

The effect of comic strip media on third-grade students' writing story essay

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ABSTRACT

This study aims to determine the effect of comic strip media on the ability to write stories for third-grade students at a private Islamic school in Porong. This research uses quantitative research. sampling with non-probability techniques to obtain 1 class, namely class III, following the data taken by the researchers. The data collection technique used the test method to find out the results of writing essays using a pre-test and post-test to find out how much influence the use of comic strip media had on the ability to write essays. In this study, the pre-experimental design was used with the one-group pretest-posttest design. The population that became the object of this research was 20 third-grade students of a private Islamic school in Porong. Based on data analysis using the N-Gain formula, it shows that the average result of the pre-test is 67.7, and the average result of the post-test score is 85.55. Based on data processing from the Eta Squared test, it was 0.871 in the pre-test and 0.882 in the post-test. If $t_{0.14}$ indicates that this comic strip medium has a significant influence, the results of the paired sample pre-test sig. (2-tailed) in the study are .000, then the decision-making is following the t-test. If the value of sig. (2-tailed) is below 0.05, then there is an increase or a very significant effect on the research variables. Therefore, it can be concluded that the use of comic strip media on the ability to write stories by third-grade students greatly affects their writing ability of students.

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INTRODUCTION

Since students are in elementary education, they have habits that students have done later in life. The teacher plays a very important role in instilling good skills in a student. Good skills, for example, are good and correct language, with that being the most important capital for humans, namely language (Susanto, 2015). Language teaching has the aim of growing the ability to express thoughts and feelings in the good and correct language. One of the important skills of

communication is expressing thoughts in order to be clear and understandable to someone. The results of the language itself can be in the form of oral or written. In oral form, for example, students can be good at speaking in public. While in written form students can write poetry, write essays, write letters, and so on.

Writing is making letters or numbers using pens, pencils, and chalk that produces a feeling such as composing, writing poetry, writing letters, and making up stories with the writing that will be produced (Purwadarminata, 1999). In the school environment, writing skills are used when the teaching and learning process takes place from elementary school to high school. Writing skills in elementary school are divided into two, namely initial writing skills and advanced writing skills. Writing skills must be taught by teachers to students to support natural success in studying other fields of study (Dalman, 2018).

In essence, writing is not just about interpreting the contents of the mind into written form, but more than that, writing is a creative activity in expressing ideas in a discourse so that it is not read, easily understood, and interesting to read. However, in terms of delivering learning, educators motivate students with a writing theory which will later cause students to become lazy to write. Therefore, in carrying out learning to write, teachers need to formulate an innovative learning system in order to attract the imagination of students, especially in learning to write a story essay. The results identified found that from the data in the field, the average difficulty that students experienced in the writing process were that they still could not make a good title, and students were limited to only 1 to 2 sentences in each paragraph with these results being an indication that students had difficulties in writing. Develop ideas into a complete essay form in accordance with the storyline. The cause of this lies in the way the material is delivered which is monotonous and boring. Submission of varied learning materials and media can stimulate students' imaginations so that they can foster students' desire and creativity (Khotimah, 2018).

This media is an easy way to increase students' knowledge and can attract the ability to write simple story essays (Hasmira, 2018). The comic strip media can make students more enthusiastic to learn and easier to write simple story essays according to the plot. Based on the results of data collection on 20 and 21 May 2022 at SD Hafidz Al-Qur'an Porong that the use of comic strip media in learning theme 8 Praja Muda Karana sub-theme 4 "I Like to Work" in class III SD Hafidz Al-Qur'an Porong proved to bring influence in improving learning outcomes of essay writing. By using the comic strip media on the writing skills of third-grade students, 15% of students have difficulty in making up stories with the right indicators using comic strips. Some students with a percentage of 85 % can write story essays with the right indicators using comic strip media. Thus, the writing skill of third-grade students of SD Hafidz Al-Qur'an Porong has increased in writing story essays.

The previous research was conducted by Ambarwati et al. (2019) with the title "Development of Comic Media to Improve Narrative Writing Ability" in this study the researchers obtained data from the validation results of media experts obtaining an average score of 4.6 in the "very good" category and validation material experts obtained an average score of 4.8 in the "very good" category. The results of the fourth-grade students' evaluations were 83.8 with the "very good" category. Based on these trials, comics learning media in essay writing skills suitable for use in learning and help improve the results of writing essays.

