

TEACHING WRITING OF NARRATIVE TEXT THROUGH DIGITAL COMIC

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Abstract

This research was aimed to investigate the use of digital comic in helping senior high school students to write narrative text and to find out the students' perception on the use of digital comic in teaching writing of narrative text. This research employed a quantitative method with a true experimental design. The sample of this research was the 10th-grade students at one senior high school in Garut. There were 71 students involved in this research; 36 of them belonged to experimental group and the rest were belonged to control group. Therefore, writing test and questionnaire were implemented as the research instrument in order to collect the data. Writing test of this research was implemented twice; first as a pretest and second as a posttest. In addition, Sangkuriang and Timun Mas were chosen as the title of digital comic used in this research. The result of this research indicated that the use of digital comic as teaching media can improve students' ability in writing narrative text. The result also revealed that the use of digital comic in teaching writing of narrative text has more advantages rather than the disadvantages. From this research, teachers are recommended to use digital comic in teaching writing of narrative text.

Keywords: teaching writing; narrative text; digital comic

INTRODUCTION

Writing is an activity or work of writing books, poems, stories and so on (Perrault, 2008, n.p). According to Winterrowd and Murphy, as cited in Kurniawan and Fitrawati (2014, p. 160) writing is defined as the stage of transforming an idea into words on paper. Writing also can be said as the ability to create words and ideas, and also the ability to criticize them in order to decide which ones to use (Elbow, 1998, pp.7-8).

It has been reported that writing is one of the crucial ways to deliver information (Megawati & Anugrahwati, 2012, p.183). National Centre for Education Statistics, U.S. Department of Education, as cited in Nagin (2006, p.70) explains that writing skill is very crucial in all stages of life, from early education to future employment. The Department adds that in school students must convey complex ideas and information clearly, and proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others.

There are some types of writing text; one of them is narrative text. Narrative text is a story which uses spoken or written language (Anderson & Anderson, 1997, p.2). According to Rebecca (2010, p.1), a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari (2013, p.3) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story.

A narrative text has a structural organization that includes orientation, complication, and resolution (Djatmika & Wulandari, 2013, pp.18-19). In addition, Djatmika and Wulandari (2013, p.100) say that narrative text itself has some textures, which is preposition, conjunction, adverb, adverbial phrase, adverb of time, noun phrase, tenses (past tense and past perfect tense), and also direct and indirect speech

Writing skill is one skill that needs to be developed in English teaching. However, Kharisma (2009, p.1) says that writing is more

complex than the other skills (reading, listening and speaking). Writing narrative text is also not easy for the student. Hence, the English teachers need to find an alternative way to help the students improving their study skill (Kharisma, 2009, p.1).

One way to help student's problem in writing narrative text is by using digital comic (Yunus et al., 2015, pp.54-55). Yunus and Friends (2015, p.54) say that digital comic can spur students' interest to write. By using digital comic, students can work collaboratively as digital comic can be a great collaboration tool (Yunus et al., 2015, pp.54-55). This subsequently can improve students' language skills.

Digital comic can easily transgress on the definition of comic by McCloud (1993) "juxtaposed pictorial and other images in deliberate sequence" as they may contain moving images, be accompanied by audio tracks, or even are narratives in true multimedia (Dittmar, 2012, p.83). Digital comic is a type of comic which is used with a computer application and has colored pictures, balloon text with dialogue and also music effect (Kustianingsari & Dewi, 2015, p.3). Moreover, Purnama, Mulyoto, and Ardiyanto (2015, pp. 20-21) describe a digital comic as a story with some arranged pictures which is done or published by computer.

Digital comic is a digital media that can be used in the classroom to help the students' understanding by using pictures in the story (Kustianingsari & Dewi, 2015, p.1). Digital media has some characteristics (Smaldino et al., as cited in Purnama, Mulyoto & Ardiyanto, 2015, p.20); first, it is easy to use, because of its digital projector. Second, it is portable, it can be carried anywhere. Third, the ability to save of this media, digital visual can be stored on a CD or DVD. The last, the endurance of the media, the digital media can be saved in a long time.

