IMPROVING STUDENTS' NARRATIVE WRITING ABILITY THROUGH THE USE OF TEXTLESS COMICS IN VOCATIONAL HIGH SCHOOL 4 BANDAR LAMPUNG

(Undergraduate Thesis)

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ABSTRACT

IMPROVING STUDENTS NARRATIVE WRITING ABILITY THROUGH THE USE OF TEXTLESS COMICS IN VOCATIONAL HIGH SCHOOL 4 BANDAR LAMPUNG

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This study aims to investigate whether the use of textless comics can improve students' narrative writing ability by using textless comics as the media. A quantitave one-group pre-test and post-test design was applied to one class of eleventh grade students. The data were collected using narrative writing tests before and after three meetings treatment. The results show that students' narrative writing scores improved after the treatments. Textless comics helped students generate their ideas, arrange the story sequences, and implement narrative structure more clearly. Improvements were found in some writing aspects, including content, organization, vocabulary, language use, and mechanics. Statistical analysis presented a significant difference between pre-test (62) and post-test (71) result. This proves that textless comics positively affected the students writing performance. Although the post-test mean score (71) did not meet the school's minimum mastery criterion (75), students show a clear progress. Therefore, textless comics can be considered an effective learning medium for teaching narrative writing in vocational schools.

ABSTRAK

PENINGKATAN KEMAMPUAN MENULIS NARATIF SISWA MELALUI PENGGUNAAN KOMIK TANPA TEKS *(TEXTLESS COMICS)* DI SMK NEGERI 4 BANDAR LAMPUNG

Oleh

Salsabilla Mahendrayani

Penelitian ini bertujuan untuk melihat apakah penggunaan komik tanpa teks (*textless comics*) sebagai media pembelajaran dapat meningkatkan kemampuan menulis naratif siswa. Penelitian ini menggunakan desain kuantitatif dengan model *one-group pre-test and post-test* yang diterapkan pada satu kelas siswa kelas XI. Data dikumpulkan melalui tes menulis naratif yang diberikan sebelum dan sesudah tiga kali pertemuan perlakuan.

Hasil penelitian menunjukkan bahwa skor kemampuan menulis naratif siswa mengalami peningkatan setelah diberikan perlakuan. Komik tanpa teks membantu siswa dalam mengembangkan ide, menyusun urutan cerita, serta mengimplementasikan struktur naratif secara lebih jelas. Peningkatan ditemukan pada beberapa aspek penilaian menulis, meliputi isi, organisasi, kosakata, penggunaan bahasa, dan mekanik. Analisis statistik menunjukkan adanya perbedaan yang signifikan antara hasil pre-test (62) dan post-test (71). Hal ini membuktikan bahwa penggunaan komik tanpa teks memberikan pengaruh positif terhadap performa menulis siswa. Meskipun rata-rata skor post-test (71) belum mencapai Kriteria Ketuntasan Minimal (75) yang ditetapkan oleh sekolah, siswa menunjukkan adanya kemajuan yang jelas. Oleh karena itu, komik tanpa teks dapat dipertimbangkan sebagai media pembelajaran yang efektif dalam pengajaran menulis naratif di sekolah menengah kejuruan.

Kata Kunci: *Teks Naratif, Komik Tanpa Teks, Sekolah Menengah Kejuruan, Menulis*

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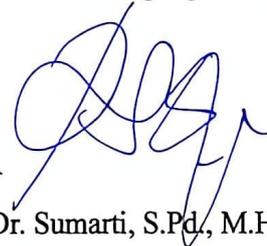
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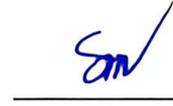Dr. Sumarti, S.Pd., M.Hum.
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 4 Februari 2026

Yang membuat pernyataan,

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CURRICULUM VITAE

Salsabilla Mahendrayani was the only child of her beloved parents.She was born in Bandar Lampung on June 26, 2004. She grew up in Bandar Lampung and developed an early interest in English.

she completed her elementary education at SDN 1 Kupang Kota. After that, She continued her junior high school education at SMPN 3 Bandar Lampung. Then, she completed her vocational secondary education at Vocational High School Four Bandar Lampung, majoring in Tourism, and graduated in 2022. In the same year, she was accepted into the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung. During her study, she developed strong interests in English language teaching, teaching media, and classroom practice.

Throughout her academic journey, she gained meaningful teaching experience. She has taught English for approximately two years at an English course institution. In addition, she also conducted a one-month teaching internship in Tulang Bawang Barat, where she taught English at a primary school and gained direct experience in managing classroom activities and adapting teaching methods to young learners.

She was also actively involved in student organizations. She became a member of the Finance Division of the Society of English Education Department Students (SEEDS). During the early years of her college life, she was frequently appointed as a Master of Ceremony for academic events and competitions, through which she gained valuable experience that contributed to her personal and academic development.

MOTTO

"I have put my trust in Allah—my Lord and your Lord. There is no living creature that is not completely under His control. Surely my Lord's way is perfect justice."

(QS. Hud: 56)

"Life is what happens to you while you're busy making other plans."

(John Lennon)

"Carpe diem. Seize the day, boys. Make your lives extraordinary."

(Mr. Keating in the movie Dead Poets Society)

DEDICATION

Bismillahirrahmanirrahim, in the name of *Allah Subhanahu Wa Ta'ala*, the Most Compassionate, Most Merciful, all praise is due to Allah Subhanahu Wa Ta'ala, who has always blessed, guided, and given me strength throughout the process of this thesis, I dedicate this work to:

My beloved parents, *"Ayah dan Ibu",* whose endless prayers, sacrifices, and unconditional love have always been the foundation of my journey. Words will never be enough to repay what you have given, but this work stand as a small tribute of your devotion. May I be given many more times to repay all the love you have given to me.

And to myself, who walked this path through all the fear, doubt, and anxiety, yet remained to continue. For the sleepless nights, the wanting-to-give-up moment, and the courage to raise again. This work is a reminder that I am capable of more than I once believed.

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CONTENTS

PICTURES

APPENDICES

I   INTRODUCTION

This chapter discusses the background of the research, research question, objective of the research, uses of the research, scopes, and definition of terms.

1.1 Background

In English language learning, students are required to master four important skills which are listening, speaking, reading, and writing. These skills are important because they help learners communicate effectively in English. Among them, writing is often seen as one of the most important skills, especially when English is a foreign language like in Indonesia. Writing is more challenging because it demands more details, even in the basic level. This is mainly because writing is commonly used in formal and academic contexts, where clear structure, correct grammar, and appropriate vocabulary are very essential.

According to Brown (2001), writing is not only about putting words into paper. It involves much more than simply forming sentences. He explains that a written product is actually the result of an organized process. They include thinking about the ideas, making the draft, and revising to make it perfect. In addition to Brown's explanation, Linse (2005) also discuss the writing process by dividing it into four main stages which are the pre-writing stage, the writing stage, revising and editing.

Each of these stages is important to help students become better writers. In the pre-writing stage, the students may gather ideas, make outlines, and decide what they want to say before they write it down. Next to the writing stage, they may begin to turn their ideas into sentences and paragraphs which they then become their first draft. In this process, they might still have grammar mistakes or unclear ideas. That is why in revising stage, teachers can help students check their content of the writing. In the stage of editing, the students are asked to review and recheck their

work for spelling, grammar errors or even improving their sentences better and make sure the ideas they want to express is delivered clearly to the readers.

Other than the steps or processes that learners must go through when writing, there are also several important aspects that they need to be considered in order to produce a good piece of writing. Writing is not only about finishing a draft, but also about making sure that the quality is high. Jacobs et al. (1981:90) state that there are five aspects that writers should pay attention to in order to create a good written product. These are content, organization, vocabulary, language use, and mechanics.

On the other hand, although writing is a very important skill to be mastered in learning a language, it is also considered one of the most difficult skills compared to the others. Writing can be more challenging because it requires a combination of several abilities at the same time, such as grammar, vocabulary, spelling, organization, and creativity as what Jacobs et al. explains previously. Learners must also be able to express their thoughts clearly and logically in written form, which is often more difficult than speaking, where mistakes are more easily accepted.

