IMPROVING STUDENTS' WRITING SKILLS BY USING E- COMIC AT THE SECOND GRADE OF VOCATIONAL HIGH SCHOOL 1 TAPALANG BARAT

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ABSTRACT

SRI MAULIDIA, 2024 Improving students' writing skills by using e-comic at the second grade of SMKN 1 Tappalang Barat. **Thesis Majene: Faculty of Teacher Training and Education, 2024.**

This study aims 1) To find out whether e-comic can improve students' writing skills or not, 2) To find out how students' perceptions of the use of e-comic in improving writing skills. This study used a quantitative research method using a quasi-experimental design and the research subjects were 30 students with two classes, namely the control class and the experimental class. This study used random sampling method to determine the sample. Data collection was carried out using tests in the form of pre-test and post-test and questionnaires. The data analysis technique used was the T-test and Likert scale to determine the improvement and perception of students using the SPSS application. Based on the results of the study, the use of e-comics can improve students' writing skills it can be seen from the results of the pre-test score is 37.25 (less) in the control class and the pre-test is 41.25 (less) in the experimental class and an increase after treatment with the average value of the post-test in the control class of 45.39 slightly increased and the post-test in the experimental class of 56.72. In addition, the results of the questionnaire showed that 83% of the students had a positive perception of e-comic media as a learning medium, indicating an increase in students' motivation and interest in learning to write. Based on these findings, it is recommended that teachers use e-comic media as an alternative method to improve students' writing skills or consider other innovative learning media. Students are also expected to consistently improve their writing skills to achieve more optimal learning outcomes. For future researchers, the results of this study can be a reference in developing further studies on the effectiveness of digital media in English language learning, especially in writing skills.

Key Answer : *e-comic, writing, students, perception*

CHAPTER I

INTRODUCTION

This chapter presents a set of introduction, namely: background, problem identification, problem limitation and formulation, research objective, and research benefit.

A. Background

English is an international language used by most people in the world. English can be used to communicate in various fields such as information, technology and even science. In English there are four skills that must be mastered, namely reading, writing, listening and speaking, so students must have good mastery to become good English learners, from the foregoing, each skill is important to master, for example, writing skills.

According to Raimes (1983) in Marlinda (2023), writing is the skill of pouring ideas, feelings, and thoughts arranged in words, sentences, and paragraphs by using eyes, brain, and hands. According to Richards (2022), defines that writing is the most difficult skill for students to master. The difficulty lies not only in generating and organizing ideas, but also in translating those ideas into readable texts.

Writing skills are one of the abilities that must be achieved as an English language learning objective in addition to listening, reading and speaking skills. Writing skills are essential and play an important role in many aspects of life as they are widely used at all levels of education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with lecturers, teachers, bosses, coworkers, or anyone else. Most professional communication is done in writing such as writing proposals, memos, reports, applications, preliminary interviews, emails, and many more are part of the daily life of a successful student or graduate (Walsh, 2010). Therefore, mastering writing skills is very important and a must for all students in learning English.

When researcher observed the teaching and learning process in class Xl SMKN 1 Tapalang Barat, researcher found several problems faced by students, especially in writing, namely: The first problem is from students. Students are the object of the teaching and learning process. One of the main obstacles is the lack of understanding of structure and grammar, which play an important role in effective writing. The inability to master these aspects causes students to struggle to express ideas well and accurately. In addition, lack of vocabulary is also an obstacle. Students who have limited vocabulary often feel less confident and lose interest in writing. This lack of motivation negatively affects the development of their writing skills and lowers the overall quality of their English learning. The next problem comes from the media. The media used by teachers when teaching usually only use textbooks. The learning process will be more interesting if the teacher uses media to help deliver the material. The media can be PowerPoint slides, e-comics, videos, stories, games, and movies. Another problem is that students are easily bored when told to write.

To overcome the above problems, the researcher was interested in using e-comic in learning writing to improve students' writing skills at SMKN 1 Tapalang Barat. Tahsaldar et al., (2018) who revealed that Toondoo Comics improved students' creative writing skills and motivated them to engage in learning. In line with Tahsaldar et al., Cabrera-Solano et al., (2021) found that there were positive perception of Pixton from students. The use of Pixton also improved students' online writing skills. Improvements occurred in aspects of student writing, such as grammar, vocabulary, coherence and cohesion. Furthermore, Pixton also increased student engagement and motivation.

Based on this background, the researcher conducted a study to improve students' writing skills at SMK Negeri 1 Tapalang Barat by using e-comic. The researcher wants to know whether e-comic has an impact on students' writing skills. The researcher chose a study with the title **"Improving Students' Writing Skills by using e-comic in the second grade of SMK Negeri 1 Tapalang Barat".**

B. Problem Identification

Based on the explanation above, the problem of this research can be formulated as the following:

1. Students have difficulty in improving their writing skills which leads to a lack of understanding of the structure and grammar of English writing.

2. Students' lack of vocabulary affects students' interest and motivation towards writing skills in English learning.

C. Problem Limitation and Formulation

Based on the explanation above, the problem of this research can be formulated as the following:

1. Can e-comic improve the students' writing skills at SMKN 1 Tapalang Barat?

2. What are the students' perceptions of the using e-comic at SMKN 1 Tapalang Barat?

D. Research Objective

Research objective is what the researcher wants to achieve from the research or study. Based on the research question above, there are two objectives of the research, as follow:

1. To find out whether or not e-comic improve student's writing skills

2. To find out how students' perception the use of e-comic to improve writing skills

E. Research Benefit

Research benefit is a research services and treatments not just for you but also for future generation, or benefit of the research is not just for researcher but also for students, teacher, environment etc.