Based on previous research conducted by Afrida (2020) entitled "The Influence of Children's Story Comic Media on Writing Skills in Class IV Students of MI Al-Wathoniyah" using

children's story comics media increased, this was evidenced by the acquisition of the average post-test score of students the experimental class was 83,153 and the average post-test score for the control class without using learning media was 73,222. This shows that comic learning media is very influential for students' imagination in writing story essays.

Learning media in the form of comics is expected to be able to improve the ability to write story essays so that students are motivated and enthusiastic to understand the material in the learning process (Nurzayyana et al., 2021). Therefore, researchers are interested in conducting research with the title "The Influence of Comic Strip Media on the Ability to Write Stories in third-grade Students of SD Hafidz Al-Qur'an Porong"

LITERATURE REVIEW

Comic strip

Comics can be used as teaching materials in the form of comics. Comics can be used as teaching materials because they can streamline the teaching and learning process, increase student interest in learning, and generate student appreciation interest (Sudjana 2015). According to Trimo (in Handayani, 2020) comic media can be divided into two, namely comic books and comic strips. A comic book is a comic in the form of a book, having a longer story that can be finished or continued immediately, while what is meant by a comic strip is a form of comic consisting of several sheets of columnar frames published in a daily or magazine, usually in a continuation of the story. Comic strips are in the form of a sheet or several separate sheets (not a book). Tiedt (in Hadi & Dwijananti, 2015) states that in general picture books (comics) consist of a combination of words (language) and pictures. The language in comics is mostly in the form of direct sentences. The function of language is not only to explain, but also complete, or deepen the meaning of the text. Compared to picture stories, here the language and pictures are directly integrated with each other. The content of the story is presented through the arrangement of single pictures in a sequence and relates to universal themes so that children can understand them.

There are various types of comics, namely comic strips, comic books, and online comics. This comic strip learning media was created using CorelDrawX7 software. Cut comics media or commonly known as comic strips (Figure 1). Here are the steps for making Comic Strip Media through *CorelDrawX7 software*.

- 1) Drawing comic sketches on paper
- 2) Scan the image on the computer
- 3) CorelDrawX7 software, then select a new worksheet (New Document)
- 4) Import scanned images
- 5) Tracing, then converting the bitmap image to vector, followed by coloring
- 6) Export tracing results to PNG image format

However, there is a deficiency or negative value of comics media, namely comics will distract children from other, more useful reading.



Figure 1.1 Comic strip Media

Writing ability

Writing is a language communication activity that uses writing as its medium. Writing is a process, namely the process of pouring ideas or thoughts into a written language in practice the writing process is realized in several stages which form a more complete system (Nafiah et al., 2018). Learning writing skills in elementary schools must be carried out in pleasant conditions and attract students' attention and interest. The effort that teachers can make to make students enjoy writing is to give students the freedom to write what they like according to the learning theme to be implemented. One of them is by writing an essay.

In general, essay forms can be developed in four forms, namely narration, exposition, description, and argumentation. McCloud explains that "a comic does not have to contain words". The words in a text support understanding the plot of a story. The comic strip media was chosen because, through the images and characters contained in the comics, students can visualize their ideas to be applied to writing (Table 1).

