

THE EFFECTIVENESS OF USING COMIC STRIPS TOWARDS STUDENTS' SKILL IN WRITING RECOUNT TEXT FOR THE TENTH GRADERS AT MA ASSA'IDIYAH TANGGULREJO

Efektivitas Penggunaan Komik Strip terhadap Kemahiran Menulis Teks Recount pada Siswa Kelas Sepuluh di MA Assa'idiyah Tanggulrejo

Received: 11 February 2024; Revised: 5 April 2024; Accepted: 22 April 2024

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How to cite (in APA style):

Prastiwi, M. E. & Mazidah, E. N. (2024). The Effectiveness of Using Comic Strips towards Students' Skill in Writing Recount Text for The Tenth Graders at MA Assa'idiyah Tanggulrejo. *Etnolingual*, 8(1), 48--68 10.20473/etno.v8i1.55034

Abstrak: Penelitian ini membuktikan keefektifitasan komik setrip sebagai media pembelajaran terhadap kemampuan menulis siswa di MA Assa'idiyah Tanggulrejo dalam teks *recount*. Penelitian ini bertujuan untuk membantu siswa dalam penyusunan struktur teks menggunakan *simple past tense* melalui media komik setrip. Penelitian ini menggunakan desain *pre-experimental* dengan metode kuantitatif dan terbagi menjadi tiga bagian yaitu *pre-test*, *treatment*, dan *post-test*. Data yang dikumpulkan berupa tes menulis (*pre-test* dan *post-test*) pada siswa kelas X MA Assa'idiyah Tanggulrejo yang berjumlah 40 orang. Analisis data dilakukan dari aplikasi perhitungan SPSS menggunakan rumus uji-t. Hasil dari analisis data menunjukkan bahwa jumlah rata-rata dari *post-test* meningkat sebesar 1.80 dari jumlah rata-rata pada *pre-test*. Nilai pada rumus uji-t adalah 12.502 sedangkan nilai pada tabel-t dalam 0,05 level signifikan dalam nilai kebebasan (df) = 39 adalah 2.023. Hal ini dapat disimpulkan bahwa Alternative Hypothesis (Ha) adalah diterima dan Null Hypothesis (Ho) adalah ditolak karena nilai pada uji-t lebih tinggi daripada tabel-t (12.502 > 2.023). Dengan kata lain, ditemukan efek signifikan terhadap penggunaan komik setrip sebagai media terhadap peningkatan kemampuan menulis siswa, khususnya pada teks *recount*.

Kata kunci: Pengaruh, komik setrip, menulis, teks *recount*

Abstract: *This research proves the effectiveness of comic strips as a learning medium on students' writing skills at MA Assa'idiyah Tanggulrejo in recount texts. This research aims to help students in preparing text structures using the simple past tense through comic strips. This research used a pre-experimental design with a quantitative method and divided into three parts, namely pre-test, treatment, and post-test. The data collected was in the form of a writing test (pre and post-test) on 40 tenth-grade students at MA Assa'idiyah Tanggulrejo. Data analysis was carried out from the SPSS calculation application using the t-test formula. The results of the data analysis showed that the mean of post-tests increased by 1.80 from the mean of pre-tests. The value in the t-test formula was 12.502, while the t-table at the 0.05 significance level and the degree of freedom (df) = 39 was 2.023. It was possible to assume that the Null Hypothesis (Ho) has been rejected and the Alternative Hypothesis (Ha) has been accepted because the t-test value ($12.502 > 2.023$) is higher than the t-table. In other words, there is a significant impact on the use of comic strips as a medium to enhance student's writing abilities, especially in recount text.*

Keywords: *Effect, comic strips, writing, recount text*

INTRODUCTION

In learning English, there are four skills: listening, speaking, reading, and writing. All of them have an important role that needs to be learned, especially in writing skills. Dalman (2015) stated that writing is the act of putting ideas, feelings, and imaginations into meaningful written forms or symbols. Another definition by Nation (2010) states that writing is an activity that can be useful for working on the other abilities of listening, speaking, and reading.