According to Mulyono et al. (2020), many students feel nervous or anxious when they have to write in a second language. This fear or lack of confidence can make them hesitant to express their ideas freely on paper. In the end, students may avoid taking risks or trying new ways of expressing themselves. This hesitation can hinder them to explore and experiment which are very important to improve their writing skills. Without the freedom to try, make mistakes, and revise, students may find it difficult to grow as writers. This challenge makes it even more important for teachers to create a supportive environment where students feel comfortable practicing their writing without fear of being judged.

This situation is in line with the problems the researcher found in vocational high school 4 Bandar Lampung, which was the location where this research took place. Based on the observations, many students seemed confused and unsure about what to do when they were asked to write, especially when writing in English. They often had no clear ideas to start with and lack of strategies to plan their writing.

Most of the time, they did not organize their thoughts before writing, which results in poor written products. One major reason behind this is that students found writing, especially narrative writing, boring and difficult. According to Knapp and Watkins (2005), narrative writing allows students to express experiences, feelings, and events through storytelling. However, many students struggle because they are not used to thinking creatively or structuring their ideas into a complete story. Without proper guidance and interesting learning media, students may see narrative writing as a boring task instead of an opportunity to stimulate their cognitive to make an interactive story. Because of this, they tend to lose interest and motivation to learn.

Considering all these challenges, it becomes the responsibility of teachers to help students overcome these problems. It is not enough to simply ask students to write but teachers must also guide and support them throughout the writing process. Therefore, teachers should find better and more engaging media to improve the teaching and learning process. The goal is to help students become more confident and skilled in writing by encouraging them to generate ideas, use appropriate vocabulary, apply correct grammar, and organize their paragraphs effectively. When students are taught in a more interactive and meaningful way, writing can become more enjoyable and productive for them.

Based on the statement above, the researcher is inspired to apply a medium that can help the students achieve a better result of writing. One effective medium for improving students' writing skills is textless comics. According to McCloud (1993) comics combine visual and textual storytelling which can help students understand the correlation between words and images. According to Amrizal (2022) students are better at writing stories when they use comics. With the help of comics, students can easily come up with ideas and develop them when they write. In addition, using comics can also help students improve several important writing skills. For example, they can learn how to build better sentence structure and arrange the text in the correct order by paying attention the panels. Comics also make the writing

activity more fun and engaging, especially for the students who usually feel bored or confused when they are asked to write.

The type of the comics the researcher choose in this research is textless comics, Textless comics are comics that dialogues and narration are not provided, only the images in panels. The researcher choose this medium is because it can stimulate the students' cognitive ability to interpret the images and write down their ideas in the form of narrative writing rather than just reading the passage using visual aids, like textless comics generally. By combining this medium in writing process, students will not only achieve better learning outcomes but also enjoy the process of learning.

Research has consistently shown the benefits of using textless comics in teaching writing. For example, a study by Handayani and Sari (2024) found that textless comics helped eighth-grade students in Central Java improve their writing skills, especially in writing recount texts. The research showed a clear improvement in students' writing scores from 56 in the pre-test to 72 in the first post-test and 77 in the second post-test. This result suggests that using visual cues from comics without words helped students organize their ideas more clearly and write in a more logical sequence.

The second study was by Laksamana et al. (2019). It looked at whether textless comics could help students write better narrative texts and how students felt about using them. The study involved 28 tenth-grade students at SMAN 15 Bandar Lampung. The researchers gave a writing test before and after using comics and also interviewed the students. The writing scores improved from 63.6 to 76.7. Students said they felt more interested, confident, and less stressed. Most of them wanted to use comics again. Therefore, the study shows that textless comics can help improve writing and make learning more fun.

Another research was conducted by Atika and Erlita (2021), the two developed descriptive writing materials using textless comics for tenth-grade students at SMA GEMA BUWANA. Their study followed a research and development model and

included input from both teachers and students. The results showed that students needed visual-based materials like textless comics to help spark ideas, improve observation and reasoning skills, and support independent learning. The final product of their study was validated as "Very Good," that show how effective is textless comics in meeting students' learning needs and improving descriptive writing abilities.

However, related to the previous studies, it can be seen that using textless comics media to improve writing narrative skills has never been conducted in vocational high school in the last 5 years which becomes the gap in this research. Therefore, the researcher aimed to examine whether the teaching writing narrative text using textless comics also can improve students narrative ability in vocational high school. Referring to the discussion above, the researcher took a research study under the title "Improving Students' Narrative Writing Ability Through the use of textless comics in Vocational High School 4 Bandar Lampung."

1.2 Research Question

Based on the background of the problem of this research, the researcher identified the research question as follow:

Is there any improvement of students' narrative writing ability through the use of textless comics in vocational high school 4 Bandar Lampung?

1.3 Objective

Based on the research question above, the objective of the research is to find out whether there is an improvement of students' writing narrative skill after being taught by using textless comics in vocational high school 4 Bandar Lampung.

1.4 Uses

The researcher expect the result of this research can give benefits in many aspects as follow:

1. Theoretically, the result of this research is useful for supporting the theory about the use of textless comics to improve students' writing narrarative skills for the next researchers.

2. Practically, the result of this research is useful for English teachers to find a fun media that can help them to improve their students' writing ability by using textless comics as the media.

1.5 Scope

This is a quantitative study that investigates the use of textless comics to improve students' narrative writing ability in vocational high school. This study focuses on teaching narrative text, particularly realistic fiction. In this research, the textless comics used are traditional, non-digital textless comic strips, presented in printed form that is originally textless. The research used a pre-experimental design using a set of writing tests, which are pre-test and post-test, to determine whether there is an improvement in students' narrative writing ability after being taught through textless comics.

1.6 Definition of Terms

1. Writing

   Writing refers to a complex process that involves generating ideas, organizing them coherently, and using appropriate language to communicate effectively. It is the product of thinking, drafting, and revising, requiring specialized skills to convey ideas clearly and persuasively.

2. Narrative Text

   A narrative text is a type of writing that tells a story. It can be either fictional or non-fictional and is designed to entertain, inform, or convey a message to the reader. Narrative texts typically include elements such as characters, a setting, a plot, conflict, and a resolution

3. Textless comics

   Textless comics are a form of visual storytelling that convey meaning through images without the use of written words. They allow students to interpret and construct narratives based on visual cues that make them useful media for developing writing skills through creative thinking and sequencing.

This chapter has explained the main point behind the research. It included the background, the research question, and the aim of the study. It also described the benefits of the research, the limits of what will be studied, and the meaning of important terms. The next chapter will review related studies and theories to support this research.

II   LITERATURE REVIEW

This chapter explains about writing, teaching writing, narrative text, visual media, comics, textless comics, teaching writing through textless comics, procedures of teaching writing through textless comics, advantages and disadvantages teaching writing through textless comics, theoretical assumptions, and hypotheses.

2.1 Writing

This subchapter will explain the importance of writing as one of the essential language skills that students must learn in school. It will explore various expert perspectives on writing and the aspects of writing.

Writing is one of the most important skills that students must develop at school. As stated by Brown (2001) writing is a product of thinking, drafting, and revising, which are the procedures that require specialized skills. This is also supported by Harmer (2004), who notes that students often have more time to think in writing. This additional time allows the students to think from the planning of what ideas should be written and make it more careful construction of ideas.

Writing is a complex process that involves multiple stages, including prewriting, drafting, revising, and editing. Each stage requires different skills and strategies that make writing become one of the most challenging language skills to master. Competent writing is often considered as the last language skill to be acquired, as it demands a high level of cognitive and linguistic ability. To achieve a good writing product, there are some aspects of writing that should be considered by the writers. These aspects determine how well the students writing are. Jacobs et al. (1981) stated that there are five components of writing as follows:

1. Content

Writers need to think creatively about the topic they will include in their writing. The content should be informative, substantive, and relevant to the topic

2. Organization

Organization refers to the ability to create a clear and coherent structure in a paragraph. Writers must ensure their writing is well-organized and cohesive with a logical idea that makes it easy for readers to follow and understand the text.

3. Vocabulary

Choosing the right vocabulary is important for making writing clear and easy to understand. Students should be mindful of word choice and appropriate diction to convey meaning effectively.

4. Language Use

Language use involves the correct application of grammar, including agreement, tense, number, word order, articles, pronouns, and prepositions. It refers to the writer's ability to construct complex sentences and convey ideas accurately. Proper grammar is the key to ensure that the writing is clear and professional.

5. Mechanics

Mechanics cover the technical aspects of writing, including spelling, punctuation, and capitalization. Additionally, factors like font size and paper format also contribute to the overall presentation and readability of the writing. Attention to mechanics ensures that the writing is easy to read.