The benefit of the research Are:

1. For Students

    a. This research is expected to be a solution for students who have problems with writing and using e-comic as an effective learning medium in English, especially in improving writing skills that can be used anywhere and anytime.

    b. Another benefit for students is being able to increase learning motivation through the using e-comic media.

2. For Teacher

    a. This research is expected to be a solution for teachers to students for the problems faced today regarding improving writing skills understanding which results in a lack of knowledge of English and becoming one of the practical learning media that students can use at any time.

    b. This research also provides benefits for teachers to increase the attractiveness and motivation of students in learning, especially English.

3. For Researcher

    This research is expected to be a reference in increasing knowledge and equipping oneself as a prospective teacher.

CHAPTER II

LITERATURE REVIEW

The chapter shows the theoretical background related to the relevant topics discussed in this research. It covers: previous related studied, theoretical framework and hypothesis.

A. Previous Related Studies

Research is the study of how to find the latest facts about an object. This research problem regarding the improvement of writing skills, has been widely researched by researchers. The findings related to the findings are:

1. Hadi et al, (2022) A Research entitle *"The influence of mangarock online comic in teaching writing a narrative text"*.

   Finding out how Maggarock online comics can aid in the writing development of ninth-grade students at SMP Harapan Masa in Depok, Indonesia, is the goal of this study. A pre-experimental methodology and a quantitative approach are used in the investigation. Writing projects are given to all ninth-grade students at SMP Harapan Masa who are exposed to Manggarock online comics in order to collect data. Both before and after exposure, the effect of these comics on students' writing abilities is assessed using statistical analysis, specifically a t-test. According to the findings, the average score for the students was 79.26. The alternative hypothesis (Ha) is also accepted and the null hypothesis is rejected at a significance level of 5% (0.05) since the t-test value (16.243) is greater than the critical t-value (2.015). The study's findings suggest that mangarock online comics enhance the writing abilities of ninth-grade students.

2. Muhammad Ridhwan, Muhammad Taufik Ihsan & Naskah (2018). The title of this study is, *"The effect of comic strips on secondary EFL students reading comprehension and writing ability"*.

   The main effects of using comic strips as a teaching tool on students' writing and reading comprehension at MTsN I Pekanbaru were examined in this study. A quasi-experimental design was used, including non-equivalent pre-test and post-test groups. This experiment had two classes (VIII 3 and

VIII 4), each consisting of 20 students in the treatment and control groups. SPSS 20.0 was used for data analysis, and t-tests for independent and paired samples were used. The paired sample t-test scores of the treatment class were 77 and the control class was 64.5, indicating a significant improvement in reading comprehension by using the comic strips technique. At the 0.05 significance level, the null hypothesis (Ho) was rejected, as evidenced by the post t-test result of -7.149 and the significance score (2-tailed) of 0.000. The paired sample t-test results showed a significant improvement in the students' writing skills, with the treatment class scoring 79.6 and the control class scoring 54.2. At the 0.05 significance level, the null hypothesis (Ho) was rejected after the hypothesis test, which produced a post t-test score of -21.9 and a significance score (2-tailed) of 0.000. The alternative theory gained acceptance as a result. Using the comic strips technique significantly improves pupils' writing and reading comprehension skills, according to the data.

3. Amrizal A (2022) the title is *"The Effect of Comic Strip as Instructional Method in Enhancing Students' Writing Skills"*

   The study intends to examine the effect of comic strips on the writing abilities of students participating in the Islamic education program at STAIN Mandailing Natal, with an emphasis on descriptive writing skills. In this study, which used an experimental methodology, the experimental group and the control group were two classes of 35 students each. To choose participants, a random sampling procedure was employed. SPSS Windows 10 was used for statistical analysis, namely for data analysis and T-Test construction. According to the study's findings, comic strips can improve pupils' descriptive writing abilities. Because of the comic strips' straightforward language, striking imagery, and follow-up questions, which made learning more effective and guaranteed understanding for all participants, students showed growth in a number of writing-related areas.

   Based on the research above, discusses the effect of using e-comic to improve students' English writing skills. The three studies above are closely related to this new research which aims to improve students' writing skills.

However, the previous studies did not provide sufficient information about the effectiveness of using e-comic to improve writing skills and information about students' perceptions of using e-comic as a media in learning. Thus, the researcher chose to conduct this research with the hope that this research would be research that has novelty and this research could also provide more detailed and relevant information about the use of e-comic as a learning media to improve students' writing skills through the methods and instruments that the researcher used. This research used narrative text because writing narrative text is considered appropriate for students' level, especially for students' in class XI.

B. Theoretical Framework

1. Writing Skills

a. Definition of Writing

Writing is one of the four skills in English. Writing is significant of language skills. It is a productive skills of language learning. Writing too important for the students to practice their capability and their understanding, how to send ideas, and even how to spell word well.

According to Djago Tarigan (2009:5), writing is an activity to express in writing various kinds of ideas, ideas, feelings, opinions, or thoughts. While According to Desi Dwisuryani (2018), writing a text is a complex task that needs a coordinated implementation of a large set of mental activities. And According to the KBBI, writing is making letters (numbers and so on), with a pen (pencil, chalk,) writing is a process, which may refer into two activities: the inscribing characters on a medium, with the intention of forming words and other lingual constructs that represent language and recording information to be conveyed through written language (Suheni, 2011). It means that the researcher needs a process.

Another definition of writing skills is also defined by Harmer (2004), stated that writing encourage students to focus on accurate language use. It is because students consider that language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students minds.

Based on the definition above, it can be said that writing is one of productive activities in developing ideas, feelings and anything in writing. Teaching writing cannot be apart from writing process for achieving expected text.

Writing skills are one of the types of language skills that students' will need to master. Many experts have put forward the meaning of writing. According to Abbas (2006), writing skills are the ability to express ideas, opinions and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, grammar, and use of spelling. Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing.