In teaching writing, a digital comic also gives an important role. Nisa and Al-Hafidz (2014, p.72) say that comics can motivate the students in learning English, capture and maintain the learner's interest (Yang, as cited in Nisa & Al-Hafidz, 2014). In addition, digital comics are easy to use and their applications may help low achiever learners in writing as it can motivate the learners to write in English (Yunus et al., 2012, p.57).

Moreover, Comic Life Creator (2016, p.2) says that digital comic is beneficial to learn in the classroom and not just a fun art-enrichment activity. The creator explains that comics can make the students experience success in their writing. Students transfer specific elements directly into text-only writing. For example, students learn that whatever text found in a word balloon is put inside quotes in their text-only writing. By using digital comic, students have a new publishing medium, and also the documents of digital comic can be printed, emailed or posted on a website very easily.

Thus, this research is focused on investigating the effectiveness of using digital comic in teaching writing of narrative text for the senior high school students. Moreover, this research also tries to find out the advantages and the disadvantages of using digital comic in teaching writing of narrative text from students' perception.

METHOD

This research was implemented in one Senior High School in Garut. Two classes of tenth grade involved in this research; X MIA 1 and X MIA 2. The experimental group was X MIA 1 and the control group was X MIA 2. The participant of experimental group consisted of 36 students, in which 11 students of them were male and 25 students were female, and the participant of control group consisted of 35 students, in which 12 students of them were male and 23 students were female.

This research employed a quantitative research by using a true experimental design. There are some reasons why the design was selected by the researcher. First, a true experimental design is commonly used in educational research in order to establish cause and effect relationship among the groups of variable. Second, a true experimental design was chosen by the researcher to find out the effectiveness of using digital comic in teaching writing of narrative text. The last, the researcher randomly assigned the participants to this research.

This design took two groups as investigated group, namely experimental group and control or comparison group. Both of them got different treatment. The

experimental group received digital comic used in teaching learning English as a treatment. On the other hand, control group received conventional treatment (without using digital comic) in teaching learning process. Both groups received pretest and posttest to measure their writing scores. Semantically, the design is as follows:

Table 1. True-experimental Design

Experimental		RO_1	X
	O_2		
Control		RO_2	
	O_1		

The observation or measurement process of students' writing scores is represented by "RO". The "RO₁" and the "RO₂" are students' writing scores in the pretest, while the "O₂" and the "O₁" are the students' writing scores on the posttest. The last, "X" refers to the exposure to an experiment or treatment.

Moreover, instrumentation is the whole process of collecting data for a research (Frankel & Wallen, 2000). In order to collect the data for this research, the data collection technique used to gather the information was tests (pretest and posttest) and questionnaires.

The test which was used to collect students' score in this research was written test. In the tests, the students were required to write a narrative text based on a presented topic. To acquire students' writing score, a scoring rubric formulated by Jacob, et al (1981) was used in this research. The adapted scoring rubric consists of five aspects, which are content, organization, vocabulary, language use, and mechanics.

Questionnaire was the second instrument which consisted of 10 questions. A close-ended question is a question that contains a set of answer that a respondent chooses (Beins, as cited in Darmawan, 2013, p.25). The questionnaire was given to the group who got the treatment. This instrument was used to analyze the advantages and the disadvantages of using digital comic in teaching writing of narrative text from the students' perception.

The questionnaires administrated in the experimental group after the posttest. The questions were about the students' response to the use of digital comic as media in teaching writing of narrative text.

In addition, this research conducted in four meetings. In the first meeting, the researcher conducted a pretest. In the second and in the third meeting, the researcher gave the treatment to the participant. In the last meeting, the researcher conducted a posttest, but before the researcher did the research, she administrated the pilot-test first.