According to Troia (2014), writing gives students more time to consider, interact with, and modify concepts, as well as reflect on their previous understandings, decisions, and misunderstandings. It means that writing is essential to language mastery and one of the first things that students need to learn before moving on to other skills, because if we can write, we can learn other skills. The researchers conclude that writing is a critical language-learning ability and a means of expressing one's thoughts, ideas, and feelings through written expression.

Writing has some stages that must be done by the writer, such as planning, drafting, editing (reflecting and revising), and the final version. Students frequently run into problems with these procedures because of their lack of knowledge (Masruroh and



Mazidah, 2023). Some students struggle with the writing process, especially when writing recount texts, which have some aspects that must be considered.

There are five aspects of the writing process as stated by Brown (2007): content, organization, grammar, vocabulary, and mechanics. The first aspect is content. In this aspect, students lack the ability to create cohesive paragraphs since they are struggling to develop the text's idea and organize its sentences. The second aspect is about the organization, which is related to the introduction, body, and conclusion of the text. When students follow the organization's structure in writing, they will be able to write correctly, and the material will be simpler to read. The third aspect is grammar. In writing recount text, simple past and simple continuous tense must be used, but the challenge is that most Indonesian people do not use tenses in their language. Therefore, it is difficult to introduce some of the tenses to students. The fourth aspect is vocabulary. Students struggle to write because they do not have enough vocabulary. As a consequence, they will take a while to write about what they are thinking. Lastly, mechanic terms include capital and lowercase letters, punctuation, spelling, and sentence construction rules. The reader will find the paragraph readable and more interesting if the mechanic aspects are great.

Given the issues above, the researchers recite some of the previous research to support the present study. The first study is highlighted by Sari (2017) on the use of comic strips in teaching and learning experiences. The implementation of comic strips in teaching the writing of narrative texts makes significant improvements in all of the writing components. The students' ability after receiving treatment increased more than before treatment. For example, they were able to generate and develop their ideas for the content of their writing. Moreover, comic strips helped them collect the words and thoughts before writing drafts.

A similar finding is presented by Siska (2019) related to the use of comic strips in teaching writing. The use of comic strips has made students interested in attending class and motivated. While the treatment was implemented, the students were elated using

comic strips in teaching writing. The use of comic strips was created to ease them to comprehend the material and to learn the material autonomously.

Furthermore, based on research conducted by Indah (2022), the implementation of comic strip media in the experimental class resulted in improved student writing results that were better than the writing results of students in the control class who did not use comic strips as media. Students felt helped by the media and did not hesitate to express their ideas in their writing compared to without using comic strips.

Based on an interview with an English teacher, there are some issues in studying English at MA Assa'idiyah Tanggulsejo. The first issue is that the scores and writing skills of the students are not good. Second, schools are still adapting to the Curriculum of Merdeka, which has been recently implemented in phase E this year. Third, there is no media since the school's facilities are limited. One method or learning strategy that might increase students' interest in studying is media, that is comic strips for learning writing.

According to the description above, writing is a skill that is difficult to teach to students because it is complex and follows predetermined aspects. One subject that requires students to write is a recount text. Recount text is one of the subjects that must be taught in senior high school based on the curriculum. So, the researchers selected comic strips as media to help students write recount text properly because comic strips have good illustrations that make an enjoyable and interesting learning atmosphere in the classroom.

Considering the aforementioned issue, this research seeks to answer a question: "Is using comic strips significantly effective towards students' writing skill in recount text of the tenth graders at MA Assa'idiyah Tanggulsejo?" Through the use of a hypothesis that this research can verify, the question can be answered. If the students' scores increase after the treatment, the alternative hypothesis (H_a) will be approved and the null hypothesis (H_0) will be declined, then the research can be considered effective. In contrast, if there is no improvement from students following the treatment, it means that the



Alternative Hypothesis (Ha) will be declined and the Null Hypothesis (Ho) will be approved, then the research is concluded not effective.