Writing skills can enable people to communicate and exchange knowledge even though they come from different backgrounds and cultures. As a result, having academic writing skills is undeniably an obligation (Weigle, 2005). Writing is one type of productive written language skill. Writing can be said to be the most complicated language skill among other types of language skills. This is because writing is not just copying words and sentences, but also developing and expressing thoughts in an orderly written structure. Writing can be defined as the activity of expressing ideas using written language as a medium of delivery (Tarigan, 1986:15).

According to Iskandarwasid (2011), writing skills will not come automatically, but must go through a lot of and regular practice and practice. In modern life, it is clear that writing skills are needed. Writing skills are a characteristic of an educated person or an educated nation. Writing skills can be classified based on two different points of view. This point of view is the activity or activities in implementing writing skills and the results of the writing product. According to Wishon and Burks in Risdayanti (2019), the classification of writing skills based on the second point of view results in the division of writing products into four categories, namely: narrative essays, expositions, descriptions, and arguments.

b. The Importance of Writing

According to Chappel (2011), there are seven the importance of writing:

1. Express one's personality
2. Foster communication
3. Develop thinking skills
4. Make logical and persuasive arguments;
5. Give a person a chance to later reflect on his/her ideas and reevaluate them
6. Provide and receive feedback
7. Prepare for school and employment.

c. Process of Writing

According to Pearson (2013), there are five steps of writing process, as follows :

a) Preparing to write

Most writing requires preparation. How long you spend on this preparation, and what you do, depends largely on your reader, your purpose, the content and the writing situation. For example, a quick message to a friend requires different preparation from a letter to company applying for a job. The ideas below will be useful to you in preparing to write.

b) Drafting

The drafting stage in you where you really begin writing. The most important thing here is to get word into paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

c) Revising

The revising stage is where you check that :

1) Writer have said what you wanted to say
2) Writer have said it in a clear and appropiate way

Revising might take place while you are drafting or after you have finished a draft. This unit look at some of the changes you might make and suggest ways to make your revising more effective.

d)   Editing

Editing is the process of cheking such as grammar, spelling, capitalization, and punctuation. The purpose of editing is to make sure that your ideas are presented to your readers as clearly as possible.

e)   Publishing

Finally, after all the writing steps are completed, the author can prepare her work for publication.

d. Components of writing

They are five kinds of components in writing according to Jacob (2008) in Fajriani (2016), as follows:

1) Content

Content of writing should be understandable. Therefore, the readers can understand the message in the text and got information from it. There is a thinking that can be measure in connecting with component. The composition should contain one central purpose, should have unit, should have coherence and continuity, and should be adequately develop.

2) Organization

Organization is the overall structure of piece of writing. The most workable method to organized essay is to state the main idea of the paper in an opening paragraph and the devoted a separate paragraph in the body to each major division of thought.

Organization concerns with the way of how the writer arranges and organize their idea and their massage in writing from which consist of same partial order. In writing, the writer should know about what kinds of paragraph that they want tow writer and what topic that they want to tell to the readers. It must be supported by cohesion.

3) Vocabulary

Vocabulary is one of important things to make easy to writing. Hayati (2017) said that the master of vocabulary can support the students to speaking communication. Thus, in learning English vocabulary people must know the meaning of the other people say, and it makes understand quickly. According to Aziz (2011), vocabulary learning is learning to word as a unit that were part of grammatical patterns. From the meaning of their nearest equivalent in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

4) Language Use

Language used is related of grammar. The grammar is one of the important aspects in writing. By paying attention to the grammar of an article, the meaning contained in a sentence can be understood by reader.

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials.

e. Types of Writing

According to Wishon and Burks in Risdayanti (2019), the types of writing are narration, description, exposition and argumentation:

1. Narration

According to Dalma (2015), Narration is basically an essay or writing in the form of a story. Like when people talk about "filling in school holidays", registering for school", "camping experiences in the forest", "traffic accidents on the highway", or "sporting matches. The story is of course based on a sequence of incidents or incidents. In the event there is a character, perhaps the character is the author himself, a friend of the author, or someone else, and that character experiences a problem or conflict. It could be that the story presents a conflict or a series of conflicts faced by the characters in your story. So, in a narrative there are three main elements, namely: events, characters and conflict. These three elements are combined into one in a network called plot. Thus, narrative is a story based on a plot. Narrative is often interpreted as a story based on time chronology.

There is some of structural organization of narration text as follows:

a. Orientation; writer introduces the characters from the story

b. Complication; in this case, writer describing a problem occurs

c. Resolution; in this case, problem in the story are solved

d. Reorientation; moral message contained in the story

The type of narrative text as follows:

a. Legends
   Legend is an example of narrative text in the form of ancient folklore. Legends usually tell the origins or historical events or places. Example Danau Toba and Maling Kundang

b. Fables
   Fables are stories about animal that seem to behave like humans, for example of the story is Si Kancil dan Buaya. Fable is a type narrative text that contains a lot of moral messages.

c. Folklore

Folklore is a story handed down from ancestors to become tradition, both oral and semi-oral.

d. Fairy tale

Fairy tale is a story that usually read to children. A fairy tale has the meaning of a magical story that doesn't really happen or is just a fantasy.

e. Myth

Myth is a story set in the past. In general, these myths tell stories about Gods or heroes that contain interpretations of the origin of the universe.

2. Exposition

According to dictionary.com writing or speech primarily intended to convey information or to explain. It can be conclude that exposition is a text whose contents are logical arguments from the author regarding a problem that needs attention.

3. Description

Description text is a type of narrative text that purpose to describe something as a human, animal, thing, and location.

4. Argumentation

Argumentation is a text which is the idea of the author. The idea is accompanied by reasons and evidence supported by fact, then conveyed logically with the aim of being able to influence the reader.

