

Using DIY Comic Strips in Teaching Writing During Pandemic Covid-19

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ABSTRACT

Writing ability was one of crucial ability in learning languages including English. According to Curriculum of English Subject, the students were expected to be able in composing simple writing in accordance with the chapter they were learning. In fact, most of the students faced difficulties in creating English writing because the students were surrounded by several issues. Based on that case, the researcher interested to develop a learning media which is suitable with current development so that the students' writing ability increased. The researcher developed a comic strip which was made through Canva Pro. The aim of this research was to find out how was the implementation of DIY Comic Strips and the students' feelings which conducted in VIII B class, SMPN 4 Bangkalan. The approach used to collect the needed data was Qualitative Approach. The result in this research were the students felt much easier in writing and understanding material, became motivated because the media was new, and absorbed new vocabularies. As conclusion DIY Comic Strips was a suitable learning media to be implemented in the classroom.



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1. INTRODUCTION

There were four main skills that students whose first language is not English. According to Hammer, (2001) speaking and writing skills were part of productive skills, that means those skills will make students face daily practice in their real-life activities such as in the classroom. It calls productive because when we do those two skills, we produce and deliver something to others.

Productive skill can be used as pressure indicator to measure students' achievement while learning English. Besides, the productive skills are used in peoples' daily life. In this era, the capability of writing has become a very needed skill in global literacy community. That is why the ability of writing partially in a basic level should be mastery for citizen to get jobs in various sectors based on (Douglas, 2013).

The researcher conducted a preliminary research at SMP Negeri 4 Bangkalan and found out several things during teaching and learning process in the classroom. it is essential for English teacher to renew and develop their teaching techniques. In that situation, the researcher found out that students come up with complication in composing their writing at organizing idea part. They did not know how to make their exercise understandable and make sense. In this case, students experience confusion about put and organize their ideas into the place to be. Besides, the literature at school mostly is theoretical and textbook written in English, whereas more than seventy five percent students in junior high school have not yet a strong vocabulary building as the same as Halimah & Izzah (2020)'s statement that understanding and collecting vocabulary is not effortless, students commonly are insufficiency of their vocabulary. Based on interview to the students at SMPN 4

Bangkalan conducted by the researcher, they tried to find a word from Indonesia to English or otherwise on dictionaries, but after a while, they forgot what the meaning of those words. Those problems made the students lack motivation in learning English specially writing skill in case they thought learning English is difficult and decided to give up.

This research is important because writing plays an important role for students' future that required to be fluent both written and orally language to get job for survive in live. In shorter case, Indonesian Ministry of Education provide a curriculum for students to be able to go beyond predetermined subjects including writing activities. But those future goals could not be reached remembering the issues mentioned. Nur (2020) that in composing writing will be faster if the writer has a greater number of various vocabularies. While Halimah & Izzah (2020) stated on their research stated students commonly are still inadequate of their vocabulary, thus learners face difficulty while writing. Teacher can try to modify the media and make students feel attractive to learn through advanced surrounding environment as Kendall & Khuon (2006) stated that people should not over learning something same since it will make learners get bored. It is different like when students enjoy the process, the possibility of grasp the material become bigger based on Widayningsih et al. (2020).

In this study, comparing the situation at SMPN 4 Bangkalan which is applying blended learning, the researcher exerts mind to illustrate teaching writing skill using DIY Comic Strips during pandemic situation which have not ended as guidelines since students can detailed their story through still pictured to be a great recount text to share students' experience. DIY Comic Strips is a hand-made comic strips through various tools. DIY Comic Strips becomes the advantage of this research because the researcher could compose actual content related to the material that students are learning. While comic strips mean an art drawing that use not moving images and establish a related storyline which content are not complicated, entertain the readers, and provide them to their own fantasy at the same time.

The researcher believes this idea will be success remembering there are a lot of related studies to the researcher's study. Nur (2020) mentioned that comic strips can be used as a powerful supplementary innovation teaching media to strengthen abstract concepts, exclusively comic strips can transfer abstract concepts to learners through engaging and funny way, besides they can increase their vocabulary during reading and make their writing become maximal by adding various vocabulary. Suherman & Kareviati (2021) stated that comic strips have been tested as good media in teaching writing.