FINDINGS AND DISCUSSION

The Effectiveness of Digital Comic in Teaching Writing of Narrative Text

Based on the first research question, this subchapter describes the pretest scores of experimental and control group, the posttest scores of experimental and control group, the pretest and posttest scores of control group, the pretest and posttest scores of experimental group and the result of effect size calculation.

Pretest Scores of Experimental and Control Group

The pretest was given to both experimental and control group in order to find out their initial scores before the treatments given. The students' scores were assessed by using the scoring rubric adopted from Jacob et al (1981). The scoring rubric is known as ESL Composition Profile which consists of 5 parts; content, organization, vocabulary, language use, and mechanics.

There was a little difference between the experimental group mean and the control group means. The mean of experimental group was 60.14. On the other hand, the mean of control group was 61.46. However, to find out whether these two means are statistically different or not, the independent t-test needed to be conducted.

The scores of pretest were compared in the independent t-test, but before the scores were compared, the normality distribution and variance homogeneity test were conducted first. The normality distribution and variance homogeneity test were conducted to find out whether the data were normally distributed and had the homogeneity variance or not.

This normality distribution test was implemented to check whether the data in both groups were normally distributed or not. The test was computed by using Shapiro-Wilk test formula in IBM SPSS Statistics

v.24. The alpha level of significance was 0.05. The result of the test computation showed that the Sig. (probability) was 0.257 for the experimental group and 0.337 for the control group. These probabilities were bigger than the alpha level of significance (0.05). It means that the null hypothesis was accepted and the scores were normally distributed.

In order to find out the variance score of experimental and control group are homogenous or not, the homogeneity variance test was needed to be performed. The statistical calculation of variance homogeneity test of this research used Levene Statistic Test formula in IBM SPSS Statistics v.24. The result of the homogeneity variance test computation revealed that the Sig. (probability) was 0.622. It was bigger than the alpha level of significance (0.05). It can be concluded that the null hypothesis is accepted, and the variance of the experimental group and the control group pretest are homogenous.

Moreover, the independent t-test in IBM SPSS Statistics v.24 was used to investigate the difference between the means of experimental group pretest and control group pretest. The test was conducted after the data had been proven to be normally distributed and homogenous in their variance. The result of the t-test computation for both experimental and control group informed that the pretest score for both groups did not differ significantly. The value of t (69) was 1.015 with t_{crit} (69) is 2.000 (Coolidge, 200, p.276). The obtained value of t was proven to be less than t_{crit} ($1.015 < 2.000$). It means that the H_0 was not rejected. It can be concluded that there is no significant difference between the two means of the groups.

Posttest Scores of Experimental and Control Group

Both experimental and control group received a posttest in order to find out the students' improvement after given a treatment. The result of the student's posttest score reported that the mean of experimental group was 69.22. On the other hand, the mean of control group was 65.29.

It can be seen that both experimental and control group means are clearly different, but they still need to be validated by statistical computation. Therefore, the normality distribution and variance homogeneity test

were conducted before the independent t-test, and then the independent t-test was conducted in the last.

The normality distribution test of posttest scores was also computed by using Shapiro-Wilk test formula in IBM SPSS Statistics v.24. The alpha level of significance was 0.05. From the result of the test computation, it can be seen that the Sig. (probability) of experimental group was 0.478 and the Sig. (probability) of control group was 0.623. The probabilities of experimental and control group were bigger than the alpha level of significance (0.05). In conclusion, the null hypothesis was accepted and the scores were normally distributed.

Furthermore, the Levene Statistic Test formula of IBM SPSS Statistics v.24 was still used to find out the homogeneity variance score of experimental and control group' posttest. The result of the homogeneity variance test computation revealed that the Sig. (probability) was 0.586. It was more than the alpha level of significance (0.05). It means that the alternative hypothesis is rejected, so the variance of the experimental group and the control group' posttest are homogenous.