From the explanation, it can concluded to focus on narrative text, because narrative text is a story that purpose to entertain and tells about something interesting, that can make the students to motivate in writing.

2. e-Comic

   a. Definition of e-Comic

The definition of e-comic according to some experts may differ, but in general, e-comic is defined as a comic format presented in digital form. According to David Wright (2008), in "Comics and Graphic Novels: A Guide for Librarians" explains that e-comics are comics adapted to be read on electronic devices such as tablets or computers. e-comics often incorporate interactive elements such as hyperlinks and animation not found in traditional printed comics.

According to Diana K. McCormick (2015), in her article "Digital Comics: A New Paradigm for Storytelling" defines e-comics as comics that utilize digital technology to offer a more dynamic reading experience. And according to Jesse Green (2017), in his book "The Art of Digital Comics" describes e-comics as comics in digital format with interactive and multimedia elements.

According to Wicaksono, Irmade, and Jumanto (2017: 609), e-comic is visual media in the form of cartoons that reveal characters and act out a story through pictures and are designed to provide entertainment to readers. And according to Hidayah (2017), comics are cartoons that reveal a character who plays a story with pictures in a close sequence to provide entertainment with a message to the reader. According to Lamb, Johnson (2009), digital comic is simple comic presented in certain electronic media. In line with the opinion of Yunus, et al (2010) digital comic is also defined as comics published or presented on websites, webcomics, online comics or internet comics.

Based on some of the opinions above, it can be concluded that e-comic is visual media in the form of cartoon stories that reveal characters who play a story with pictures in a sequence of motionless pictures to provide entertainment and messages to readers. Digital comic is a form of illustrated stories with characters and characterizations as well as certain characters presented through electronic media. From the descriptions of comics, it can be understood that e-comic is a series of images arranged to convey information, usually compiled in the form of a separate book, or published in various print media.

b. e-Comic in Language Teaching

e-comic in language teaching is an innovative and effective approach to improving students' language skills. Here are some views from experts and research related to the use of e-comics in language teaching:

1. Improving Reading and Writing Skills

According to Pustaka in the journal (2008), "Utilization of Digital Comics for English Language Learning ", e-comics can improve students' reading and writing skills because the accompanying visual elements help students understand the text better. Digital comics offer a narrative that combines text and images, which supports contextual understanding and literacy skills.

2. Student Engagement and Motivation

According to Rahayu & Saputra (2020) in their study, "The Effectiveness of Digital Comics in Increasing Student Motivation and Engagement in Language Learning " showed that e-comics can increase student motivation and make the learning process more enjoyable. Attractive images and interactive formats tend to capture students' attention and increase their engagement in the learning process.

3. Speaking and Listening Practice

According to Widiastuti (2021) in her article titled "The Use of Electronic Comics to Develop Speaking and Listening Skills in Language Learning " explains how e-comics can be used for speaking and listening practice. Comics that include dialog and conversation provide opportunities for students to practice language practically and contextually.

Using e-comic in language teaching can make the learning process more dynamic, interactive, and fun, and improve students' language skills effectively.

c. Advantages And Disadvantages Of e-Comic Media

E-comic can be an option as a learning media because of the tendency of children who prefer reading entertainment media such as comic compared to reading textbooks. According to Trimo (2019), comic which are used as learning media have advantages and disadvantages, namely:

a) Advantages Of e-Comic

1. E-comic have a simple nature in their presentation.

2. Have a story sequence element that contains a large message but is presented concisely and easily digested.

3. Equipped with dialogic verbal language.

4. With the combination of verbal and non-verbal language, they speed up the reader to understand the content of the message he is reading, because the reader is helped to stay focused and stay on track.

5. Visualized expressions make the reader emotionally visible, causing the reader to want to continue reading until the end.

According to Yang (2019), the advantage of using e-comic is to motivate students because comic can provide motivation to learn English in a fun and interesting way. Since comic contain pictures, students will easily understand them. Pictures can tell any story more effectively than words.

Jon (2018) says that there are advantages in using e-comic, namely:

1. Students can learn new vocabulary. Because pictures and written text are interconnected, it can help students in understanding.

2. Students can improve their analytical thinking skills.

3. Visuals can help students understand complex vocabulary that readers may not understand.

b) Disadvantages Of e-Comic

The disadvantages or weaknesses of e-comic as learning media are as follows:

1. The ease with which people read e-comic makes reading lazy, causing rejection of books that are not illustrated.
2. In terms of language, comics sometimes use dirty words or sentences that are less accountable.
3. Many actions that accentuate violence or prevented behavior.
4. Many love scenes stand out.

3. Technology in Learning

Technological developments have a major influence on life, including in the aspect of education. According to Belinda (2023) the rapid development of technology requires adjustments in life, including in the educational aspect. According to Setiadi & Danial (2022) technology is a human modification to accelerate, expand, and store information over a longer period. The importance of technology also affects the field of education. According to (Damayanti et al., 2022) technological development cannot be separated from life or education.

Current technological developments have an important influence on learning. According to Manongga (2021) technology is the result of the development of science in the field of education based on this, one of the functions of technology is to assist in the field of education. Technological developments in the field of education certainly close a teacher to being creative in learning. According to Damayanti (2022) professional teachers are teachers who can apply technology in designing interesting learning and can increase student interest in learning. Adding according to (Qiyam, 2022) educators must be creative in conveying material so that students can understand and accept it easily.

Visual Learning Theory by Baker & Buxmann (2018) states that humans tend to learn more effectively through images or visuals compared to text alone. Visuals help strengthen memory and facilitate understanding of abstract concepts by providing concrete representations. The use of visuals in learning can also increase student engagement and deepen understanding of the material.

Based on some of the opinions above, it can be concluded that the use of technology in education is very important and has a major influence on learning that can increase student interest in learning.