Table 1. Rubric Assessment of the ability to write essays

No	Aspect	Criteria	Score
1.	The suitability of the title of the essay with the theme	If the title of the essay is in accordance with the theme, the writing is coherent, brief, concise and clear.	15
		If it is right in 3 items, if the title of the essay is in accordance with the theme, the writing is coherent and short.	14
		If it is right in 2 items, if the title of the essay is in accordance with the theme, the writing is coherent.	10
		If it's right in 1 item if the title of the essay matches the theme	9
		If you don't meet these 4 items	8
2.	Organization of content (completeness of ideas in paragraphs)	If the content of the essay is right in choosing words, it is right in the unity of writing sentences in forming paraphrases, right in the integration of the relationship between one sentence and another, writing the contents of the essay coherently, the arrangement in writing the contents of building paraphrasing ideas	30
		If it is right in 3 items, if the content of the essay is right in the choice of words, it is right in the unity of writing sentences in forming paragraphs, and right in the integration of relationships between one sentence and another.	25
		If it is right in 2 items if the content of the essay is right in the choice of words and is right in the unity of writing sentences in forming paraphrases.	20
		If it is right in 1 item if the content of the essay is right in the choice of words.	10
		If it does not meet these 4 items.	5
3.	Vocabulary choice (paragraph development)	If the continuity in developing paragraphs is in accordance with the topic, the interrelationships between paragraphs are in accordance with the topic, the appropriateness in choosing words in developing paragraphs, and the arrangement in developing paragraphs is in accordance with the topic.	20
		If it is right in 3 items, if the consistency in developing paragraphs is in accordance with the topic, the interrelationships between paragraphs are in accordance with the topic, and suitability in choosing words in developing paragraphs.	17
		If it is right in 2 items, if the continuity in developing paragraphs is in accordance with the topic and the interrelationships between paragraphs are in accordance with the topic.	14

	If it is right in 1 item if the continuity in developing paragraphs is in accordance with the topic.	10
	If it does not meet these 4 items.	8
4.	Description	20
	If you are able to observe the object, describe it in coherent words according to the storyline contained in the panel content	
	If there are 3 items if you are able to observe the object, and describe in words, it is not in accordance with the contents of the panel.	15
	If it is right in 2 items, if you have observed the object, and it is not described in words so that it is not in accordance with the contents of the panel.	12
	If it is right in 1 item, if you have observed but cannot describe the object in words.	8
	If it does not meet these 4 items.	5
5.	Systematics of writing (use of punctuation marks)	15
	When using period punctuation, commas correctly and appropriately, use as needed, write full periods, commas clearly and write punctuation neatly.	
	If it is right in 3 items, if you use full stop punctuation, commas correctly and correctly, use as needed and write full period punctuation marks, commas clearly.	12
	If it's right in 2 items, if you use period punctuation, commas correctly and appropriately and use as needed	8
	If exactly in 1 item, when using full stop punctuation, commas correctly and precisely.	5
	If it does not meet these 4 items.	1

The aspects that become the criteria will be used as guidelines in the assessment to measure the ability to write essays for third-grade elementary school students.

METHOD

In a study conducted at Hafidz Al-Qur'an Elementary School, Porong District, Sidoarjo Regency for the 2020-2021 school year. The research used types of Sugiyono (20017:14) quantitative research, which states that quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, analysis the data are quantitative/statistical with the aim of testing the established hypotheses. The experimental method is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions (Creswell, 2012).

This research uses quantitative research with experimental research type or Pre-Experimental Design with One Group Pre-test and Post-test research design. There is one class that will be used in this study to find out whether there is an effect before being given treatment and

after being given treatment through comic strip learning media on the ability to write story essays. Data collection techniques are procedures for digging up data, namely tests and documentation. While the research instrument is in the form of a test sheet.

The data used in this research is data on the ability of the comic strip media to influence the writing skills of third-grade students at SD Hafidz Al- Qur'an Porong. The data are in the form of Pre-test and values Post-test given before and after students were given treatment in the form of learning by using comic strip media.

The data analysis technique was carried out to see the effect of using comic strip media in this study using the T-test, Eta-Square Test and N -Gain score test carried out to see whether there was an influence or not from the independent variable and the dependent variable was carried out to find out how much influence the use of comic strip media had on writing story essay material in third-grade students of SD Hafidz Al- Qur'an Porong.

The indicators for assessing the ability to write essays are as presented in table 2.

Table 2. Essay Writing Ability Assessment Indicators

No	Rating Indicator	Maximum Score
1.	Compatibility of the title of the essay with the theme	15
2.	Content organization	20
3.	Vocabulary Choice	30
4.	Description	15
5.	Writing system	20
Maximum Score		100

To get the final score of student's scores can be obtained by the following formula: Student score

$$= \frac{\text{Procurement score}}{\text{Maximum score}} \times 100 \text{ (Adriantoni, 2016)}$$

Table 3. Essay Writing Assessment Standards (Depdiknas, 2015)

Value Interval	Criteria
81-100	Very good
70-84	Well
55-69	Enough
54-40	Not enough
< 40	Very less

This paragraph aims to describe the influence of comic strip media on the ability to write story essays in third-grade students of SD Hafidz Al-Qur'an Porong and to find out how big the

level of criteria for the influence of using comic strip learning media on the writing skills of third-grade students of SD Hafidz Al-Qur' in the material for writing essays on theme 8, sub-theme 4, learning 3, related to the material for writing simple essays using comic strip media. The data collection was carried out for 2 days, it was on 20-21 May 2022.