In conclusion, writing is not just a mechanical act of putting words on paper. Otherwise, it is a complex process that involves critical thinking, creativity, and a deep understanding of language. There were also aspects that need to be considered while making writings. Writing is a crucial skill for students to develop their writing

skills, as it enables them to express their ideas, convey messages, and achieve their academic and personal goals.

2.2 Teaching Writing

This subchapter will discuss the concept of teaching writing, which will be focusing on how teachers can guide their students to become proficient writers. It will cover the fundamental components of writing. Additionally, the subchapter will examine key principles for effective writing instruction, and the genre of writing texts.

Teaching writing refers to the activity of teacher in guiding his/her students to become good writers. Teaching writing is a valuable skill that helps students express their creativity and ideas through words. Brown (2000) defines teaching as the process of demonstrating or assisting someone in learning how to do something. This involves providing knowledge and facilitating understanding, ultimately helping the learner acquire new skills or insights.

This is supported by the statements of Raimes (1983) that teaching writing is a unique way to enhance learning. Writing not only reinforces what students are learning but also encourages critical thinking and a deeper understanding of the material. When students write, they have to process information, organize their thoughts, and present their ideas logically and coherently. This process helps solidify their knowledge and improves their ability to communicate complex concepts.

Becoming a good teacher of writing is not as easy as it sounds, Nunan (2003) described the principles of writing as follows:

1. Understand the students' reasons for writing
    Teachers need to understand and explain clearly about the goals of the learning process so that students know why they are doing certain activities. When students understand the purpose of a lesson, they are more likely to stay motivated and take the task seriously. Writing is not just about getting perfect sentences but it is also a way to express thoughts, feelings, and

creativity. By making the goals clear and meaningful, teachers can help students become more engaged and make their writing meaningful.

2. Provide many opportunities for students to write

Writing always improves with practice. The more practice, the more skill will be reached. One of the most difficult challenges students face in writing is the fear of making mistakes. They often worry that their ideas are not good enough or do not make sense. Grammar is another major reason, and many students are afraid of being judged by their teachers or peers. This fear holds them back from practicing, which only traps them deeper in the "pool of mistakes." Without realizing what their mistakes are, they struggle to improve. Based on this point, it is important to create a supportive role of the teacher by carefully create the lesson plans and make sure that the time for writing practice is completely enough. Teachers also should consistently encourage students by reminding them that making mistakes is very natural and every mistake that they create now, will help them to move forward in their future writing process.

3. Make feedback helpful and meaningful

Helpful and meaningful feedback refers to the understandable comments that the teachers give to the students. As the result, they will pay attention much on it and try to correct the errors. This will be the continuation part of the second point where teachers should encourage students to practice writing as much as they can. Now here, teacher also should be able to giving helpful feedback and make the writing be easier for them. Besides, the teachers may use any kinds of strategy to response the students' writing. Finally, the teachers should provide helpful and meaningful feedback that is understandable in order to construct students to look for problem and correct them on their own.

4. Clarify how the students' writing will be evaluated

It is very important to avoid any misunderstanding between what the students are expected to do and what the teacher actually assigns. Sometimes, students become confused or discouraged because they do not

fully understand what the teacher wants from their writing. To solve this problem, teachers should create a clear and simple evaluation rubric. This rubric can show the specific criteria that will be used to assess the students' writing. When students know what is expected, they can focus better and feel more confident in their work. Also, with a clear rubric, students will be able to see exactly where they made mistakes and which parts of their writing need improvement. This will help them learn more effectively and improve step by step.

After making the evaluation process clear through rubrics, it is also important for teachers to guide students through the stages of writing. Writing is not something that should be done all at once. Instead, it is a step-by-step process that allows students to develop and improve their ideas over time.

Linse (2005) discusses the stages for teaching writing that consists of four key stages: planning, drafting, revising, and editing.

1. Prewriting

   In this first stage, students gather and organize their ideas before they begin writing. This might include brainstorming, making a mind map, listing important points, or discussing their ideas with classmates. This stage helps students focus on the topic and decide what they want to say.

2. Writing

   After planning their ideas, students may begin writing their first draft. At this point, the focus is not on perfection but on getting ideas down on paper. Spelling and grammar do not need to be perfect in this stage. The goal is to build the structure of the writing and express the main ideas clearly.

3. Revising

   Now in the revising stage, the students review their drafts to improve the content and organization. They may add more details, change the order of

ideas, or remove unnecessary parts. Teachers or peers can give suggestions to help students make their writing clearer and more interesting

4. Editing

Once the content is revised, students move to editing. In this stage, they check for grammar, punctuation, capitalization, and spelling mistakes. This is where they polish the language and make sure everything is correct.

After students become familiar with the stages of writing, the next important step is to help them understand the different genres of text. Different writing tasks have different goals and structures. According to Knapp and Watkins (2005), there are five major text genres that are often taught in schools: Describing, Explaining, Instructing, Arguing, and Narrating. Each genre has its own purpose and special features.

1. Describing

This genre is used to give detailed information about a person, place, object, or event. The purpose is to help the reader imagine what something looks, feels, smells, sounds, or tastes like. Descriptive texts often use many adjectives and focus on physical features.
Example: Describing a beach, a best friend, or a favorite food.

2. Explaining

The goal of this genre is to help the reader understand how or why something happens. It often answers questions like "how does it work?" or "why does it happen?". Explanation texts usually follow a logical sequence and use cause and effect language. For example, the text that explains how rain forms and why plants need sunlight.

3. Instructing

Instructional texts tell the reader how to do something. They usually give steps in order and use action verbs. These texts should be clear and easy to follow

so the reader can complete a task correctly.

Example: Recipes, how-to guides, or rules for a game.

4. Arguing

The genre is used to present an opinion or point of view of some issues and support it with reasons and evidence. Argumentative texts try to convince the readers to agree with the writer's opinion.

Example: an essay about why school lunches should be healthier.

5. Narrating

Narrative texts are used to tell stories. They include characters, settings, and events that usually happen in order. Narrative often have problems and solutions. It can be a real personal experience or fictional story.

Example: a short story about holiday or a tale about magical adventure.

In conclusion, teaching writing is the activity of teacher to improve the students' ability in writing by using appropriate strategies and suitable materials. Also, there are some steps of writing that need to be done in order to make good writing products. Then, the teacher should guide their students become a good writer so that the students will learn how to write.

2.3 Narrative Text

This session will discuss the definitions, the purposes, generic structure, language features of narrative text.

Crystal (2008) stated that narrative text is a text that consists a story to tell to the readers. To tell this story, it needs to be expressed through some medium, whether it is written or spoken. This process involves translating the story into recognizable words that the recipient can understand. Contrary to this, Knapp and Watkins (2005) argue that narrative is not only about entertaining the readers, but it also has a powerful social role beyond that. Narrative is a way the writer does to change social opinions and attitudes.

There are three main structures of narrative according to Knapp and Watkins (2005):

1. Orientation

    This is the beginning of the story where the writer introduces the characters, setting, and time. Orientation sets the scene and also gives the background information that is needed to follow the further events.

2. Complication

    This part is the time where a problem or conflict appears. The complication part is usually known as the "climax" that makes the story become interesting and attracts the readers' attention. It is there to build the tension and the excitement.

3. Resolution

    This stage shows how the problems are solved or how the story ends. It brings closure to the events and explains what happens to the characters. Sometimes the resolution is happy, sad, or left open for interpretation.

In addition to the core stages, more recent scholar continues to recognize an optional Coda or Reorientation. This part brings the reader back to the present and often includes reflection or moral of the story.

Narrative texts also have special language features that help the writer tell clear and interesting stories. According to Knapp and Watkins (2005), there are three main language features of narrative:

1. Action verbs

    Narrative usually describes what the character does. For example, when a man is chased by a policeman, the verbs like "ran," "saw," and "shouted" are used to show their actions clearly.

2. Time connectives

    Narrative often uses time connectives to show the sequence of the events. Words like "then," "after", "after that" help connect one even to another to make the story be more organized in the right order. For example, the

character might say "After that, we tried to see what was really happening in the police station."

3. Past Tense

Another important feature is the use of past tense. Most narrative texts are written in past tense because they talk about the events that are already happened before. However, if the story might include the direct speech, such as dialogue, present tense might be used. For example: "You should go on," Tom said.