THEORETICAL REVIEW

Writing is an activity that requires in-depth thought to generate several sentences that are placed in a specific order and connected in specific ways by Yuniati (2015). It means that by writing, we can convey messages and thoughts into a text or paragraph that can be read by everyone. Supriyadi (2018) says that writing is a sequence of practices used to put thoughts into written form so that readers can read and understand them. As stated by Susantoleo (2010) writing is a casual activity that involves putting thoughts and ideas into sentences. Similarly, Siddik (2016) argues that writing is the procedure of bringing ideas and emotions into being with a symbol. Writing involves proper grammar, punctuation, and sentence structure to convey meaning effectively.

Writing has consistently been included in the curriculum for teaching English. Through writing, students are indirectly taught to find information sources, reason critically using facts, arrange thoughts logically, and use writing to quickly solve issues. To be more relaxed and enjoy the writing process, student needs to be interested in the subject matter they plan to write about. Beginning a writing project can involve something as basic as everyday routines, personal experiences, tales from loved ones, or hobbies. In writing activities, teachers rarely use media to help students in writing.

Media plays a crucial role in the facilitation of teaching and learning. According to Yuniati (2015), media is communication channels that are disseminated through news, entertainment, education, data, or promotional messages. Kristanto (2016) mentioned that teaching media is considered anything that can be utilized for distributing educational materials and stimulating students' curiosity, focus, emotions, and thoughts to achieve learning objectives. The teacher uses instructional media as a method of conveying information to the students. Meanwhile, there are some benefits to using learning media



for teaching writing such as; improved writing skills, easier teaching, enhanced creativity, practical experience, better learning, and enhanced interest.

When creating teaching media, teachers must pay attention to the learning principles. For instance, media should possess the capability to be utilized efficiently, be tailored to the specific context and interests of the students and grasp the correlation between the media and the subject matter being taught. The concept of teaching media consists of two related parts, namely software and hardware. Sahid (2010) argues that teaching media is related to visual media that can show information that is just visible and readable for example pictures, posters, comics, etc. Comics are among the most widely used visual learning materials because of their attention-grabbing visuals. According to Arulan (2013), there are varied categories for comics such as comic books, graphic novels, webcomics, and comic strips. Comic strips can be used as teaching media since they are a type of comic that typically consists of a few frames and has a simple plot.

A comic strip is a type of comic created by arranging words and images in a certain order by Rengur and Sugirin (2019). Comic strip is typically part of a serial plot and these days, it is simple to create comic strips utilizing image editing software or the AI website, which may assist in illuminating a text with attractive images based on the user's preferences. Based to Gumelar (2011), a comic strip should have the following fundamental components to be considered useful to read: space, images or drawings, text, symbols or icons, and colour. Text is the most crucial component of comic strips used as teaching media since it helps students comprehend the idea being presented.

According to Sarma (2016), comic strips can be utilized to assist students in solving challenges related to proficient language, particularly while learning a language. Other benefits of using comic strips as a teaching media in the classroom include the improvement of several aspects, such as student's knowledge of vocabulary, grammar, and writing skills. In summary, a comic strip is a layout of pictures that tells a sequence of stories and includes extra speech and explanations for the characters to attract students'



interest in studying. Recount text is one of the many types of text that needs to be instructed to high school students. In this instance, the content of the comic strips is still relevant to a sequence of stories, which means using the comic strips as a medium for recount text material is suitable.

Recount texts are crafted with the purpose of narrating stories to either educate or entertain readers or listeners. Purwanti (2013) states that recount text is a particular kind of writing whose primary goal is to inform readers, listeners, or viewers about a previous experience or incident. In addition, Hakim (2017) argues that recount text can also be described as a text that expresses events gives details about previous activities or retells events. Based on the variety of statements made above, it can be concluded that a recount text is any written text of an event in a person's past or chronological news that has been written for the sake of entertainment, information, and/or evaluation purposes.