4. Pixton

Previously, comic creators used manual media to draw comic. However, currently there are many tools or applications that can be used to create comic. Therefore, this research uses a website that provides tools to create e-comic. This website is called "Pixton" produced by Clive & Goodinson, based in Parksville, British Columbia, Canada. Pixton gives all users the ability to easily create amazing comic.

In this study, teacher and students used the Pixton website to create comic. Pixton is a way for students to engage in the world of comic and provides a powerful visual writing tool. Pixton is a tool for creating comic. The e-comic media allows students to explore their creative thinking as they can write their dialog in speech bubbles or dialog boxes and select characters in Pixton. Pixton provides words and pictures to solve students' problems in storytelling that they would not experience by using words alone. As with reading, comics provide scaffolding for students to experience success in writing. This provider helps students to increase their motivation and creative thinking in writing skills.

Pixton is a new patented technology that gives anyone the power to create amazing e-comic on the web. The website is easy to use and engaging. Here's a tutorial on creating comics on Pixton:

1) Register and login, it's free.
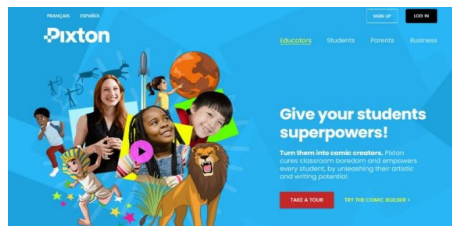
2) Click the 'My Comic' button and click "new comic" to start creating a comic
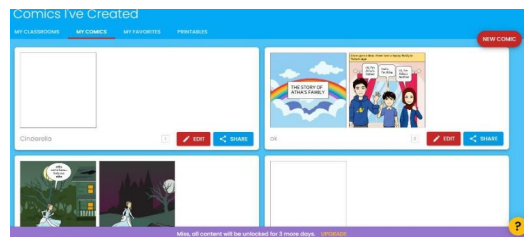
3) Choose a layout in graphic novel and select an advance.
4) Drag and drop characters, backgrounds, props and speech bubbles in any order that suits best

figure 2.1 Initial Display comic of the Pixton Application

5. Select save for last to save for yourself or save and continue to publish and embed the comic.

4. **Perception Theory**

   a. **Definition of Perception**

   According to the Walgito (2010) perception is a comprehensive activity in the individual, so what is inside the individual will become active in perception. Based on this, perception can be expressed because individual feelings, as well as thinking, individual experiences are not

the same, so in conception of stimulus, perception results may differ between individual. Perception is individuals' ability to determine, hear, feel, and present or grasp what they feel about their environment and social life physically and mentally (Sarkol, 2016).

According to Lisma (2022), perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. In addition, Demuth (2013), stated that perception is the process of interpreting the information about people and around. The tool to get such information is sensing (vision, hearing, touch, and then on). Perception is a biological process that takes place in the human "s brain. It is a process that concerns the entry of messages or information through five senses, namely sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch.

Perception is obtained by summarizing the information from a person and interpreting the information to respond either positively or negatively to the information (Putri, 2021).

Based on the expert opinion above, perception is individual observation towards certain things or events that can produce certain perceptions. In addition, perception is the cognitive operation used to interpret, understand, and recognize the object or event with a certain meaning and certain expectations.

b. **Types of Perception**

According to Rahma (2018), there are three types of perception, namely:

1. Motivation

According to Rahmawati and Ledi (2023) motivation is a kind of force that can drive a person behavior including attitudes, interests, desires, and needs as well as intensity. According to Sari and Munandar (2022) motivation is a very important effort to improve the ability to understand concepts. The motivation possessed by a student will make students more eager to find ideas when facing a problem.

2. Interest

According to Nurfaisah and Said (2022) interest is a feeling of being attracted to something or an activity. Then, adding according to Nurfaisah and Said (2022) interest in learning is one of the internal factors of students who can determine and become a benchmark for student learning success.

3. Attitude

Attitude is a symptom internal which has an affective dimension in the form of the tendency to react or respond in a willing way tif fixed to an object people, goods both positively and negatively. Attitude shown by students in their daily live important indicators of the educational process. Either positive behavior at a certain moment appears (Widiastuti & Taat, 2013). Then from that attitude use as material for researcher to assess how students` perceptions during research.

C. **Conceptual Framework**

From the conceptual framework below, the researcher gave students pre-test before treatment, and taught narrative text. Then, researcher used e-comic in experimental class as media to improve students' writing skills, while in the control class taught narrative text through conventional technique. Post-test was given to both classes after

treatment. The post-test aimed to know is there an increase in students writing skills after using e-comic .

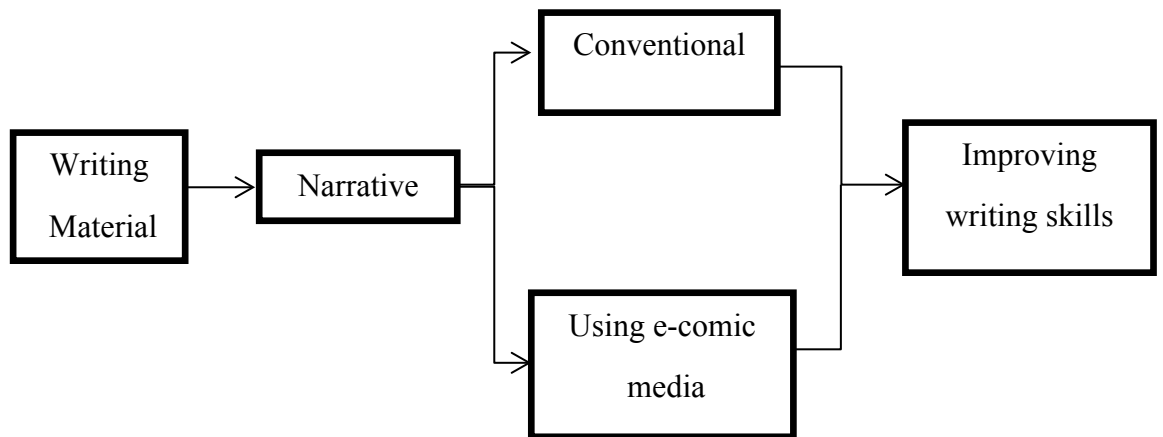In this study, researcher conducted research based on the following framework:

```
                          ┌──────────────┐
                       ┌─→│ Conventional │──┐
                       │  └──────────────┘  │
┌──────────┐  ┌───────────┐              ┌──────────────┐
│ Writing  │→ │ Narrative │              │  Improving   │
│ Material │  └───────────┘              │ writing skills│
└──────────┘         │  ┌──────────────┐ └──────────────┘
                     └─→│ Using e-comic│──┘
                        │    media     │
                        └──────────────┘
```