Another essential part of narrative text is the elements, Chatman and Attebery (1993) identified four essential elements of narrative text:

1. Characters

Every story features characters, which are crucial to its development. There are typically two types: main characters and secondary characters. Characters are the most significant element in a narrative. The description of a character includes not only their physical attributes, such as age, weight, and height, but also their personality traits, strengths, and weaknesses.

2. Settings

The setting refers to the time and place where the story unfolds. It helps the reader understand the context of the narrative, detailing the location (where) and the time period (when). This could range from realistic and historical settings to fantastical ones to shape the reader's experience of the story.

3. Plot

The plot consists of a sequence of events crafted by the author to engage the reader and create excitement as the story develops. It begins with an initiating event that sets the main character on a journey to resolve a problem. A well-constructed plot captivates the reader and maintains their interest.

4. Conclusion

The conclusion wraps up the narrative by summarizing the events and presenting the solution to the problems faced by the characters. This final

section provides closure to the story, allowing the reader to reflect on the narrative's outcome.

Other than that, there are various types of narrative texts, each classified based on the nature of the stories they present, such as fabel, legend, and myth and realistic fiction. However, this study focuses on realistic fiction as the narrative genre used in the writing activities. Realistic fiction is a type of narrative that presents fictional characters and events in believable settings that shows real human emotions, behaviors, and experiences. Although the stories are imaginary, they closely resemble real life (Guarneri, 2018). This genre was selected because it is familiar and relatable to students to make it suitable for them to develop their narrative writing skills.

In summary, narrative writing needs several aspects to be considered before students write the writing product. It includes the generic structure to make the sequence be more coherent, the language features to help the readers understand the story better, and the elements that support the story.

2.4 Visual Media

This subchapter will explore several points including the concept of visual literacy and media and its purpose in English learning.

Based on Avgerinou and Petterson (2011), Visual literacy is the ability to understand, interpret, and create meaning from visual materials such as symbols, pictures, images, and graphcs. It is not only about seeing images, but also about reading and using them to communicate ideas. They also explain that visual literacy includes the process of think and learn through visual forms. The visual literacy theory is structured in five main components, these components are followed:

1. Visual Perception

   This refers on how students see and recognize visual elements. Visual perception is the first step because learners must notice visual details before understanding meaning

2. Visual Language

   Visual language means that images have their own system of meaning, similar to verbal language. Images can communicate ideas, emotions, and messages through visual elements and symbols.

3. Visual thinking

   It is the ability to think using the images to organize ideas, solve problems, and plan what they want to express.

4. Visual learning

   Visual learning happens when students gain knowledge through images. Visual can help students understand the concept easily and remember the information longer.

5. Visual communication

   Visual communication is the use of images to share messages to others. This covers all the process to convey what the students have got in previous steps.

According to Rivai and Sudjana (2009), Teaching media can capture students' attention, boost their motivation, and facilitate better understanding of the material. Teaching media offer many benefits that can make the learning process more enjoyable and engaging, which can lead to a better outcome of the students. When students are engaged in the learning process, they may not realize that they are actually learning. This is what they called 'conscious learning'. From this experience, they may view English as a fun subject to learn not to be a burden. They also explain that teaching media can attract students' attention, increase their motivation to learn, and help them better understand the material. Additionally, they allow for more various teaching methods which prevents boredom, and encourages students to engage in more active activities rather than just listening to the teacher's explanations.

One of the popular forms of teaching media is visual media. Arsyad (2014) explains that visual media is used to send messages from a source to a reciever through a sense of sight. This message is presented in a form of visual communications, either it is a symbol or picture. The success of the communication

depends on how the receiever views the visual cues. This argument is supported by Baylen and D'Alba (2015) that graphic design does not treat pictures and words as two different things. Instead, it sees them as equal. They also mention that all language can be seen as visual. This means we do not only "read" words with our eyes but we also read pictures, colors, symbols, and even how things are arranged on a page. This is aligned with how visual is integrated in class to make the learning process be more effective.

In education, visual media can help students learn better by making information more interesting and easier to follow. Teachers can use it to create materials that are both useful and enjoyable to read. When students see how pictures and words work together, they can also improve their own communication skills especially in writing. Visual media is also useful to develop students' writing skills. When students are given a visual prompt, such as pictures or comics, it will make them easier to construct ideas and help them to write from what they interpret. This visual itself can help them to build the vocabulary, organize their thoughts and imagine stories.

In summary, visual media is an essential tool in teaching and learning. It supports students' understanding, enhances motivation, and promotes creativity. Most importantly, it provides meaningful support in the writing process by helping students develop ideas, organize their thoughts, and express themselves more clearly and confidently.

2.5 Comics

One powerful form of visual media that is especially helpful in language learning is comics. Comics are series of drawing that tell a story, usually with text balloons or narrations to explain the events. These drawings are organized in a certain order to make the reader understand what is really happening. Other than that, McCloud (1993:9) defines a comic as "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer." The term "juxtapose" refers to placing two elements side by side that implies that comics involve at least two panels. This

means that a single-panel illustration would not be considered a comic, because it does not show progression or sequence.

In education field, comics offer many benefits. Hillman (1995: 167-169) explains that comics has several important roles in the classroom:

1. Motivation

   Comics are fun and visually attractive. They can make students more excited about the lesson and willing to participate in class.

2. Contextual Learning

   Comics are usually shown in a form of narrative which contains a real or imaginary situations. This means comics can help students learn new words and grammar in meaningful context

3. Interpretation

   The visual in comics can allow the students to interpret what they see. They can explain what is happening in their own words that can support their comprehension and creativity.

4. Guided Practice

   They can be used in language activities, such as answering question, doing dialog substitutions or continuing a story.

5. Stimulating Discussion

   Comics are excellet materials for communication. It can stimulate the students to discuss what have they read or seen or they may also predict what will happen next and share their opinions about the characters or the events.

In short, comics are more than just entertaining visuals but also a powerful education media that supports language learning in many ways. By using comiccs, teacher can create more interactive materials that not only improve the skills of the students but to make the learning process more enjoyable and effective.

2.6 Textless Comics

This subchapter will discuss the concept of textless comics and how it can support the learning process expecially in writing.

Textless comics, also known as wordless or silent comics are a form of sequential art that tell stories using only pictures without dialogue in bubbles or narration. At first glance, the idea of using wordless material in English may seem unusual, since language is generally about words. However, a research by David-West (2012) shows that these visuals can be very effective in helping English as a Foreign Language (EFL) students practice their writing skills.

According to David-West (2012), a series of textless comic can be understood as a form of visual sentences. That each picture or panel represented part of a story can be translated into a verbal sentence. For example, when students view a sequenece of drawing where the characters do some actions like running, falling, and getting back up, they are encouraged to form written sentences that explain such action. This activity helps student to develop their creativity while also construct their grammar and vocabulary through meaningful visual prompt.

One of the strengths of textless comics is their ability to reduce anxiety and increase motivation because there are no difficult words or long passages to read. Therefore, students may take this as a way to be less intimidated and more willing to participate. As Cary (2004) explains, the abundant visual clues in wordless comics give comprehensive input that helps learners understand what is happening in the story without being overwhelmed. This kind of learning also makes the students think creatively and express their ideas with their own words.

Moreover, textless comics support inference making and critical thinking. When students look at the images, they must interpret the story, identify the sequence, and explains the characters' actions or emotions. This process involves both cognitive and emotional responses which encourage students to construct meaning as they go. This makes textless comics a more engaging alternative to traditional textbook tasks, such as writing several sentences based on a series of unrelated pictures.

Another benefit is that students can naturally practice narrative structure. Without explicitly telling them the definition of orientation, complication and resolution, students may get the ideas of the structure because comics panels provide organized events. This helps students learn how to organize ideas in paragraphs and use connectors. Through this visual to verbal way, students not only improve their grammar and vocabulary but also develop their storytelling skill.

Therefore, textless comics are creative and effective way to support sentence writing especially for EFL learners. By using visual, students can build their writing and improve their understanding of english grammar or vocabulary and also narrative itself.

2.6.1 Types of Textless Comics

Textless comics can be classified in several ways depending on the perspective used. To avoid conceptual overlap, this subchapter categorizes textless comics based on medium and origin. Each classification shows different characteristics of textless comics.