Young learners find difiiculty in writing English particularly in expressing the ideas. According to Dewanta et al., (2021)'s interview result, young learners face difficulty in writing English to analyze and convey their ideas, thus they apply picture series to help students explore their creativity and come up with ideas through imagination. This is not only because comic strips not only encourage students with exploring ideas, but it also guides them to their fantasy, so they can visualize and extend their writing by reference to the pictures. Novitasari (2020) conclude that the use of comic strips in teaching help the learners to increase their cognitive, affective, and psychomotor skills through one activity since the development of those three skills will help students to learn a language. Martages, Suharjito, & Santihastuti (2017) the researcher found out that the use of comic strips as teaching media in SMPN 5 Jember 2016/2017 in Eight-Grade was more effective than not using comic strips with 8,91/100 percentage.

Based on the observation process that have done which came up with following issues in learning writing for junior high school students, the writer decided to establish research entitled: "Using DIY Comic Strips in Teaching Writing during Pandemic Covid 19". There were two research questions on this paper, 1) How is the implementation of DIY Comic Strips as media in teaching writing skill? And 2) What is the students' response after the implementation of DIY Comic Strips as media in teaching writing skill?

The aims of this study were to describe the implementation of DIY Comic Strips and to describe the students' responses after the implementation of DIY Comic Strips as media in teaching writing skill.

2. RESEARCH METHOD

In conducting the study, the researcher needed a research design which refers to the strategy to combine the different components of research projects based on cohesive and coherence way. The main purpose of research design was to make sure the proof which got during the research were possible for the researcher to answer the research questions as clear as possible. Hardani, et al., (2020) stated that qualitative approach is one of research designs.

Qualitative research was defined as research which purpose is to understand condition of a context toward detail and deep description about what is happen in the field of study based on (Nur F. , 2021). Descriptive research was conducted with purpose to describe or illustrate the facts about the population

systematically and accurately. Thus, this research is an effort to develop knowledge, as well as to develop and to test the previous theories.

Case study was model which focused on researching a particular case or phenomenon that exists in society is carried out in depth to study the background, circumstances, and interactions that occur. In short, case study is a method for collecting data and analyzing it regarding a case. In conducting this research, the population were the students from SMPN 4 Bangkalan. It was focused on students in VIII B which consisted from 31 students based on the direction of the school staff. At the time the researcher conducted the research, the school applied the blended learning system as the government directed.

The blended learning system was a learning system where 50% number of student study at school while the rest learning from home. For English subject, Mrs. Zubaidah, the English teacher has her own style in facing blended learning system. Students who were studying at home were given material that they have to summary and write down on their notebook, and the material will be explained and learned together in the classroom. In this case, the students had tried to understand the material before studying in the classroom. The researcher was directed to conduct the research on the offline class and met the students who are learning in the classroom. In case of the rule, the researcher decided the sample of this research are the students whose odd absent number as much as 13 people.

To find further information during depth interview session, the researcher decided to choose main sample through purpose sampling technique or criterion-based selection that consist of 3 students based on teacher's recommendation and the previous English test score. The researcher's aim to use purpose sampling technique is to make the data result more credible and useable remembering the informants were chosen students. Data in research was unprocessed material that need to be processed to find the information needed. According to Nugrahani (2014) data was a group of information which provide possibilities for researchers to make conclusion and action. Data was classified into two types, primer, and secondary data. In qualitative research, the data resources usually include experience, informant, text, and artefact.

In this study, the writer using data from observation and direct interview result. Therefrom, the data of this study is some sentences or utterances containing the problematic in learning writing process which can be called as phenomenon. The source data in this study come from class observation result and students' interview. Instrument was an important step in research where its function as tools for collect the necessary data based on (Siyoto, 2015). In this research the researcher used three instruments. Firstly, observation guide, used to find more the issues and problems faced by the English learners and English teacher in the writing class. While in the action step, the observation guide was used to use DIY in teaching and learning process and its result, success or failed. Secondly, Interview guide to get further information from the informant. And thirdly, documentation guide, in this study the documentation that the researcher used are pictures and videos taken from classroom activity until interview sessions.

