by using textless comic. The researcher used closed

ended questionnaire adopted from Jack C. Richards (2001:224). The purpose of this questionnaire was to assess whether the students likes the textless comic media. By using closed ended questionnaire, the researcher hopefully would find the important data without manipulation. This questionnaire was developed based some aspect:

1. Teacher' Performances

2. Teaching Materials

3. Teaching Learning Process (Language Teaching Technique)

## 3.8 Research Procedure

The procedures of the research are as follow

1. Constructing an instrument for pre-test and post-test

2. Selecting the population and sample of the research

3. Tying out the instrument (writing test)

4. Administering the pre-test

5. Conducting the treatments

6. Administering the post-test

7. Distributing the questionnaire

8. Analyzing the test result (pre-test and post-test)

9. checking the result of questionnaire

## 3.9 Data Analysis

In order to see whether there is an improvement of students' writing and, the researcher examines the students' score using these following steps:

1. Scoring the pre-test and post-test.

2. After getting the raw score, the researcher tabulates the result of the test and calculates the core of pre-test and post-test. Then, the researcher uses SPSS to calculate mean of pre-test and post-test to see whether there is an influence or not after students are taught by using textless comic.

3. Drawing conclusion from the tabulated the result of the pre-test and post-test. The researcher uses Statistical Package for Social Science (SPSS) for windows version 15 to test whether there is an influence or not.

4. Checking manually the result of questionnaire after thus, the researcher use SPSS for concluding the Students' response towards teaching writing narrative text by using textless comic

**3.10 Hypothesis Testing**

The hypothesis testing is used to prove whether the hypothesis process in this research is accepted or not. The hypothesis is analyzed by using repeated measures T-test of Statistical Package for Science (SPSS) windows version 15. The hypotheses as follow:

$H_0$ : There is no difference of students' ability in writing narrative text before and after being taught by using textless comic

$H_1$ : There is difference of students' ability in writing narrative text before and after being taught by using textless comic

If $P < 0, 05$ $H_1$ is accepted
If $P > 0, 05$ $H_0$ is not accepted

The researcher used the level of significance 0, 05 in which the hypothesis is approved if sign < p. it means that the probability of error in the hypothesis is 5% only.

# V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teacher who want to try to use textless comic as their media in teaching writing and for the future researchers who want to conduct similar research.

## 5.1 Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions as follows:

1. There is difference before and after students' ability in writing narrative text by using textless comic. It can be concluded that using textless comic is an alternative way for teaching writing narrative text.

2. The use of textless comic as a media is believed to improve the students writing skill. It can be proved from the result of the questionnaire that shows the mean each aspects of the questionnaire are 3 points.

## 5.2 Suggestion

Considering to the finding of the research, the researcher would like to recommend some suggestion as follow:

1. The researcher suggests the teachers to use textless comic as media in teaching narrative text. The reason why the researcher suggests it because

since the researcher teaching writing by using textless comic in narrative text, the researcher can give better result for students.

2. English Teacher can use Textless Comic in teaching writing narrative text as the media that can be applied in the class. It is because this media can improve the students' understanding of narrative text.

3. This research used textless comic to improve students' ability in writing narrative text in junior high school. Further research can use textless comic other skills such as speaking or listening.

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