1. Types of Textless Comics Based on Medium

Based on the medium they presented, textless comics can be classified into:

a. Traditional (Print-Based) Textless Comics
Traditional textless comics refer to print-based comics presented in physical form, such as worksheets, books, or handouts. The panels are fixed on the page, and readers follow the sequence visually without the use of digital devices.

b. Digital Textless Comics
Digital textless comics are presented through electronic media such as computers, tablets, or smartphones. The visual sequence may appear on screens and can involve scrolling or digital navigation.

This study uses traditional (print-based) textless comics to ensure practicality and equal access for all students in the classroom.

2. Types of Textless Comics Based on Origin

Based on their origin, textless comics can be categorized into:

a) Originally Textless Comics

Originally textless comics are created without any written text from the outset. The story is intentionally delivered only through visual elements, requiring readers to interpret meaning from panels and sequences. Picture 2.1 presents an example of textless comics that is originally textless.

Picture 2.1 Example of Originally Textless Comics

b) Modified Textless Comics

Modified textless comics are adapted from comics that originally contained written text, such as dialogue or narration, which is later removed. After modification, the comics function as textless comics and rely entirely on visual storytelling. The example of textless comics used as the learning media in this study is presented in the picture 2.2 and picture 2.3.

Picture 2.2 Example of before-
modified textless comics

Picture 2.3 Example of after-
modified textless comics

This study uses originally textless comics because they are more flexible since their visual content can be adjusted to suit students' learning materials.

2.7 Teaching Writing through Textless comics

This subchapter will review research that highlight the effectiveness of textless comics in improving writing skills among Indonesian EFL students.

Many researchers have studied the use of textless comics to help improve students' writing skills. These studies show that textless comics can be very useful in the classroom, especially for students learning English as a foreign language.

The first study was done by Atika and Erlita (2021). The purpose of their research was to create descriptive writing materials using textless comics for tenth-grade students at SMA Gema Buwana. They used a Research and Development (R&D) method with six main steps: collecting information, analyzing the data, designing the textless comic material, validating the material with experts, revising it, and creating the final product. To collect the data, the researchers interviewed an English teacher and gave questionnaires to 25 students to understand their learning needs. The results showed that students wanted textless comics to help them learn writing. The pictures helped them to guess and think logically, which improved their understanding. They could also learn by themselves more easily. The comic material was checked by an English teacher and a lecturer, and it received a score

of 4.3, which was considered "Very Good." The final product of the study was a descriptive writing module using textless comics, and it included three types of descriptive texts that matched the students' learning needs. The researchers concluded that textless comics could help students improve their writing by giving them visual support and helping them think clearly.

The second study was conducted by Laksamana et al. (2019). This research aimed to find out whether textless comics could improve students' narrative writing skills, and how students felt about using comics in the classroom. The study used a mix of quantitative and qualitative methods. It used a one-group pretest and posttest design, with 28 students from class X MIA 1 at SMAN 15 Bandar Lampung as the participants. The researchers gave students a writing test based on the school curriculum and also interviewed them to ask about their feelings, such as difficulty, stress, confidence, interest, and motivation. The data from the writing tests were analyzed using a Paired Sample t-test. The results showed that students' writing scores increased from 63.6 in the pretest to 76.7 in the posttest, which means there was a clear improvement. The interviews also showed that students felt comfortable and interested while learning with textless comics. They said they were more motivated and did not feel stressed or frustrated. Most students said they would like to use textless comics again in the future. Based on these results, the researchers concluded that using textless comics could make students more confident and help them write better narrative texts.

The third study was by Handayani and Sari (2024). This research focused on whether textless comics could improve students' skills in writing recount texts. The subjects were eighth-grade students at a public junior high school in Central Java. The researchers used Classroom Action Research (CAR) and carried out the study in two cycles. To collect the data, they used pre-tests and post-tests. The results were analyzed using a mean score formula from Arikunto (2010). The scores showed improvement in each test. In the pre-test, students had an average score of 56. In the first post-test, the score increased to 72, and in the second post-test, it rose to 77. This showed that the students were improving their ability to organize

and write a recount text with a clear and logical sequence of events. The researchers noted that the use of textless comics helped students arrange their ideas more easily, especially when they needed to write a story that made sense from beginning to end.

In conclusion, all three studies showed that textless comics are a helpful tool for teaching writing. The visual support made learning more interesting and less stressful. It also allowed students to be more independent and confident in their writing. These studies prove that textless comics are not only fun and engaging, but also effective in improving students' writing abilities in various types of texts..

However, related to the previous studies, it can be seen that textless comics as the medium of writing narrative text has never been conducted in vocational high school and the product is narrativein the last five years. Therefore, the researcher aims to examine whether the teaching writing narrative text using textless comics can also improve the ability of the students. Referring to the discussion above, the researcher would like to take a research study under the title "Improve students' writing narrative text through the use of textless comics."

2.8 Procedures of Teaching Writing Through Textless Comics

These subchapters discusses procedures of teaching writing through textless comics..The researcher can guide students through each stage of the writing process. These stages include pre-writing, writing, revising and editing. (Linse, 2005).

1. Pre-writing
   a) The researcher introduces textless comics by showing examples of textless comics.
   b) Students are given the practice about the language features and generic structures of narrative text.
   c) Students are given the textless comics and asked to carefully observe each panel and look at the characters, setting, and actions.
   d) To help students understand the visual story, the researcher may ask guiding questions such as:

"What do you think is happening?", "Who are the characters?", or "What might happen next?"

e) Students then discuss their ideas in pairs or small groups and share their interpretations.

f) After the discussion, students are asked to make a story outlines for the beginning, middle, and end of the story.

2. Writing

a) In this stage, students begin to write their first draft based on the ideas they created during the pre-writing stage.

b) The researcher encourages students to turn their ideas into complete sentences or paragraphs.

c) Students are guided to pay attention to grammar, sentence structure, and vocabulary while writing.

d) The researcher provides sentence starters or word banks to support students, especially those at lower proficiency levels.

e) Students write in the target text type which is narrative text following the correct text structure and sequence.

3. Revising

a) In the revising stage, students are encouraged to improve the content and clarity of their writing.

b) The researcher guides students to focus on the meaning and the flow of their story, not just small errors.

c) Students are asked to:

1) Add more details or descriptions

2) Rearrange sentences for better order

3) Replace weak words with stronger vocabulary

4) Remove unnecessary or unclear parts

d) The researcher may ask reflective questions such as:

"Can this part be clearer?", or "Does this idea support your main message?"

4. Editing

    a) After completing the first draft, students move to the editing stage.

    b) The researcher asks students to check their writing for grammar, punctuation, spelling, and capitalization.

    c) To support this process, the researcher may provide a simple editing checklist.

    d) Students may also participate in peer editing, where they read and give feedback on each other's work with guidance from the researcher.

2.9 Advantages and Disadvantages Teaching Writing through Textless comics

In implementing the medium to increase the better skills of the students, several things need to be highlighted. Many researchers have explored the effects of this media and found both advantages and challenges in its implementation.

One of the main advantages of using textless comics is that they can improve students' writing ability. Laksamana et al. (2019) found that students' writing scores increased significantly after learning with textless comics. The students' average score improved from 63.6 (pretest) to 76.7 (posttest), with a gain of 13.1 points. This indicates that textless comics are effective in helping students write narrative texts better, especially in terms of structure and content development.

Another advantage is that textless comics can make students feel more interested and motivated in the learning process. The visual nature of comics helps create a more enjoyable learning experience. Laksamana et al. (2019) reported that students felt less stressed and more confident during the writing activities. Most students said they would like to use this media again in future learning. This shows that comics help reduce anxiety and support a positive attitude toward writing.

Textless comics also help students think creatively. Atika and Erlita (2021) developed descriptive writing materials using textless comics and found that students were able to guess, imagine, and think logically based on the images. This

helps students build ideas more easily and write more independently. This proves that textless comics help students become more creative and expressive in their writing by interpreting the panels by themselves.

In addition, comics can help build logical sequencing, especially in recount texts. Handayani and Sari (2024) observed that students improved in writing well-organized paragraphs after being taught with textless comics. The students became better at arranging events in the correct order and writing stories with more coherence and clarity.

From a classroom management point of view, comics also encourage active participation. Atika and Erlita (2021) stated that students became more involved in classroom activities, and the comic materials helped teachers meet the students' learning needs more effectively. The visual prompts provided by the comics served as a helpful tool for both students and teachers to work with in class.