Additionally, the independent t-test in IBM SPSS Statistics v.24 was also used to investigate the difference between the means of experimental group and control group. The test was conducted after the data had been proven to be normally distributed and homogenous in their variance. The result of the t-test computation displayed that both experimental and control group differ significantly in their scores, where t_{obt} (69) is 3.058 and t_{crit} (69) is 2.000 (Coolidge, 2000, p.276). It means that the obtained value of t was proven to be more than t_{crit} ($3.058 > 2.000$), then the H_0 was rejected. It can be concluded that there is a significant difference between the two means of the groups.

Pretest and Posttest Scores of Control Group

The computation of pretest and posttest was aimed to find out that there is a significant difference between pretest and posttest scores of the Control group or not. Before the researcher compared the pretest and posttest scores of the control group, the researcher did the normality distribution test and the homogeneity variance test by using IBM SPSS Statistic v.24.

The result of the normality distribution test suggested that the scores were normally distributed, where the Sig. (probability) of pretest score was 0.337 and the Sig. (probability) of posttest score was 0.623. It means that the probabilities of both pretest and posttest score were more than the alpha level of significance (0.05), so the alternative hypothesis was rejected and the scores were normally distributed.

The next was the homogeneity variance test. The pretest and posttest score of control group were homogenous in their score. The result of the homogeneity variance test computation revealed that the Sig. (probability) was 0.606. It was bigger than the alpha level of significance (0.05). It means that the alternative hypothesis is rejected and both pretest and posttest scores were homogenous.

After the data had been proven to be normally distributed and homogenous in their variance, the researcher then compared the control group's score on their pretest and posttest. The result of the independent t-test computation reported that both pretest and posttest scores of the control group were significantly difference, where $t_{obt}(69)$ is 2.900 and $t_{crit}(69) = 2.000$ (Coolidge, 2000, p.276). It means that the obtained value of t was proven to be less than t_{crit} ($2.900 > 2.000$), then the null hypothesis was accepted.

Additionally, the result of independent t-test was supported by the mean of both pretest and posttest score. The mean of control group's pretest was 61.46 and the mean of control group's posttest was 65.29. It showed that there is no significant difference between the control group's pretest and posttest score.

Pretest and Posttest Scores of Experimental Group

The researcher also compared the pretest and posttest scores of the experimental group in order to see their improvement before and after the treatment. First, the researcher computed the normality distribution and homogeneity variance test. Second, the researcher continued to calculate the independent t-test.

The result of normality distribution and homogeneity variance test revealed that the scores were normally distributed and were also homogenous in their variance. The normality distribution test suggested that the

Sig. (probability) of pretest score was 0.257 and the Sig. (probability) of posttest score was 0.478. In addition, the result of the homogeneity variance test computation showed that the Sig. (probability) was 0.602. These probabilities were more than the alpha level of significant (0.05).

Furthermore, the mean of pretest score was 60.14 and the mean of posttest was 69.22. It can be seen that both pretest and posttest of experimental group scores were significantly different. It was supported by the result of independent t-test which shows that $t_{obt}(69)$ is 7.173 and $t_{crit}(69) = 2.000$ (Coolidge, 2000, p.276). It means that the obtained value of t was proven to be more than t_{crit} ($7.173 > 2.000$), then the null hypothesis was rejected.

Effect Size

The effect size was calculated to find out the effectiveness of digital comic in teaching writing of narrative text. It is used to recognize whether the treatments given to the students help improve students' writing ability in writing narrative text or not. The determination of effect size is stated as follow (Coolidge, 2000):

$$r$$

The independent t-test calculation for both experimental and control group posttest score reported that t value was 3.058, and the df value was 69. After completing the computation, it was found that the r value was 0.956. From the result of effect size calculation, it can be concluded that the teaching media by using digital comic had a large strength effect in improving student's writing skill

Discussion

In order to find out the first aim of this research, writing test was used in pretest and posttest. Both experimental and control group received the pretest before the treatment was given and also the posttest after the treatment was given. Additionally, IBM SPSS (Statistical Product and Service Solution) version 24 for Windows was also used to analyze the data from both pretest and posttest.