Figure 2.2 Conceptual Framework

D. Hypothesis

According to Sugiyono (2017) Hypothesis is a temporary answer to the formulation of research difficulties, which is the researcher's construct of the research problem, which states relationship between two or more variables. Therefore, the hypothesis of this study are

1. The alternative hypothesis (H1), that using e-comic can improve students' writing skills in SMKN 1 Tapalang Barat
2. The null hypothesis (H0), that using e-comic is can not improve students' writing skills in SMKN 1 Tapalang Barat

CHAPTER III

RESEARCH METHOD

This chapter covers research methodology, which consists of seven main sections: research type and design, research schedule and location,

population and sample, operational definition of variables, research procedure, research instrument, and data analysis technique.

A. Research Type and Design

This study used a quantitative method with a quasi-experimental design. Quantitative research is the study of problems based on testing a theory that consists of variables, measured by numbers, and analyzed to determine whether the predictive generalizations of the theory are valid. According to (Mustafa et al., 2020) the quantitative research method is a type of research whose specifications are systematic, planned, and structured from the start to the creation of a research design. So researcher consider using quantitative methods to test the effectiveness using e-comic media to improve students writing skills. This study used a quasi-experimental with Pre-Test and Post-Test with Non-Equivalent Control-Group Design. Experimental design is a part of quantitative research. Experimental research is research that is used to find out what the results of the research are. The selection of the experimental class and control class was carried out randomly (Sugiyono, 2013).

The experiment design in this Research is:

Table 3.1

Design of Research

GROUP	STEPS 1	STEPS 2	STEPS 3
Experimental	Pre-test	Teach by using e-comic media and individual method	Post-test
Control	Pre-test	-	Post-test

B. Research Schedule and Location

1. Research Schedule

Research activities was carried out from June 6 to July 6 for the 2024/2025 academic year. The study schedule was determined according

to the schedule set by the school principal. The subject matter chosen in this research is "comprehension of writing" namely material in the class Xl syllabus studied in that semester.

2. Location

This research aimed to determine the improvement of students' writing skills by using e-comic media in teaching English at SMKN 1 Tapalang Barat for the 2024/2025 academic year. It was located on Jalan Tapalang Barat, Le'be Hamlet, Pasa'bu Village, West Tapalang District, Mamuju Regency, West Sulawesi Province. Therefore, this research was experimental research with the type of research being quantitative research.

(Table 3.2 Design of Research Schedule)

Date	CLASS	Time	Note
Friday, 7 June 2024	XI TAV	10.40 a.m until 12.20 a.m	Pre-test
Friday, 7 June 2024	XI MM	08.00 a.m until 10.00 a.m	Pre-test
Monday, 10 June 2024	XI TAV	08.00 a.m until 10.00 a.m	Treatment (using e-comic)
Friday, 14 June 2024	XI TAV	10.40 a.m until 12.20 a.m	Treatment (using e-comic)
Friday, 21 June 2024	XI TAV	10.40 a.m until 12.20 a.m	Treatment (using e-comic)
Monday, 24 June 2024	XI TAV	08.00 a.m until 10.00 a.m	Treatment (using e-comic)
Friday, 5 July 2024	XI MM	08.00 a.m until 10.00 a.m	Post-test
Friday, 5 July 2024	XI TAV	10.40 a.m until 12.20 a.m	Post-test and Questionnaire

C. Population and Sample

1. Population

The population is the subject of research. According to Sugiyono (2013), the population is defined as a generalization area consisting of objects/issues that have certain qualities and characteristics that are

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determined by researchers to be studied and then draw conclusions. The population of this study were all second grade students at SMKN 1 Tapalang Barat tottaling 57 students. It can be seen as follows:

Table 3.3 The Population of study

No	CLASS	FEMALE	MALE	STUDENTS
1	XI TAV	3	15	18
2	XI MM	5	7	12
3	XI TBSM	2	16	18
4	XI TKJ	9	-	9
	TOTAL	**19**	**38**	**57**

Source: SMKN 1 Tapalang Barat

2. Sample

The sample is part of the number and characteristics possessed by the population or a small amount of the people taken according to specific procedures so that it can represent the population. According to Creswell (2014), the sampling procedure is one in which the researcher has access to names in the population and can sample the people (or other elements) directly. The sampling technique is sampling technique to determine the sample to be used in the research, there are various sampling techniques used (Sugiyono, 2013) The sample used in this study was class Xl students. The class model would be divided into two, namely the experimental class and the control class. The control class is the class that is not given treatment or does not receive treatment while the experimental class is the class that is given treatment. Sampling was carried out using the Simple Random Sampling technique. Simple random sampling is a sampling method in which every element in the population has an equal chance of being selected as part of the sample (Sugiyono, 2013). This method ensures that every combination of elements has an equal chance of being part of the sample, so the results tend to be more representative of the larger population. The sample used was class Xl research as an experimental class with 18 students and control class with 12 students.