Although there are many advantages, there are also some challenges or disadvantages when using textless comics in writing classes. The issue is that not all students interpret images the same way. From the content aspect, as reported by Laksamana et al. (2019), students had different perceptions when responding to the story of the comic. For instance, a panel of students buying groceries. Some students might interpret as a story about friendship while the others focus more on the groceries shopping. This could be because of their different backgrounds, levels of English understanding, or previous learning experiences. As a result, the same image might be interpreted in many different ways, which could affect the consistency of writing outcomes.

Another disadvantage is related to the students' grammar and coherence. Handayani and Sari (2024) found that, many students still made grammatical errors and wrote paragraphs that lacked coherence. For example, some students still need help in basic tenses, subject-verb agreement and sentence structure. Even though there was improvement in later cycles, the researchers noticed that some students struggled to connect the ideas smoothly when translating pictures into text. This

shows that textless comics may help generate ideas, but students still need support in language accuracy and writing mechanics.

To sum up, using textless comics in writing classes brings several advantages, such as improving students' writing scores, increasing motivation, encouraging creativity, supporting logical story structure, and making learning more interactive. However, there are also some challenges, including varied student interpretations, and issues with grammar and coherence.

2.10 Theoretical Assumptions

Writing is one of the crucial skills that has to be mastered by the students. However, writing is considered as a productive skills that the students need to put a lot of effort. In teaching and learning process, teachers must use various media to make the learning process enjoyable and effective. One of the media that is believed can improve the students' writing skill is textless comics. Textless comics are effective media to help them in writing especially in the terms of narrative text. This process helps students improve the five parts of writing as suggested by Jacobs et al. (1981): content, organization, vocabulary, language use, and mechanics.

By looking at the panels in the textless comics, students can build the content and organization of their story. The pictures help them get ideas and arrange the events clearly from beginning to end. Later, when students revise and edit their writing, they can improve their language use and mechanics such as spelling, punctuation, and capital letters. Also, while writing the story based on the pictures, students are encouraged to use better and suitable vocabulary to describe what is happening and how the characters feel.

In conclusion, textless comics can function as a medium for students to assess both their comprehension of writing and make the learning enjoyable. It means, by applying this, students can acquire the ability to produce a good writing products and can make the learning process more enjoyable and fun.

2.11 Hypotheses

Based on the background of the problem and theoretical assumptions above, the researcher formulated the hypotheses, which means there is an improvement of the students' writing ability through the use of textless comics in class.

This chapter has explained about writing, teaching writing, narrative text, visual media, comics, textless comics, teaching writing through textless comics, procedures of teaching writing through textless comics, its advantages and disadvantages, theoretical assumptions, and hypotheses.

III   METHODS

This chapter discussed the research design, variables, data sources, data collection techniques, research instruments, data collection instruments, research procedure, data treatment and hypothesis testing.

3.1 Design

In this study, the researcher aimed to find out whether the use of textless comics could improve the ability of students' writing narrative text. To achieve this, the researcher used quantitative approaches. The aspects of quantitative research involved numerical data through pre-test, post-test and treatments. Therefore the researcher used:

$$G = T1 \text{ x } T2$$

G : The group (one class)

T1: Pre-test for students' writing narrative text before getting any treatments.

T2: Post-test for students writing narrative text after getting treatment.

X: Teaching writing narrative text through the use of textless comics.

The researcher used this design for the research question to find out if there was an mprovement of students' writing narrative text through textless comics.

3.2 Research Variables

As explained by Setiyadi (2018), a variable is a term that represents variations within a category of objects, such as gender, achievement, motivation,

and behavior. In this study, there are two types of variables: the independent variable (X) and the dependent variable (Y).

The variables used in this research are defined as follows:

1. The independent variable is the use of textless comics, which was assessed for its effectiveness in improving students' writing abilities.

2. The dependent variable is the students' writing skill, which was measured through pre-tests and post-tests.

3.3 Data Sources

The population for this study consists of 11th-grade students from Vocational High School 4 in Bandar Lampung. To conduct the research, the researcher selected one specific class from this larger group. Due to the school's scheduling system and class organization, it is not suitable to take individual students from different classes. Therefore, the researcher used cluster random sampling as the sampling technique.

Cluster random sampling was chosen because it allows the researcher to select a whole class randomly from the population. This technique is commonly used in classroom-based research where it is not practical to randomly assign individual students. One class was selected randomly from among the available eleventh-grade classes, and all students in the selected class were included in the study. The chosen class consisted of students who will learn narrative text in their semester.

3.4 Data Collection Techniques

Data for this research was collected by doing the pre-test and post-test using the following quantitative methods:

3.4.1 Procedure of Pre-Test

The pre-test aimed to measure the basic ability for students' writing skills, specifically their ability to create narrative texts using textless comics. The following steps were followed for the pre-test:

1. The researcher ensured that the environment is conducive to writing.

2. Students sat individually at their own desks.

3. The researcher distributed the worksheets that include textless comic prompts.

4. Before starting the writing task, the researcher explained the assignment and encouraged students to pay attention to the instructions.

5. Students was asked to write a narrative based on the provided textless comics.

6. Once the time was up, the researcher collected the completed worksheets.

3.4.2 Procedure of Post-Test

The post-test was used to evaluate whether the use of textless comics has improved students' writing skills. The procedures were mirrored those of the pre-test:

1. The researcher ensured that the environment is suitable for writing.

2. Students sat individually at their own desks.

3. The researcher distributed the worksheets, which was again contained prompts for writing a narrative.

4. Before starting the writing task, the researcher reminded students about the assignments and encouraged them to follow the instructions carefully.

5. Students wrote a narrative based on the new textless comics provided.

6. When time was up, the researcher collected the completed worksheets.

The researcher gathered quantitative data through writing assessments, pre-tests, and post-tests. These methods helped measure students' writing skills and assess the impact of using textless comics in improving their narrative writing abilities. The data collection provided the information if it helped tudents understand the narrative writing using textless comics.

3.5 Instruments

Instruments refer to the tools that the researcher used to measure the variable items in the data collection process. A narrative writing assessment was designed to evaluate students' narrative writing skills, particularly in their ability to create stories using textless comics. This approach aimed to provide a comprehensive understanding of how using textless comics can enhance students' writing abilities. Quantitative data collected from this assessment was enabled a thorough analysis of the research objectives. The validity and reliability of the instruments were addressed during the data collection process to ensure the credibility of the findings.

3.6 Data Collection Instruments

The validity and reliability of a writing assessment are essential for its effectiveness in educational research. As stated by Setiyadi (2018), these factors are very crucial when developing an instrument. Validity refers to the extent to which the assessment accurately measures what it is intended to measure, specifically, the students' narrative writing skills. This is to make sure that the scores obtained reflect their true writing abilities.

Reliability, on the other hand, refers to the consistency of the assessment results. It indicates that external factors, such as timing, environment, and assessment conditions, should not influence the outcomes. Ensuring both validity and reliability strengthen the research process and contribute to credible and useful findings.

3.6.1 Validity

The validity of a writing test is very important for making the research results useful. According to Setiyadi (2018), validity helps to make sure that the test gives correct results. In other words, validity means that the test truly measures what it is supposed to measure, in this case, the students' ability to write narrative texts. This makes sure that the scores from the test show the students' real writing skills.

In teaching English as a foreign language, there are five types of validity: face validity, content validity, predictive validity, construct validity, and concurrent validity (Setiyadi, 2018). This study focused on content and construct validity.

Content validity aims to check if the writing test accurately measures students' writing skills. According to Nurweni (2019), the researcher must ensure that the test will cover all the materials being assessed. In this study, a narrative text writing test was used, which was appropriate for second-year vocational high school students. The test was considered valid because it represents the language skills and structures taught in the school-based on curriculum.

Other than that, Construct validity looks at whether the test is suitable based on the theory of what is being tested (Nurweni, 2019). This study needed data on writing scores, so the test had to effectively assess the students' ability to write the text. This means the test was designed to align with the learning goals. For this research, the test included important writing aspects suggested by Jacobs et al. (1981: 90), such as content, organization, vocabulary, grammar, and mechanics.