The pretest and posttest scores of the experimental and control group revealed that both groups have the normal and equal

scores. In addition, the independent t-test computation of pretest and posttest scores for experimental and control group indicated that there was a significant difference between their score, but the experimental group scores were more significant than the control group score. Pretest mean for the experimental group was 60.14 and posttest mean for the experimental group was 69.22. Meanwhile, pretest mean for control group was 61.46 and posttest mean for control group was 65.29. It was clear that posttest mean for the experimental group was bigger than posttest mean for the control group, and it means that the experimental group had bigger improvement rather than the control group.

Furthermore, the data statistic computation of pretest scores suggested that the distribution data in both groups were normal, and the variance of their scores was also equal. Additionally, the result of independent t-test computation of pretest in both group indicated that there was no significant difference between their score. It also can be seen from their mean scores. The mean of experimental group was 60.14 and the mean of control group was 61.46. It can be said that both experimental and control group have the equal initial ability as same as the researcher expectation.

Moreover, the computation result of the students' posttest scores described that the distribution data of experimental and control group was normal, and the variance of them are homogenous. Then, the result of independent t-test computation of posttest scores indicated that there was a significant difference between experimental and control group scores by giving the different treatments. The experimental group received a digital comic, but the control group did not receive the digital comic as the treatment. The mean score of experimental group was 69.22, and the mean score of control group was 65.29. It can be concluded that the experimental group has a better improvement by giving a digital comic as the treatment in teaching writing of narrative text.

Based on the result above, it can be said that the use of digital comic as the treatment in this research was proven to be successful to help improve the student's writing ability in writing narrative text. It was proven by the result of effect size computation which showed that the r value was 0.956. It means

that there is a large strength effect in improving student's writing ability. These findings were in line with Rangga Darmawan (2013) who have been said that comic can improve students' writing ability of narrative text.

The findings of digital comic are similar to the result of the studies conducted by Kustianingsari and Dewi (2015), Heru Dwi Waluyanto (2006), and also Yunus and friends (2012). Based on Kustianingsari and Dewi (2015), comic is effective to be used in teaching media. They say that comic can attract students' motivation, and can tell the whole story briefly and clearly.

Furthermore, Heru Dwi Waluyanto (2006) reported that comic is effective to be used as visual communication media in developing students' creativity. Waluyanto (2006) tells that comic can be used as a tool which is able to convey information effectively and efficiently. In addition, comic can also be used as a tool to deliver a message. As a media, comic can deliver the learning messages clearly.

Moreover, Yunus and friends (2012) explain the use of Information and Communication Technology (ICT) in teaching and learning language is one of the popular approaches employed in education and is said to be a beneficial tool in language teaching and learning. The digital comics can be implemented in teaching and learning process with the purpose to motivate low proficiency students in writing skill (Yunus & friends, 2012). The result of this research was also in line with their findings.

In summary, the previous studies suggested that digital comic as teaching aid give some positive effects to the students. The result of this research also supported their statements, the use of digital comic was proven to be successful to help improve the student's writing ability in writing narrative text. In another word, digital comic was effective to be used in teaching writing of narrative text.

The Advantages and the Disadvantages of Digital Comic in Teaching Writing of Narrative Text

Findings

The second instrument of this research was a questionnaire. This instrument was aimed to know the advantages and the disadvantages of

digital comic used in teaching writing of narrative text. The questionnaire was given to the experimental group after they did the posttest. There are 10 statements given to the students, then the result was analyzed by using this following formula:

$$P = \frac{f}{n} \times 100$$

The result of the questionnaire number 1 showed that there are 36 students (100%) who agree that digital comic can increase their interest in learning writing of narrative text.

The result of the questionnaire number 2 revealed that all of the students (100%) confirmed that digital comic can make the material of narrative text easy to understand.