Comic strips can serve as visual aids for recount texts, which are collections of sequential story events, by providing drawings that allow students to easily comprehend the plot through both text and graphics. Using comic strips stimulates cartoon imagery and the capacity to inspire students' literary creativity through the imagination they convey, students feel happier while learning. Students will learn to produce recount texts by using educational media like comic strips, which will aid them in creating texts that correspond to the images presented. This produces a range of responses as well, keeping the lesson from feeling boring. Due to its adaptability, this media can be utilized both independently and in groups. Additionally, comic strips can be utilized to entertain students with engaging visual content while attracting their attention.

RESEARCH METHOD

In this research, the researchers employed quantitative research to analyze the data. Sugiyono (2019), defines quantitative research as a type of method in which research data in the form of numbers and statistics are analyzed to produce data about a certain sample



or population. In this case, the researchers will gather the proof utilizing several current instruments and calculate it using statistical methods. In quantitative research, there are various kinds of research methods. In this research, the researchers did the experimental teaching.

The experimental research method used by researchers is in the form of a pre-experimental design. Pre-experimental design, according to Sugiyono (2019), is an experimental design in which the sample is not selected randomly and there are no control variables due to limitations. This research's pre-experimental form is a one-group pre-test-post-test design, in which the pre-test and post-tests are used as instruments to compare test scores to assess the effect of adopting a treatment.

Pre-test and post-test are both of the tests that were employed in this research. A pre-test is a test that is conducted before treatment. In the meantime, the post-test is a test that is conducted following treatment. Therefore, it can be concluded that the results are more precise when comparing the pre- and post-treatment conditions. To compare the findings in the post-test, the treatment was applied for two meetings.

Table 1.
The Design of Research

Pre-test	Treatment	Post-test
X	O	Y

The population in this research is the tenth graders of MA Assa'idiyah Tanggurejo in the academic year 2023/2024. The sample of this research is one experimental class. The experimental class is taken from tenth graders and consists of 40 students. In order to gather the data, researchers follow a three-step process. First, the pre-test was a test given to students before the treatment, in the form of writing a personal experience in the available answer box and researchers put the list of vocabulary below to help students

arrange the sentences.

The second stage was treatment, given throughout two meetings; it took 2x40 minutes for each meeting. In the treatment meetings, researchers used three different comic strips as the main media in teaching writing skills. The three comic strips were produced by the researchers with the use of Microsoft Bing AI, an AI tool for visual illustration. Secondly, the software, namely Canva is used to add dialogue and text, as well as to combine all the parts of the comic strip. To make the text less difficult for the students and ensure that they are familiarized with the terms used in the comic, it was first customized to their proficiency in English.

At the initial meeting, the researchers provided guidance and engaged in a discussion with the students concerning the results of the pre-test writing that they had finished during the previous meeting. The researchers made corrections to many aspects of the content that would be covered in the first treatment meeting, including the recount text's tenses, vocabulary, and generic structures. After that, the researchers selected six students at random to approach the front of the class. Each student carried an image of a comic strip titled "My Biggest Regret," which had been produced by the researchers.

Figure 1 My Biggest Regret



Then, the researchers instructed students to review and describe the events in the comic strip parts and combine them with other students' comic strips. Following a few students' arranged retelling of the comic strip story, other students were asked to offer feedback and recreate the story in an organized and concise way while following the grammatical rules of the recount text on the whiteboard. The researchers then made corrections and expressed appreciation for the students' writing. To determine the students' level of understanding, the researchers concluded the course and held a question-and-answer session.

In the second meeting, the researchers reviewed the material that was presented during the first meeting. The students were divided up into groups of ten by the researchers. For each of the four groups, the researchers provided two comic strips with different titles as comparative material. Comic strips with the same title "My Family's Holiday" were distributed to groups 1 and 3. Groups 2 and 4 then received the title "Our Best Trip". In addition, the researcher gave out a worksheet where students may rework stories that they had discussed in the group. The illustration of a comic strip that was given to students is shown below.