3.6.2 Reliability

Reliability, on the other hand, refers to the consistency of the assessment results. It indicates the external factors, such as timing, environment, and assessment conditions, should not significantly influence the outcomes. Ensuring both validity and reliability will strengthen the research process and contribute to credible and useful findings.

A test is considered reliable if it produces consistent results. In other words, a reliable test gives similar scores when it is assessed under the same conditions. To ensure score reliability and minimize subjectivity, inter-rater reliability was used by the researcher. This means that the test scores were evaluated independently by two or more raters.

Before scoring the students' writing tests, it was crucial for both raters to agree on the scoring criteria. By having the same understanding of the scoring standards, the raters could avoid different interpretations when giving scores. In this research, the criteria developed by Jacobs et al. (1981: 90) was applied. Using this rubric helped the raters evaluate the students' writing in a clear and systematic way. To

assess how reliable the scoring was, this study employed the Spearman Rank Correlation method using the following formula:

$$R = 1 - \frac{6 \cdot \Sigma d^2}{N\,(N^2 - 1)}$$

r: Coefficient of rank correlation

d^2: Square of differences of rank correlation

d: Sum differences between each pair

N: Number of the students

For the interpretation of reliability, the value can be categorized as follows:

0.8 – 1.0: Very high reliability

0.6 – 0.79: High reliability

0.4 – 0.59: Medium reliability

0.2 – 0.39: Low reliability

0 – 0.19: Very low reliability

In this research, two raters evaluated the students writing using the same scoring rubric and their scores were compared statistically. The researcher used Sperman's rho correlation because the scoring data were ordinal and did not fully follow the assumptions required for parametric correlation. This statistical test was also selected because it is commonly used in educational research to measure the reliability when the data are ranked or when the sample is small.

a). Result of The Pre-Test Reliability

The pre-test assessed students' writing skills before receiving peer feedback. The reliability coefficient was 0.954 that indicated very high reliability. This means the test results were consistent, as both raters evaluated the students' work similarly.

$$\rho = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(150,5)}{27(27^2 - 1)}$$

$$\rho = 1 - \frac{903}{27 \times 728}$$

$$\rho = 1 - \frac{903}{19656}$$

$$\rho = 1 - 0.04569$$

$$\rho = 0.954$$

b). Result of The Post-Test Reliability

The post-test assessed students' writing after receiving feedback. The reliability coefficient was 0.852, categorized as high reliability. It suggested that the post-test results were also consistent across raters, though slightly lower than the pre-test.

$$\rho = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(484)}{27(27^2 - 1)}$$

$$\rho = 1 - \frac{2904}{27 \times (728)}$$

$$\rho = 1 - \frac{2904}{19656}$$

$$\rho = 1 - 0.1477$$

$$\rho = 0.852$$

Overall, the results show that the raters scored the test in a consistent way, either from pre-test or post-test. Because of this, the scores can be trusted and used in the next steps of data analysis.

3.7 Research Procedure

The research will follow these steps:

1. Material and Instrument Selection: Relevant materials are analyzed from the curriculum of the school and the major they take in vocational highschool, books and the internet to choose appropriate study materials and assessment instruments.

2. Population Selection: A sample population are selected from the 11th-grade students, those who learn narrative text.

3. Test Development: A writing assessment was developed for data collection.

4. Data Collection: A pre-test was conducted to assess students' narrative writing skills.

5. Treatments: Instructional sessions was held using textless comics to enhance students' writing skills.

6. Data Collection: A post-test was conducted to evaluate the improvement in students' writing skills.

7. Validation and Reliability Testing: The validity and reliability of the writing assessment was ensured.

8. Data Analysis: The results from the writing assessments were analyzed using SPSS software to see the mean from post test and pre test.

9. Data Interpretation: The data were analyzed to understand the impact of textless comics on students' narrative writing abilities.

These steps outlined how the researcher gathered and analyzed data for the study.

3.8 Data Analysis

According to Hatch and Farhady (1982), below are the steps to analyze the data that have been collected:

1. Scoring of the pre-test and post-test.
2. Tabulating the result of pre-test and post-test.
3. Computing the data to SPSS.
4. Calculating the mean from the results of the test using this formula:

$$\mathbf{M\,d} = \frac{\Sigma d}{N}$$

Md: mean (average score)

Σd: total students' score

N: number of students

5. To know if there is a difference of students writing before and after the treatment, the researcher used this formula:

$$\mathbf{I = M2 - M1}$$

3.9 Data Treatment

According to Setiyadi (2018), using the T-Test for hypothesis testing requires three basic assumptions:

a. The data are interval.

b. The data are taken from a random sample of the population.

c. The data are normally distributed.

Before performing the T-Test, it is important to verify the normality of the data. This is done using a normality test, specifically the One-sample Kolmogorov-Smirnov test. The criteria for assessing normal distribution are:

a) Null Hypothesis (H0): The distribution of the data is normal.

b) Alternative Hypothesis (H1): The distribution of the data is not normal.

The null hypothesis is accepted if the result of the normality test is greater than 0.05 (sign > α). In this study, the researcher set the significance level at 0.05. The normality test result can be found in appendix.

3.10 Report of the Treatment

This research was conducted in the eleventh grade of Vocational High School 4 Bandar Lampung from September 16th to October 14th, 2025. The research followed a structured sequence of pre test, the three metings treatment using textless comics, and a post-test. The purpose of this study is to investigate whether there is an improvement in students' narrative writing ability.

1. First meeting (Pre-Test and Treatment 1) – September 16, 2025

   The first meeting started with the pre-test to measure students' narrative writing ability before the treatment was given. Students were asked to write a narrative text based on a given textless comics. The test was conducted individually in the classroom with supervision. After the pre-test, the researcher reviewed the basic concepts of narrative text, including its definition, purpose, generic structure (orientation, complication, resolution), and language features such as past tense, action verbs, adverbs, and time conjunctions. Students then worked on short exercises to identify the language features, such as choosing which verbs were past tense action verbs. The meeting then continued with a class discussion using another textless comics where students analyzed the characters, setting, and plot events to create a simple story map. For homework, students were instructed to draft the orientation paragraph based on the story idea they had done in class discussion.

2. Second Meeting (Treatment 2) – September 23, 2025

   The second meeting began with a short ice-breaking game to help students focus and understand what they needed to review or correct in their narrative drafts. In this activity, several students came to the board to write simple

sentences, and the rest of the class worked together to correct the sentences. After thei icebreaking, the researcher continued with peer review session. At first, many students were still confused about how to revise their drafts, especially in problems with grammar, sequence of events, and the structure of the orientation paragraph. To support them, the researcher provided guidance on how to review their writing, improve coherence, and use past tense and action verbs correctly

After receiving peer feedback, students' drafts were returned to them, and they needed to reflect on their mistakes. For homework, students were instructed to continue their stories by completing the complication and resolution parts.

3. Third Meeting (Treatment 3) – September 30, 2025

The third meeting focused on helping students to make their work polished through a peer-editing activity. Unlike the previous meeting, which focused on identifying major problem, this session needed students to correct and polish minor errors in their drafts. They exchanged their drafts and worked with their peers to edit errors in grammar, spelling, punctuation and transition words.

After the peer-editing activity, the researcher opened a consultation session where students could ask any questions about narrative writing. The researcher provided individual explanations and guided them on how to improve their writing properly. At the end of the meeting, students were instructed to revise their drafts based on the peer editing and consultation. They were required to bring the final version of their writing the next meeting.

4. Fourth meeting (Post-Test) – October 14, 2025

The fourth meeting was used only to conduct the post-test. The procedure was the same as the pre-test, where students were asked to write a narrative text within 60 minutes with clear instructions. The purpose of the post-test was to measure students' improvement after receiving treatments using textless comics. The results were later compared with the pre-test scores to

determine whether textless comics had an improvement on students'
narrative writing ability.

3.11 Scoring System

The researcher used the writing scoring rubric by Jacobs to evaluate the students
writing narrative assignment. There are five aspects to be tested: content,
organizarion, vocabulary, grammar and mechanic.

In evaluating the students' writing scores, the researcher analyzed the result of
the students' text writing to make sure that the treatment gave an impact or
improvement to the students' writing ability.