According to Hardani, et al., (2020) data analysis divided into three steps: 1) data reduction, 2) data display, 3) conclusion. In data reduction section, there were a lot of data that the researcher found during the research. Not all of the data were important or have relation to this study. For example, the students' activity at school from the first until the last subject in the classroom, the students' various hobby, the students' favorite places at schools and others. Those mentioned data were not connected to this research; therefore, the researcher did a reduction of those data. While the students' stress while learning, the students' motivation to learn English, the students' difficulty in absorb new vocabulary were related to this study. In data display section, after collect and reduction the data taken, the researcher will use Matrix Effect model to present the data. The researcher chooses this model because this model is suitable to the researcher's needs in answering the research questions in this study, they are the implementation of DIY Comic Strips in teaching writing and what are the students' responses after the implementation of DIY Comic Strips. In the conclusion section, is the essence of the research findings that describe the latest opinion based on the previous descriptions or the decisions obtained based on inductive or deductive reasoning methods. In making conclusion, the data will be processed by looking the relation between the "what", "how", "why", and "how is the effect". According to Miles and Huberman in Hardani, et al., (2020, p. 172), there are two models in making conclusion. The researcher decided to use one of them that called interactive model. Interactive Model is a model which the data reduction and data presentation pay attention to the results of the data collected, then to the process of drawing conclusions and verification that can be showed in this diagram according to Hardani, et al., (2020):

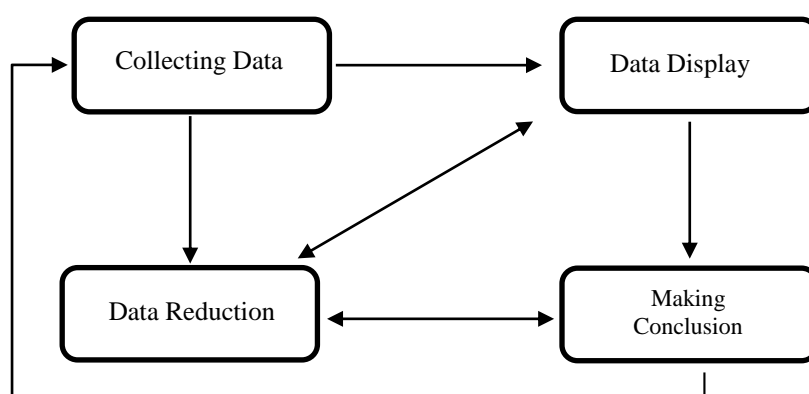


Figure 1. Interactive Model

The picture shows that there are activities that are interrelated and are a series that does not stand alone. The data collection from the reduction needs to be reviewed, to ensure that no important data is left behind. Likewise, with the conclusion, if there is data that is still doubtful and the truth of its meaning has not been agreed upon, then return to data collection. In this research, the researcher will make the conclusion using interactive model because this model can make sure the researcher to be aware and make sure there is no After the researcher did a reduction of unnecessary data, the researcher displayed the data that had been collected through observation and interview sessions. The researcher tried to compose a conclusion and still based on the data reduction result and the matrix effect table in the previous title.

3. RESULTS AND DISCUSSION

There are two sections in this part, the researcher decides to divide the findings on this research into two points; 1). the implementation of DIY Comic Strips as media in teaching writing skill, and 2). the students' response after the implementation of DIY Comic Strips as media in teaching writing skill. To prove and to answer the questions of this research, the researcher makes comic strips through Canva Pro as media in teaching writing skill especially recount text, observed the class learning and teaching activities, and interviewed the students after the end of the activity. The implementation and observation of DIY Comic Strips in the classroom was taken on 14th of March 2022. While the interview was taken 31st of March 2022 in two different times, morning and at noon, remembering blended learning policy during covid-19 pandemic. Since the students came over the school to learn in 50% amount of them, the researcher could conduct the research directly in the classroom.

3.1. RESULT

DIY Comic strips is a hand-made still pictures story inside several panels, there is a story and equipped with pictures to make the story become life and easier to understand for the readers which made through Canva Pro application and can be downloaded and printed. In this chance, the researcher printed the DIY Comic Strips and spread it in the classroom because of the prohibition of using cellphones in the classroom.

The way of the researcher collected the data were gotten from observation and in-depth interview. Based on the observation result, the English teacher of VIII-B, Miss Z (not the real name), was in the classroom at the time when the researcher conducted the teaching process using DIY Comic Strips. The research had a friend to record the teaching and learning process. On 29th of March, the researcher started the classroom activity from opening the classroom and reviewing the previous material, Simple Past Tense. In case of the researcher taught the students, the observation process will be analyzed using the video recording. The researcher detailed the process of implementation of DIY Comic Strips in three steps; pre-teaching, while teaching, and after teaching. On the recording, the researcher observed and got several details. students looked calm and enjoy the learning process using a fun and colorful media. Students were active in guessing the unknown meaning through the picture and characters inside the Comic Strips. All the activities were conducive in the classroom, the students were quiet and put full attention to every researcher's instruction.