Table 3.4 The Sample of Research

No	CLASS	STUDENTS
1	**XI TAV**	**18**
2	**XI MM**	**12**
	Total	**30**

D. Operational Definition of Variables

The operational definition of a variable is a complete set of instructions about what to observe and measure a variable or concept to test for perfection. The definition of a research variable should be formulated to prevent problems in collecting the data. A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or instruments being studied (Creswell, 2014).

The variables in this research consisted of two variables, namely the independent variable and the dependent variable. Independent variables (treatment/experimental variables) are variables that will have a visible effect on the dependent/dependent variable or the impact variable. while the dependent variable (impact variable) is the result/impact/effect variable of the independent variable/treatment. Independent variable, Generally, it is the aim of the research, the source of the problem, and the quality that you want to improve (Jaedun, 2020). Based on the definition above, the independent variable of this research was the e-comic media and the dependent variable of this research was the students' writing skill.

E. Research Procedure

There three types of procedures used by researcher, namely pre-test, treatments and post-test. The type of research procedures is explained as follow:

1. Pre-test

Pre-test was to know the students' writing skills before the treatments.

2. Treatments

The procedures of the treatments is explained as follow:

a) First meeting: Introduction to Narrative Text and e-Comic

In this meeting, the researcher carried out several procedures, as follows:

1) The researcher introduced herself, then the purpose of the research. The researcher introduced narrative text and e-comic.

2) The researcher introduced students to the basic structure of narrative text and presented e-comic as a learning media.

3) Introduction to Narrative Text:

a. The researcher explained the basic structure of narrative text (orientation, complication, resolution).

b. The researcher gave an example of a simple narrative text.

4) e-Comic Introduction:

a. The researcher explained what an e-comic is and how the story in an e-comic illustrated a narrative text.

b. Students were given a simple short e-comic to read individually or in groups.

5) Practice:

a. Students read the e-comic and identified the narrative elements (orientation, complication, resolution).

b. Students noted the main character, setting, and conflict in the e-comic.

6) Evaluation: Students wrote a short summary of the e-comic by identifying the narrative parts (orientation, complication, resolution)

7) And using conventional methods in the control class.

b) Second meeting: Narrative Text Analysis in e-Comic

In this meeting, the researcher carried out several procedures, as follows:

1) The researcher analyzed more deeply the narrative text structure contained in e-comics and honed students' analysis skills of the storyline.

2) Group Discussion:

    a. Students were divided into groups, and each group was given a different e-comic to analyze.

    b. Each group was asked to analyze the storyline in the e-comic, including orientation, complication, and resolution.

3) Group Presentation: Each group presented their analysis to the class on the narrative elements in the e-comic.

4) Exercise: Students were asked individually to write a short synopsis of the e-comic that their group had analyzed.

5) Evaluation: The researcher reviewed the students' narrative synopsis and provided feedback on the narrative structure used by the students

6) And using conventional methods in the control class.

c) Third meeting: Writing Narrative Text Based on e-Comic

In this meeting, the researcher carried out several procedures, as follows:

1) The researcher guided students to write a narrative text based on the e-comic storyline that they had read and analyzed.

2) Discussion on Narrative Writing Techniques:

    a. The researcher explained the techniques of writing narrative texts, especially in developing the orientation, complication, and resolution of the story.

    b. The researcher gave examples of how to develop e-comic stories into narrative texts.

3) Writing Exercise:

a. Students were asked to choose an e-comic that they had analyzed before and wrote the story in the form of a narrative text using their own language.

b. Students paid attention to the use of effective language and developed the storyline clearly.

4) Exercise: Students wrote a draft of the narrative text during the class session. If they did not finish, they continued it as a homework assignment.

5) Evaluation: The researcher collected the narrative text drafts and gave feedback on the structure, language use, and consistency of the story.

6) And using conventional methods in the control class.

d) Fourth meeting: Writing and creating an e-comic

In this meeting, the researcher carried out several procedures, as follows:

1) The researcher asked students to write and create e-comics on the Pixton application.

2) Students were asked to write their story scripts based on the narrative text examples given.

3) Students create their e-comics using Pixton application, drawing panels based on the script that has been made.

4) Students are expected to be able to combine visual and text elements in e-comics, as well as use the features in Pixton to add to the appeal of their stories, such as the selection of characters, backgrounds, and appropriate dialog.

5) After completing the e-comics, students present their work in front of the class, explaining the storyline, characters, and the process of creating the e-comics.

6) And using conventional methods in the control class.

3. Post-test

After providing treatment, the researcher gave a post-test to both classes. This aims to determine the results of treatment. In the post-test the researcher gave the topic "Holiday" to the students and then gave the questionnaire to the experimental class.

F. Research Instrument

There are two types of instruments used by researcher, namely test and questionnaire. The type of research instruments is explained as follow:

1. Test

The first instrument used in this research was a test. A test was a procedure used to determine or measure something in an environment, using predetermined methods and rules.

This test was given at the beginning (pre-test) and end (post-test) of class. The test given was a narrative test entitled "Personal Experience". All class Xl listened to and wrote stories determined by research that had been determined at the beginning or the first test sheet for data collection.

2. Questionnaire

The second instrument used in this research was a questionnaire. A questionnaire was a list of questions given to respondents directly or indirectly. The questionnaire was given after the post-test because it was to find out students' perceptions after using the e-comic media on students' writing skills.

There are 3 indicators in this questionnaire, namely motivation, interest, and attitude. The first indicator was motivation, in the first, sixth, and eighth statements. The second indicator was interest, in the second, third, and ninth statements. The third indicator was attitude, in the fourth, seventh, and tenth statements. Students were expected to be able to answer the questions in the questionnaire using the options of strongly agree, agree, disagree and strongly disagree.