Figure 2 My Family's Holiday



Figure 3 Our Best Trip



The researchers offered the group 30 minutes to rewrite the comic strips into a story with paragraphs, as they had in the first meeting. Upon finishing the mission, the researchers extended an invitation to groups with identical titles to evaluate and rectify each other's work. Afterwards, every group representative will speak to the class to clarify the errors made by the other group and continue with an open discussion with the researchers. After reviewing the material on recount texts that had been studied throughout the two meetings, the group with the lowest number of errors received appreciation. Following the completion of the therapy, the researchers provided a concise overview of the topics discussed throughout the two meetings. Additionally, they presented instructions and resources for the post-test, which would be conducted during the subsequent meeting.

The last section was the post-test. Post-test was a test given to students after their treatment. The Post-test is for the students to take their final score. For 60 minutes,



students worked individually to complete the post-test. The students write the recount text based on comic strips. At this stage, comic strips with the title "Grandpa's Birthday" were distributed to all students. They must be able to write using the knowledge they have gained from the two meetings. Researchers also put some vocabulary related to comic strips to assist the student in rewriting the text.

Figure 4 Grandpa's Birthday



For taking the results of the pre-test and post-test, the researchers adapted a writing scoring rubric by Brown (2007) that consists of content, organization, grammar, vocabulary, and mechanics. The highest score that a student can gain is 10. To analyze the data, researchers used a t-test formula by SPSS 26 calculation for more accurate results.

According to Sudijono (2008), the result of the t-score must be compared with the calculation of the t-table of 5% alpha level (α) or 0,05 significance level. If the t-score is greater than the t-table, it indicates that there is a significant difference in students' writing skills before and after utilizing the comic strips. So, H_a is approved and H_o is declined.

On the other side, if the t-score is lower than the t-table, H_a is declined and H_o is approved.

RESULT AND DISCUSSION

Result

The researchers show the students' writing improvement before and after being taught by using comic strips as a medium in teaching English. The pre-test was given before being taught with comic strips as a medium by asking the students to write each personal experience (recount text). Then in the post-test, the researchers asked the students to write the recount text based on comic strips.

The writing scoring was adapted to the scoring rubric by Brown (2007) which has a 1-4 score based on five aspects. The aspects consist of contain (C), organization (O), grammar (G), vocabulary (V), and mechanics (M). The pre-test was conducted on Thursday, 11th January 2024 at 11.00 – 12.50 a.m. Based on the result of the pre-test score, the students who got scores of 2 to 3 were twenty-two students, scores of 3.1 to 4 were four students, scores of 4.1 to 5 were ten students, scores of 5.1 to 6 were three students, and the students who got score of 6.1-7 is one. It means the total score of the pre-test is 135.25 for all students.

While, the post-test was conducted on Thursday, 28th January 2024 from 07.00 – 08.20 a.m. Based on the result of the post-test score, the students who got scores of 3 to 4 are seven, scores of 4.1 to 5 are fifteen students, scores of 5.1 to 6 are eight students, scores of 6.1 to 7 are nine students, and the students who got score of 7.1-8 is one. This means the total score of the pre-test is 207.25 for all students. The comparison of scores in each aspect in pre-test and post-test was presented in Table 2.



Table 2.
The Comparison of Pre-test and Post-test

Test	Aspect of Writing					Total
	C	O	G	V	M	
Pre-test (X)	177	116	80	82.5	85.5	135.25
Post-test (Y)	273	164	152	114	126	207.25
Increase	96	48	72	31,5	40,5	72

As presented above, Table 2 shows a comparison of the writing test results between the pre-test (X) and post-test (Y) by all students. This shows improvement in every aspect. If the total content of the pre-test score is 177, after giving treatment in the final post-test the total is 273. If the total organization competence of the pre-test is 116, after giving the treatment the total increased to 164. While the total grammar score before giving treatment is 80 and after giving the treatment, the total score is 152. Then, the total vocabulary score before giving treatment is 82.5 and after giving the treatment the score is 114. Lastly, if the total score of the mechanic pre-test is 85.5, the total pronunciation post-test score is 126. The total difference between pre-test and post-test scores is 72. It can be concluded that there is a significant effect of using comic strips towards students' writing skills in recounting text.