After the first day, the researcher continued the process into interview sections that was conducted in two sessions, morning and after school in the afternoon. The researcher asked the students several questions related

to the teaching and learning using DIY Comic Strips and gave them chance to answer based on the opinions and point of views. After the process asking and receiving answers from the students, the researcher lined students' responses as important data to the research. Students had different point of views about learning using DIY Comic Strips. They were; 1) DIY Comic Strips was an interesting learning media; 2) DIY Comic Strips could motivate English Learners; 3) DIY Comic Strips was a fun and nice learning media; 4) DIY Comic Strips helped the students to understand the material; and 5) DIY Comic Strips pushed the students to guess the meaning of unknown words.

3.2. DISCUSSION

In discussion part, the researcher detailed the information based on the way the researcher analysed the data gotten in the classroom. First is data reduction; This research was started when the researcher conducted the preliminary research to find out the problem or the issue that students faced. The researcher arranged the research proposal and started to collect data. According to Hardani, et al. (2020), in collecting data there are several ways that the researcher can choose according to the research. The researcher chose observation, interview, and documentation to find further data in designing this research. In the step of conducting observation, interview, and documentation, the researcher was also reduct several unnecessary data.

First, in the observation process there were a lot of data that the researcher found directly and indirectly. The data that is not conncted to this study had been cut off such as the students' favourite things to do whenever there was no teacher in the classroom, the students' ways to get along to school each day, the students random things to do in the break time, and others. in the observation section, the researcher was also kept the data that was really conncted and could support this research. Those data were the reading material in the library, the students' stress in facing a lof subjects everyday, the students' motivation and vocabulary building in learning english.

Second, the data gotten from interview sessions that held two times. In the morning and in the afternoon sessions there were two kind of data, the necessary and the unnecessary data. The necessary data such as student's answer that related to the research questions and students' feeling were still included in this research. While for the opening stages with the students such as greeting, students' random short stories, and students' plans after school were unnecessary and did not have relation to this research. Therefore, the researcher cut of those data. Third, in the documentation process there were several pictures that the resarcher took and a number of videos that had been recorded. The unnecessary data such as the recording of breaktime in the canteen, the picture of class structure, photo of daily cleaning group class, and the photo of trees were not included in this research. Meanwhile, the pictures of classroom activity, the recording when the students learning, and the recording during interview sessions were connected and needed to be analyzed for this research.

Second was Data Display; Data display means the way to display the data gotten from the research in order to make those data become easier to reviewed and understandable. In this study the researcher used a model called matrix effect to help the researcher presented the data from the research. The matrix effect consisted from five variables such as the students' feeling, students' motivation. Students' understanding, students' writing skill, and students' vocabulary. Based on the table, the data showed several differences through the variables from before and after the implementation of DIY Comic Strips in the classroom.

Third was Conclusion that means the final result of several things. During conducting this research, the researcher found out a lot of ways to make a conclusion. To be more specific, the researcher decided to use interactive model in order make the researcher not missed other important data in this research.

The next discussion is about students' response of DIY Comic Strips as learning media in the recount text material. Based on the research finding, the researcher used observation and interview sessions to find out students' response in learning English using DIY Comic Strips. The researcher found out based on students' interview result that was held two times, in the morning and at noon, that DIY Comic Strips provided different situation learning using modern media than conventional media.

Student B and Student A stated that they were happy learning using a colourful media proven by the dialog: "*Learning Recount Text using DIY Comic Strips media is much more fun than that only paragraphs,*" - Statement of Student B. Things that each student called fun are different based on the dialog: "*I felt it was fun, I could enjoy the material. when I feel happy, I can understand the material easily,*" - Statement of Student B. "*It was much more fun to learn using DIY Comic Strips because it has several pictures,*" - Statement of Student A

The statement was strengthened by Suherman & Kareviati (2021) stated that teacher should apply an interesting learning media to enhance students creativity and motivation. Whenever the media was interesting

in the teaching and learning process, students will pay more attention to the material as the researchers had proved in their research.

Besides, student A stated DIY Comic Strips was decided as a media that could increase their motivation in learning. Students stated it briefly in their interview sessions, they said that, *"I felt motivated when learning recount text using DIY Comic Strips,"* - Statement of Student A. for further reason, the students mentioned the reason of why she/he became motivated, *"Because the media that used in learning process was fun, it was fun because it had several pictures, and colorful,"* - Statement of Student A.

