

ABSTRACT

Sulistyawati, Elizabeth Emmanuela. (2020). *The Implementation of Using Comic Strips to Improve Students' Writing Skills of the 11th Grade Students of SMAN 4 Yogyakarta.* Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

To be fluent in English language, students might master the four important skills in English, namely speaking, listening, reading and writing. Writing skill is one of the hardest skills to master for 11th grade students of SMAN 4 Yogyakarta in academic year of 2019/2020. The students are not motivated in learning writing because there is lack of learning media that are used for writing process. One of the effective media to improve students' writing skills is comic strips. Online comic strips are chosen because the teacher and the researcher consider the students' favorable learning media. Further, online comic strips are considered as the suitable media for teaching writing in 11th grade of SMAN 4 Yogyakarta.

This research aimed to find out how effective comic strips improve students' writing skills and describe the implementation of comic strips as the learning media using cause and effect materials to improve 11th grade students' writing skills in SMAN 4 Yogyakarta.

The researcher formulated two research questions in this research, namely (1) How is the implementation of comic strip to improve students' writing skills? (2) How effective is the use of comic strips to improve students' writing skills?

The researcher employed Classroom Action Research (CAR) as the methodology to answer the research questions. The participants of the research were 32 students of XI MIPA 4 of SMAN 4 Yogyakarta. The researcher collected the data using several instruments, namely observation checklist, field notes, tests, questionnaire, and interview guidelines.

The first finding showed that the implementation of comic strips in writing process involved two cycles of CAR from Kemmis and Mc Taggart (1988). Each cycle covered four stages, namely planning, action, observation, reflection. The second finding showed that the implementation of comic strips in writing process was effective. That was proved by the improvement among the pre-test, post-test 1, and post-test 2. The results of the questionnaire also proved that the students also had positive perceptions on the implementation of comic strips in improving their writing skills.

In conclusion, the implementation of comic strips as the media could help students to improve their writing skills. The students could understand the materials well, generate more their ideas, and pour the ideas into their creative writing. In addition, the students were more active and involved in the learning activity. Overall, the research revealed that comic strips can be implemented in writing process and comic strips can help students in improving their writing skills.

Keywords: classroom action research, comic strips, writing skills

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Untuk fasih berbahasa Inggris, siswa harus menguasai empat keterampilan penting dalam bahasa Inggris yaitu berbicara, mendengarkan, membaca dan menulis. Keterampilan menulis adalah salah satu keterampilan yang sulit dikuasai oleh siswa kelas 11 SMAN 4 Yogyakarta tahun akademik 2019/2020. Siswa tidak termotivasi untuk menulis karena kurangnya media pembelajaran yang digunakan dalam proses menulis. Salah satu media efektif yang digunakan untuk meningkatkan keterampilan menulis siswa adalah komik. Komik strip dipilih karena guru dan peneliti mempertimbangkan cara pembelajaran yang disukai oleh siswa. Kemudian, komik strip dianggap sebagai media yang cocok untuk kegiatan menulis di kelas 11 SMAN 4 Yogyakarta.

Penelitian ini bertujuan untuk mengetahui seberapa efektif komik strip dalam meningkatkan keterampilan menulis siswa dan penerapan komik strip sebagai media pembelajaran dengan materi sebab-akibat untuk meningkatkan keterampilan menulis siswa kelas 11 di SMAN 4 Yogyakarta.

Peneliti mengemukakan dua pertanyaan dalam penelitian, yaitu (1) Bagaimana penerapan komik strip dalam meningkatkan keterampilan menulis para siswa? (2) Seberapa efektif penggunaan komik strip untuk meningkatkan keterampilan menulis?

Dengan masalah tersebut, peneliti menggunakan Penelitian Tindakan Kelas (PTK) sebagai metode untuk menjawab pertanyaan. Partisipan dari penelitian ini adalah 32 siswa dari XI MIPA 4 di SMAN 4 Yogyakarta. Peneliti mengumpulkan data menggunakan beberapa instrumen yaitu observasi, catatan, tes, kuesioner, dan wawancara.

Hasil pertama menunjukkan bahwa penerapan komik strip dalam proses menulis melibatkan dua siklus dari Kemmis dan Mc Taggart (1998). Setiap siklus mencakup empat tahap, yaitu perencanaan, tindakan, observasi, dan refleksi. Hasil kedua menunjukkan penerapan komik strip itu efektif dalam kegiatan menulis. Hal ini terbukti dengan adanya peningkatan antara pre-test, post-test 1, dan post-test 2. Hasil kuesioner juga membuktikan bahwa siswa juga memiliki pandangan positif terhadap penerapan komik strip dalam meningkatkan keterampilan menulis

Kesimpulannya, penerapan komik strip dapat membantu siswa untuk meningkatkan keterampilan menulis. Siswa dapat memahami materi dengan baik, menghasilkan banyak ide, dan menuangkan ide kreatif ke dalam tulisan mereka. Penelitian ini menyatakan bahwa komik strip dapat diterapkan di dalam kegiatan menulis dan dapat membantu siswa untuk meningkatkan keterampilan menulis.

Kata kunci: classroom action research, comic strips, writing skills