G. Data Analysis Techniques

There are two types of data analysis technique used by researcher, namely test and questionnaire. The type of data analysis technique is explained as follow:

1. Test

Data obtained from pre-test and post-test research were analyzed using a T-test by SPSS to answer the question "Can e-comic improve the student's writing skills, especially narrative text in class XI SMKN 1 Tapalang Barat ". Researcher used independent sample t-tests to analyze scores between pre-test and post-test. In this study, researcher used parametric statistical significance tests. This means that researcher do not use manual calculations. All data was accounted for using the SPSS program to determine any differences between pre-test and post-test scores after being given treatment. The basis for decision making to see a significant difference between learning outcomes in the pre-test and post-test is if sig. Value (2-tailed) < 0.05 means there is no significant difference.

The T test was a data analysis carried out to determine the effectiveness of an approach, model, strategy or learning method used by a teacher whether it was effective (influential) or not. To analyze the data, the researcher used the formula as follow:

Table 3.2 criteria writing assessment of the students

No	Level	Score	Criteria
		30-27	**Excellent to very good:** knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	**Good to average:** some knowledge of subject, adequate range, limited

No	Level	Score	Criteria
1	Content		development of thesis, mostly relevant to topic,but lack detail.
		21-17	**Fair to poor:** limited knowledge of subject, little subject, inadequate development topic.
		16-13	**Very poor:** does not show knowledge of subject, non substantive, or not enough to evaluate.

No	Level	Score	Criteria
2	Organization	20-18	**Excellent to very good:** fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive.
		17-14	**Good to average:** some what coppy, lososely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	**Fair to fair:** non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		9-7	**Very poor:** essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

No	Level	Score	Criteria
		20-18	**Excellent to very good:** sophisticated range, effective word/idiom choice

No	Level	Score	Criteria
			and usage, word form mastery, appropriate register.
		17-14	**Good to average:** adequate range, occasional errors of word/idiom form, choice, usage but meaning most obscured.
3	Vocabulary	13-10	**Fair to fair**limited range, frequent errors of word/idioms for shoice, usage, meaning confused of obscured.
		9-7	**Very poor:** essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

No	Level	Score	Criteria
		25-22	**Excellent to very good:** effective complex construction, few errors of agreement, tense, number, word order/function, articales, pronoun, preseptions
4	Language use	21-18	**Good to average:** effective but simple construction, minor problems in complex contructions, several error of agreement, tense, number, word/order function, articles, pronouns, preseptions but meaning seldom obscured.
		17-11	**Fair to fair:** major problems in simple/complex costructions, frequent errors negation, agreement, tense, number, word/order function, articles, pronoun, preseptions, or fragments, ruons, deletions, meaning confused or obscured.
		10-5	**Very poor:** virtually no mastery of sentence construction rules,

| | | | dominated by errors, does not communication, or not enough to evaluate. |

No	Level	Score	Criteria
		5	**Excellent to very good:** demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	**Good to average:** eccasional errros of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
5	Mechanic	3	**Fair to fair:** frequent erros of spelling, punctuation,capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation,capitalization, paragraphing, handwriting illegible or not enough to evaluate.

(Weigle 2002:116)

Classifications the students" writing skills will be following the table below:
Table 3.5 Rating Score Test

Score	Classification
85-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
≤40	Very poor

(*Weigle 2002:116*)

2. Questionnaire

Questionnaire analysis was carried out after processing the data first. Data processing was carried out after obtaining validity and reliability results in accordance with the provisions.

This data processing measures how students' writing skills after using the e-comic media in teaching English. For quantitative research analysis, students or respondents provide 4 alternative answers using a Likert measurement scale. The Likert scale was a tool used to measure data which can be qualitative and quantitative

There are several steps to determine the questionnaire using Likert Scala and data analysis steps. Present below:

1. Scoring

   A. Positive Statement when Answering :

   Table 3.6 Data Scoring Positive Statement of Questionnaire

Answer Scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

   B. Negative Statement when Answering :

   Table 3.7 Data Scoring Negative Statement of Questionnaire

Answer Scale	Score
Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

Rasyid (2009)

2. Rating Scale

Table 3.8 Data Rating Scale Questionnaire

Answer Scale	Score
91-100%	Very good
76-90%	Good
51-75%	Fair
26-50%	Poor
0-25%	Very Poor

3. Percentage

Formulated :

$$P = \frac{f}{N} \times 100\%$$

Notes :

P : Percentage

F : The frequency of each questionnaire answer

N : The ideal number of scores

100 : A fixed number

(Sugiyono, 2017)

According to Rusni (2012), in determining the assessment criteria regarding research results, two assessment criteria are grouped, namely agree and disagree. The percentage criteria are as follows:

a. If the percentage is between 76% - 100% it is said to be "very positive"

b. If the percentage is between 56% - 75% it is said to be "Positive"

c. If the percentage is between 40% - 55% it is said to be "Less positive"

d. If the percentage is between 40% it is said that "Negative".

4. Test grid

Table 3.9 Test Grid

Indicators	Negative	Positive
Motivation	6	1,8
Interest	5	2,3,9
Attitude	4,7	10

(Ansow et al., 2022)

B.   **Suggestion**

From the concluions above, the researcher submitted several suggestions in the teaching or learning activities, especially:

1. For teacher

    The teacher may apply the e-comic media in teaching English because it helps the students to improve their writing skills or the teacher may can use a new learning media to improve students` English skills, especially in writing.

2. For the students

    The students must study hard and always practive in English writing to improve theis writing skills.

3. For the next researcher

    By reading this research, it is hoped to help the readers or the next researchers to improve their knowledge, both knowledge about writing skills and about e-comic media in teaching English. The next researcher can also using this research as a reference.

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