It is in accordance with Istiq'faroh (2020) who claimed in her research that the post-test result was higher than the pre-test because of the students' motivation improvement. Motivation played an important role that keep students still pay attention to the teaching and learning process. Motivation also can enhance students spirit in learning.

The third students' response to DIY Comic Strips is that the learning media was fun and nice to see. The researcher had designed a colorful, funny characters, and vary stories in making the DIY Comic Strips to make students feel enjoy while learning in order making them unstressed. A number of Students stated what made them enjoy their process in learning, *"It was fun because while learning there were several pictures,"* - Statement of Student B. *"I felt it was fun, I could enjoy the material and understand the material easily,"* - Student B continued. while the other stated, *"the pictures or the characters in the comics were funny, it was much more fun to learn using DIY Comic Strips because it has several pictures"* - Statement of Student A. This was strengthened by Martages, Suharjito, & Santihastuti (2017) that stated the content of a comic strip was easy to understand that contains some panels that have illustrations, besides, it will be able to give students enjoyable feeling when learning. The enjoyable feeling of learning affect the classroom atmosphere that linked to students' understanding. Furthermore, DIY Comic Strips help students in understanding the material. Each students' statement were different about which part of the media that help them understand the material as shown in the dialog below: *"DIY Comic Strips could make me become easier in understanding the material given because it has pictures and characters that represented the story, and the media has interesting pictures,"* - Statement of Student C. The student gave further statement of which kind of the media used in the classroom helped him/her in understanding the material based on the dialog: *"the media used yesterday have balloons text that, the pictures or the characters in the comic were funny,"* - Statement of Student C. Layla (2020) conclude in her research that she recommend the use of digital comic remembering it was suitable with junior high school students that help them in mastery the material they were learning. Based on the curriculum, the junior high school students are be charged to mastery several type of writing, this is connected and will be easier if teacher applied a new media that help students in increasing their understanding. The last one is that DIY Comic Strips made students tried to find the meaning of word through the illustration of the story. This is a positive impact of DIY Comic Strips because students not directly loose their motivation when did not know the meaning of words, but they attempted to know the meaning based on what they see on the learning media. A Student shared his/her experiences while learning using DIY Comic Strips in detail such in this dialog: *"I can guess the meaning of words because at that time I did not know several indonesian meaning of words,"* - *"learning using DIY Comic Strips media help me easier in understanding the material because it has illustration that represented the story. In some times I did not have idea about the meaning of the words, but I tried to find the meaning through the picture,"* - Statement of Student A. It was strengthened by Istiq'faroh (2020) who stated that students can guess the meaning of new words that they did not know through the panels which full of illustration of the story. This is much more effective remembering students can add more new words that will be more memorable than finding on dictionary

4. CONCLUSION

This study was implemented in SMPN 4 Bangkalan during second semester of the academic year 2021/2022. The research was started based on the background that the researcher found in the classroom. The researcher was interested on students' issues in learning English especially writing skill. Based on that, then created an interactive learning media called DIY Comic Strips through Canva Pro to answer the research question in this study. After the implementation of DIY Comic Strips, the researcher found out several students' responses while learning using a new media. First, DIY Comic Strips is a new media that is interesting since it has several characters, balloons, texts, panels, and colorful. It made students enjoy their time in learning. Besides, for some students, the character and the color played significant role. Second, students expressed that the media can enhance their motivation, help them understand the material, and even guessing the meaning of several new world.

The limitation of the study that the researcher focused in was the use of comic strips which is given to students as material source to encourage their skills in designing their recount text. The study had been conducted, based on the previous statement could answer the research questions in the first chapter. The observation and the documentation in this research had been answered. The first research question that is “How is the implementation of DIY Comic Strips as media in Teaching Writing Skill?”. While the interview result provides a lot of further and deeper information about students’ responses and what was their feeling while learning, and this is a proof that the interview result could inserted the second research question that is “What is the students’ response after the implementation of DIY Comic Strips as media in teaching writing skill?”. In other words, learners could give meaningful information about their learning issues. Therefore, this is important to use their leaning issues to provide more interactive learning media. In the other hand, the researcher realized this research was far from perfection and limited of time, the researcher would suggest several title of research for the future researchers who are interested in this research, “CAR: The Effect of DIY Comic Strips in Enhancing Students’ Vocabulary Building” which can be dne through several cycles to get numeral data.

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