The criteria of scoring system are based on the rating sheet from Jacobs et al
(1981). The score of the test is derived as follows:

1.Content: 30%

2.Organization: 20%

3.Vocabulary: 20%

4.Grammar: 25%

5.Mechanic: 5%

Table 3.2. The Scoring Criteria

Aspect	Criteria	Score
Content	Excellent to very good: Knowledge, substantive through development of thesis, relevant theory.	30-27
	Good to average: Some knowlede subject, adequete range, limited development of thesis, mostly relevant to the topic but lacks details.	26- 22
	Fair to Poor: Limited knowledge of subjects, little substance, inadequate development of topic.	21-17

	Very poor: Doe not show knowledge of subjects, no substantive not pertinent, not enough to evaluate.	16-13
Organization	Excellent to very good: Fluent expression, ideas, clearly stated, well organized, logical sequencing.	20-18
	Good to average: Loosely organized but the main ideas stand out, limited support, logical but sequence and development.	17-14
	Fair to Poor: Non-fluent, ideas confused or disconnected, lack of logical sequence and development.	13-10
	Very poor: Doe not communicate, no organization, not enough to evaluate.	9-7
Vocabulary	Excellent to very good: Sophisticated range, effective wrods/idioms and usage, word form mastery, appropriate register.	20- 18
	Good to average: Adequate range, occasional errors or idiom choice, usage but meaning not clear.	17-14
	Fair to poor: Limited range, frequent errors of idioms words, meaning confused or not clear.	13-10
	Very poor: Essentially translation, little knowldege of English vocabulary, not enough to evaluate.	9-7
Grammar	Excellent to very good: Effectove complete constructions, few error of agreement, tense, number word order, function and prepositions.	25-22
	Good to average: Effective but simple construction, minor problem in complex construction, several error of agreement, preposition, but seldom obscured.	21-18

	Fair to poor: Major problem in simple construction, frequent error in negotiation, agreement, tense, number, word, and meaning confusing.	17-11
	Very poor: Vortually no mastery of sentence contsruction rules, dominated errors, does not communicate, not enough to evaluate.	10-15
Mechanics	Excellent to very good: Few errors of punctuation, spelling, and capitalization/used correctly.	5
	Good to Average: occasional errors of spelling, punctuation, capitalization but meaning not obscured.	4
	Fair: Numerous errors of punctuation, spelling, and capitalization.	3
	Very poor: No mastery of convention, dominated by errors of punctuation, spelling, and capitalization.	2

(Jacobs, 1981:90).

3. 12 Hypothesis Testing

Once the data were collected, the researcher examined it to understand how textless comics affect students' abilities to write narratives. This analysis helped determine whether the first hypothesis is true or not.

To do this, two specific hypotheses were considered:

1) H0: This is the null hypothesis, which states that textless comics do not help improve students' narrative writing skills. If the results show a value that is lower than a predetermined critical value, this hypothesis will be accepted.

2) H1: This is the alternative hypothesis, which claims that textless comics can indeed help improve students' narrative writing skills. If the results show a value that is higher than the critical value, this hypothesis will be accepted.

The formula for testing the hypothesis for the first question of this research is:

H0 = Sig. > 0.05 H1 = Sig. < 0.05

H0: There is not an improvement of students' writing ability before and after treatment.

H1: There is an improvement of students' writing ability before and after treatment.

This chapter had already explained about the the research design, variables, data sources, data collection techniques, research instruments, data collection instruments, research procedure, data treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestions of the research. The conclusion summarizes the main findings of the study. Furthermore, this chapter also presents several suggestions for English teachers and future researchers based on the results and limitations of the study.

5.1 Conclusion

The purpose of this research is to investigate whether textless comics can help students improve their narrative writing ability in Vocational High School 4 Bandar Lampung. Based on the findings and discussion throughout this study, it can be concluded that the use of textless comics as the learning medium had a positive impact on students' writing ability.

Before the treatment, most students found writing English very difficult. They were not used to develop ideas into a clear structured paragraphs and often feels confused about how to start their writing. Many of them also lacked of vocabulary and were very afraid to make mistakes, especially in the terms of grammar. Their writing was mostly disorganized and incomplete because they tended to describe each panel separately instead of making a whole narrative story. This situation showed that students needed more guidance to help them express their ideas better.

After being taught by using textless comics, there was a clear change in students' ability and response. The textless comics took a role as visual prompts that helped them generate ideas more easily. The comics panel guide them to understand the beginning, middle, and end of a story. Because the comics did not have any dialogue or narration, it helped students to think creatively and use their imagination to fill the story. This makes their writing more meaningful and enjoyable for them.

In addition, this research also followed the stages of the writing process by Linse (2005), which are prewriting, drafting, revising, and editing. These stages were very important in building the students' progress. In the prewriting stage, students observed the comic panels and discussed possible storylines in groups. During drafting, they started to write their stories based on their own interpretation. The revising and editing stages were valuable because students were asked to review what they had written and improve it. Through the stages, they identified any of their mistakes, and then corrected them. This revising stage also made them more aware of their writing because they reflected on their own drafts and made changes to make their stories clearer and more interesting.

The combination of visual support from the comics made writing less stressful and more interactive. Students became more motivated to participate, and they excited to share their ideas about what happened in each comic panel. They also became more confident to express their thoughts in English without being too worried about making mistakes. The teacher's guidance and feedback during each stage helped them stay focused and improved their accuracy. The classroom atmosphere became more active and supportive because students worked together, discussed story ideas, and learned from each other's interpretations.

5.2 Suggestion

Based on the findings of this study, it is recommended for teacher and researcher to consider these followings:

5.2.1 Suggestion for Teachers

Based on the findings of this research, several suggestions can be given for English teachers who want to use textless comics in teaching writing, especially narrative texts.

Teachers are encouraged to use textless comics as a learning medium. It can be combined with other learning media before writing. While textless

comics are effective in helping students generate ideas and understand the narrative structure, they may still need additional support to build their vocabulary and improve their grammar accuracy. Teachers can use media such as short videos, storytelling, or picture cards to help students prepare their background knowledge before writing.

Another important consideration is for teachers to encourage students to create their own textless comics based on their interests and language level. When students make their own comics, they can be more creative and feel more connected to the story they will write later. Students can create stories about daily life or familiar situations so they feel more comfortable and engaged in the learning process. In Vocational High Schools, teachers can also encourage students to make comics related to their majors or future jobs, such as business, hospitality, technology, or design. When students create stories that match their field of study, they may feel more motivated and find it easier to develop ideas and describe events in English. This activity can also make learning more meaningful because students can connect English with their real-life goals and experiences.

In addition, teachers are encouraged to give students regular writing practice outside the main lesson. Teachers may also encourage peer discussion, group brainstorming, or short sharing sessions so students can learn from each other's ideas. Continuous writing practice helps students gradually strengthen their writing skills and develop better organization in their texts. This regular practice helps them make their writing ability stronger. It improves their English mastery and also helps them develop confidence in expressing their ideas in English.

5.2.2 Suggestion for future researcher

This research has shown that using textless comics can improve students' writing ability. However, there are several aspects that need to improve in future studies.

Future studies are suggested to involve a larger number of participants or to be conducted in different educational settings, such as senior high schools or universities. By expanding the research population and context, future researchers may gain more comprehensive and generalizable results regarding the effectiveness of textless comics as a learning medium.

Furthermore, future researchers are encouraged to investigate the use of textless comics in developing other English language skills, such as speaking, reading comprehension, and vocabulary mastery. Since this study focused only on students' narrative writing ability, further research could provide a deeper finding of how textless comics support overall language development.

Another possible development is to apply textless comics to other kinds of texts. While this study only focuses on narrative writing, textless comics may also be effective for teaching other types like descriptive, recount, or procedure text. Researchers can explore these possibilities to provide a wider understanding of how this medium can support different types of writing tasks.

Future researchers can also consider to combine this with other digital technology. Tools like online comic creator, or learning platforms can make the activity in class more interactive. Also, the use of technology may make it easier for researcher to collect students; work and students can revise their writing more creatively.

Lastly, future research is encouraged to carefully consider the complexity of materials used in vocational high school contexts. Although adapting comics to students' vocational majors can increase relevance, such materials may demand a higher level of interpretation and writing readiness. Therefore, researchers should ensure that learning media are appropriate to students' proficiency levels and provide guidance when using context-specific textless comics.

This chapter has discussed the conclusions of the research based on the findings and discussion in the previous chapters. In addition, this chapter provides several suggestions for teachers on how to use textless comics effectively in the classroom, as well as recommendations for future researchers who may want to conduct further studies related to this topic.

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