For analyzing the data, the researchers show the result in the form of a table to make it easier to identify the T-test. To find the t-score by using SPSS 26, researchers used a formula paired sample t-test. The result is presented in Table 3.

Table 3.
Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST TEST	5.1813	40	1.18347	.18712
	PRE-TEST	3.3813	40	1.32649	.20974

Table 3 is a statistical score table that displays the total average calculation for the

pre-test (X), which is 3.3813, and the total average calculation for the post-test (Y), which is 5.1813. Meanwhile, N represents the total number of students or participants (40 in total) who took the writing test. It shows that the average score on the post-test got a higher score than during the pre-test. From Table 3, the researchers also concluded that there was an increase in students' writing abilities before and after the treatment.

Table 4.
Paired Samples Test

			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
						Lower	Upper			
Pair 1	POST-TEST - PRE-TEST	-	1.800	.91059	.14398	1.50878	2.09122	12.50	39	.000

Table 4 describes the results of the t-test formula, these results will determine whether the Alternative Hypothesis (H_a) can be proved or rejected. This hypothesis can determine the success of treatment in improving students' writing abilities. The table explains that the average difference between the post-test and pre-test is 1.800, which means there is an increase in that value. Then, the results of the t-test formula show that the t-score is 12.50. To find out whether the t-score result is proved or declined, it is necessary to calculate the t-table at a significance level of 0.05 based on the degrees of freedom ($d.f = N-1 = 40-1 = 39$). So, the t-table value obtained = 2.023. In calculating the t-table, the formula used was as follows:

$$\begin{aligned}
 \text{t-table} &= N-1 (\alpha. 0.05) \\
 &= 40-1 (\alpha. 0.05) \\
 &= 39 (\alpha. 0.05) \\
 &= 2.023
 \end{aligned}$$

By comparing the "t" that the researchers determined through calculation t-score =

12.58 and the value of "t" on the t-table $0.05 = 2.023$, it is known that t-score is to be greater than t-table = $12.58 > 2.023$. From the analysis of the data, it could be identified that if the amount of t-score $>$ t-table in $d.f = 39$ with the significant level 0.05, the Alternative Hypothesis (H_a) was approved, and the Null Hypothesis (H_o) was declined. It meant that there was a significant effect of writing improvement on the tenth graders before and after using comic strips as learning media.

On the other side, when the value of t-score $<$ t-table in $d.f = 39$ with the significant level 0.05, the Null Hypothesis (H_o) was accepted and the Alternative Hypothesis (H_a) was rejected. It meant that there was no significant effect of writing improvement on the tenth graders before and after giving treatment.

The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected since the t-score is greater than the t-table. It means that there is a significant effect on students' writing skill achievement before and after being taught by using comic strips as learning media in teaching English for the tenth graders at MA Tanggulrejo Manyar Gresik.

Discussion

These findings suggest that the most challenging aspect for students to learn English is grammar (Masrurroh, 2019). To enhance the grammatical aspects' of students, researchers need to focus on expanding their vocabulary first. According to Wijaya (2021), utilizing comic strips in teaching is an effective way to improve students' vocabulary, by introducing new and basic words in text bubbles. An improved vocabulary has numerous benefits for students' writing performance based on the results of this research.