RESULTS

Researchers used data collection techniques by giving pre-test and post-test questions. Based on the learning tools, lesson plans (RPP), syllabus, teaching materials, pre-test, and post-test sheets, and comic strip learning media that have gone through a validation process with construction validity (Construct Validity). With the presentation of good and measurable data in accordance with the objectives. The researcher describes the data from the pre-test and post-test results that have been obtained during the study in table 4.

Table 4. Results of *Pre-Test* and *Post-Test t*

No	Name	Pre-Test	Post-Test	N-Gain	N-Gain	Category
				Score	Percent	
1	AMKA	71	91	0.69	69	Tall
2	AFLG	68	82	0.43	43	Currently
3	ANA	74	88	0.53	53	Currently
4	AUR	68	80	0.37	37	Currently
5	EFAY	71	85	0.49	49	Currently
6	HABQ	66	85	0.55	55	Currently
7	IKT	66	83	0.68	68	Tall
8	KNR	63	88	0.5	50	Currently
9	MABD	57	74	0.39	39	Currently
10	MFKH	68	83	0.46	46	Currently
11	MHAS	74	97	0.88	88	Tall
12	MHA	68	80	0.38	37	Currently
13	RFAZ	71	97	0.89	89	Tall
14	RAF	68	88	0.62	62	Tall
15	SLR	57	74	0.39	39	Currently
16	SAZ	71	88	0.58	58	Currently
17	YZHR	74	94	0.76	76	Tall
18	ZNBQ	63	83	0.54	54	Currently
19	ZSZW	62	80	0.47	47	Currently
20	ZHSY	74	91	65	65	Tall

The data above shows that using comic strip learning media equipped with interesting pictures in each panel can make students' writing skills increase compared to those who did not use this media.

The Influence of Comic Strip Media on writing skills of third-grade students of SD Hafidz Al-Qur'an Porong. After doing the calculations using the Eta Square test, the researcher then answered the second. Based on the data contained in table 4.1 the Gain-value was obtained by 13 students in the "Medium" category and 7 students in the "High" category and no students in the "Low" category. The maximum value of the N-Gain test is (0.89), while the average value of the N-Gain test is (0.68) which is categorized as "Medium".

Comic strips that can be read easily with the storyline because of the text balloons make it easier to understand the material for problem formulation, namely how much influence the Pop Up-Book Media had on the Writing Skills of Class I II SD Hafidz Al-Qur'an Porong students by using the Eta Square test above in this research, the Eta Squared Test got 0.871 in the pre-test and 0.882 in the post-test. When $t_{0.14}$ shows that there is a big influence in the use of Comic Strip media as shown in the following figure. writing simple story essays on theme 8 "Praja Muda Karana" Sub-theme 4 Learning 3, the results can be seen in table 4.1. The results of the student's writing skills can be obtained from the Pre-test and Post-test scores which are tested directly on the question sheet. Learning in the material chapter writing essays is held in 2 meetings directly at school. Before learning the students were asked to do the pre-test which was followed by learning using comic strip media.

Directional Measures

			Value
Nominal by Interval	Eta	Pretes Dependent	.871
		Posttes Dependent	.882

Figure 2. Directional measures

From the t -test image test knew the results and a decision will be made in the first table resulting in the mean or average data from the pre-test is 67.7 and the mean resulting from the post-test is 85.55, for N is 20 because the number of students who experiment (sample) has been made there are 20 students. Figure 4.1 above shows that the significance value is .000, which indicates less than 0.05, which means that the data can have a relationship or correlation between the pre-test and post-test. In determining the accuracy, which is valid and can answer the hypothesis of this study, the results of the table in the bottom image, namely sig (2-tailed) above is 0.000, so that decision-making is in accordance with the t -test if the value of sig. (2-tailed) is below 0.05, it is proven that there is an increase or a very significant effect on the research variables.

It can be concluded that the use of comic strip media in learning 3 in theme 8 sub-theme 4 for class III in writing essays was successful and the student's scores in the post-test increased. This means that using interesting learning media can make it easier for students to make words into paragraph sentences and arrange them into story essays.

The results showed that the post-test scores were better than the pre-test scores. This shows that the use of comics media has a significant influence on the ability to write essays.

In this study, we can see from the data obtained from the N-Gain test and the Paired Sample t-test, that the use of this learning media has a very good and positive influence on students' cognitive and psychomotor learning outcomes in writing. These results are relevant to the research. These results are relevant to Ambarwati's research which states that the use of comic media can improve the ability to write narrative essays (Ambarwati dkk, 2019), as in figure 3.

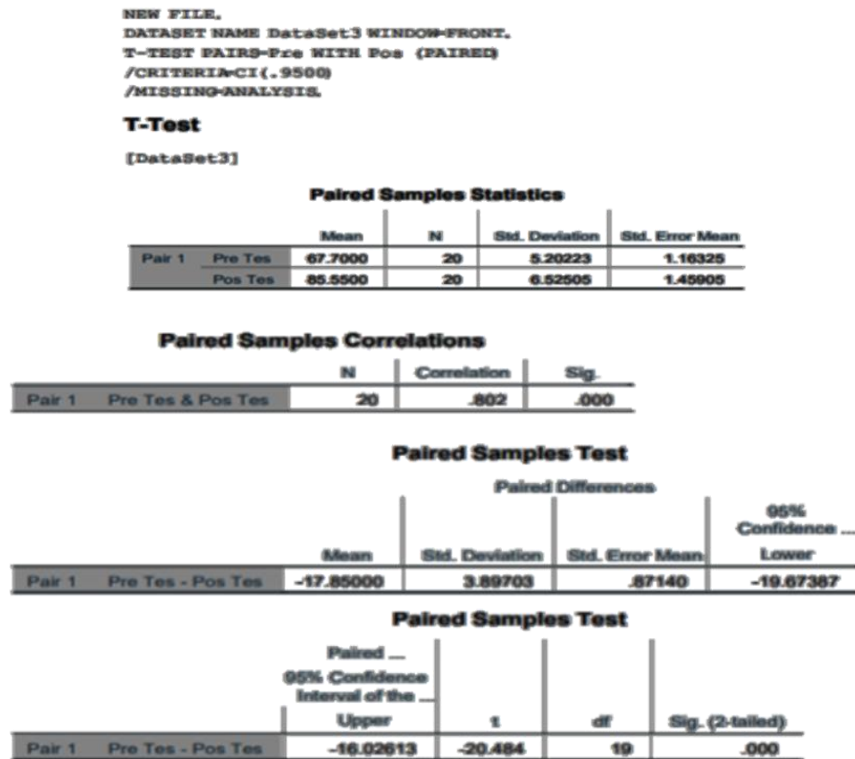


Figure 3. T-Test Result of SPSS 26

CONCLUSION

This study presents data relating to the influence of comic strip media on the ability to write story essays in third-grade students of SD Hafidz Al-Qur'an Porong, using a sample of 20 students. Third-grade students experienced an increase in writing skills using comic strip media as indicated by an increase in student scores after learning using this media, namely the results of the student's Post Test. Based on the Post-Test results, the students showed a lot of improvement before the pre-test scores, it shows that using comic strip media is interesting is that it can improve students' writing skills, especially the material for writing essays, and pass above the KKM score.

1. Based on the formulation of the first problem. By using the N-Gain formula to answer the problem formulation which reads "Is there any effect of using comic strip media on student learning outcomes on the ability to write story essays in third-grade students of SD Hafidz Al-Qur'an?" therefore, the hypothesis is accepted because there is a difference between the

pre-test and post-test scores 67.7 and 85.55. On the effect of using comic strip media on the writing skills of third-grade students at SD Hafidz Al-Qu'an Porong with the category of influence, 13 students are in the medium category, and 7 students are in the high category.

2. In the research that processed the data through the Eta squared test, it was 0.871 in the pre-test and 0.882 in the post-test. If $t > 0.14$ indicates that there is a big influence in the use of comic strip media on the writing skills of third-grade students at SD Hafidz Al-Qur'an Porong.

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