Here are the advantages that students acquired. First and foremost, it empowers individuals to articulate their thoughts with more assurance and fluency in written form. By employing precise and subtle language, individuals have the ability to create written content that is very captivating and compelling to read. Secondly, the use of new words

makes students more mindful of their spelling. This increased focus on spelling leads to work that is more intelligible and less likely to contain errors that could detract from their overall writing quality. Lastly, an expanded vocabulary makes students more aware of grammar rules. For instance, using appropriate vocabulary such as past tense verbs instead of basic verbs can significantly improve the clarity and coherence of their writing, making their ideas more effective and persuasive. Therefore, it can be concluded that focusing on enhancing vocabulary skills also can have a positive impact on grammar proficiency in the process of writing.

Based on the result, it also could be seen the benefit of using comic strips as learning media was effective in teaching writing, especially in the treatment process (Indah, 2022; Sari, 2017; Siska, 2019). During the treatments, the students were more engaged when the researchers implemented the comic strips for teaching. The students felt enthusiastic and interested when they saw the illustrations of comic strips. They were also active in asking about the vocabulary or grammar that they had not understood. The students developed linguistic independence, autonomy, and responsibility.

They focused long enough on the researchers' explanation and the comic strips. They could react by following the researchers' instructions. For example, when the researchers as the teacher asked the students to rewrite a scene in comic strips, students got the ability to write from their perspective. In addition, the bubble text in the comic strip can assist students with comprehending and rewriting a sentence in accordance with the scene shown in the image.

This research differs from past research in the methods that researchers employed to teach during treatment in the class. The treatment was conducted in groups, discussions, and lectures so that students could assist each other in comprehending the subject. In addition, a variety of comics with varied titles were used at each research meeting to allow students more options and independence while composing stories based on comic strips.

Two classes were used in the research conducted by Indah (2022) and Sari (2017),

namely the experimental class and the control class for comparison. Throughout the treatment, they each utilized a comic strip title in each meeting and taught using the lecture style in both sessions. In contrast, Siska (2019) concentrated on group approaches and only employed experimental classes in her research. Despite the different approaches, the findings of their research indicate that, out of all the learning strategies employed by the researchers, comic strips are a successful learning tool for improving writing skills.

Based on the aforementioned rationale, students' motivation to study is impacted by the media and the teaching methods used by teachers. With the use of media, students can improve their comprehension of any subject matter and their ability to express themselves, particularly when it relates to writing.

CONCLUSION

In teaching writing, English teachers should be able to assist students in learning using engaging methods that demand their attention. The English teacher's approach should be innovative and engaging to spark students' attention and make studying pleasurable. Students who are taught writing through comic strip learning materials have greater enjoyment and enthusiasm for their English studies. In the meantime, they can enhance their writing skills and find it simpler to recall the vocabulary, grammar, and content of the recount text. The lack of grammar and vocabulary is the main crucial and challenging part for researchers to teach.

Based on the test analysis, it displayed that the $t\text{-score} = 12.58$ was higher than $t\text{-table} = 2.023$ ($12.58 > 2.023$) which lay on the significant level of 0.05 with the $df=39$. It means that the alternative hypothesis (H_a) which states there is a significant effect on students' writing achievement by using comic strips as learning media was approved, while the null hypothesis (H_o) states there is no significant effect on student's writing achievement by using comic strips as learning media was declined. So, there was no significant effect between students' writing proficiency before and after teaching utilizing



comic strips as learning media. The result above indicates that comic strips as learning media are effective media implemented in teaching writing to the tenth graders of MA Assa'idiyah Tanggulrejo Manyar Gresik.

This research intends to assist teachers in finding engaging learning media that can be customized to fit the subject material. Aside from that, the aiding media allows teachers to keep the focus of students' attention when they are learning. Additionally, the researchers hope that future researchers will investigate recounting text material using comic strip media by using a different research approach, namely classroom action research. The reason for this is the extended meeting duration, which is aimed at producing the best possible outcomes for writing enhancement. Writing on student outcomes during the treatment procedure could benefit from this research in several ways. The tenses and vocabulary used in recount texts differ from other text material, therefore mastering these elements of grammar and vocabulary is important.

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