All of the students (100%) stated that digital comic can motivate them to learn narrative text. It was the result of the questionnaire number 4.

As the result of the questionnaire number 4, there are 100% of the students thought that digital comic can improve their creative thinking ability in writing narrative text.

The result of the questionnaire number 5 showed that there are 100% of the students agree that digital comic can gain their attention in learning writing narrative text.

The statement number 6 of the questionnaire indicated that all of the students (100%) said that digital comic can make them more enthusiastic about learning writing narrative text.

Furthermore, based on the questionnaire number 7, there are 5 students (13.9%) said that the use of digital comic in teaching writing of narrative text can make them lazy to read the text without pictures.

Moreover, the statement number 8 of the questionnaire revealed that 11 students (30.6%) have a perception that the use of digital comic is not better than the other media (for example video, audio etc.) for teaching writing of narrative text.

In addition, the questionnaire number 9 showed that few of the students (5.56%) showed that the use of digital comic in teaching writing of narrative text makes them speak inappropriately.

In the last, there are 27 students (75%) have the opinion that digital comic in teaching writing of narrative text is appropriate to use in their age (15-17 years

old). It can be seen from the questionnaire number 10.

Hence, the overall result of the questionnaire has shown the advantages and the disadvantages of the digital comic implementation in teaching writing narrative text.

Discussion

The questionnaire was used as the research instrument in order to know the second aim of this research. The result of questionnaire revealed the advantages and the disadvantages of the digital comic implementation in teaching writing of narrative text. Firstly, the researcher discusses the advantages of the digital comic implementation in teaching writing of narrative text. Secondly, the researcher discusses the disadvantages of the digital comic implementation in teaching writing of narrative text.

There are some advantages of the digital comic implementation in teaching writing of narrative text. As the first advantage, all of the students felt the benefits of using digital comic in helping them writing narrative text. All of the students (100%) agree that teaching writing of narrative text through digital comic can increase their interest. This finding was in line with Yang (as cited in Nisa & Al-Hafidz, 2014) who says that comic can maintain the learner's interest. Mawaddah and Rinawati (2016, p.53) also says that digital comic can attract student's interest and attention.

Second, digital comic makes the material easy to understand. All of the students (100%) confirmed this statement. The statement is supported by Mawaddah and Rinawati, and also Marianthi, Boloudakis, and Retalis (nd, p.5). Digital comic can make the material easy to understand by the students (Mawaddah and Rinawati, 2016, p.53). In addition, Marianthi, Boloudakis, and Retalis (nd, p.5) explain that digital comic is easy to understand by the students.

Third, there are 36 students (100%) who justified that digital comic can motivate them to learn. The one who states that digital comic can motivate the students to learn is Yang (2003, p.1). This statement is supported by Mawaddah and Rinawati (2016, p.53) and also Marianthi, Boloudakis, and Retalis (nd, p.5). They say that digital comic is motivating

for the students. Yunus et al., (2012, p.57) also supported this statement by saying that digital comic can motivate the learners to write in English.

The fourth advantage of the digital comic implementation is digital comic can improve their creative thinking ability. All of the students (100%) agree that the use of digital comic in teaching writing of narrative text can improve their creative thinking ability. Putra & Iqbal conveys (2014, p.S.71) digital comic can be used in the teaching-learning process with the purpose to improve creative thinking ability and learning activity.

Fifth, the result of the questionnaire informed that 100% of the experimental group have a perception that digital comic can gain their attention. This advantage was stated by Marianthi, Boloudakis, and Retalis (nd, p.5). They reveal that digital comic can gain student's attention while they are learning.

As the sixth advantage of digital comic implementation, all of the students (100%) expressed that digital comic can make the students more enthusiastic about learning. Hosler and Boomer (2011) tells that the implementation of digital comic for learning makes a student enthusiastic.

The last, the result of the questionnaire showed that the students gave the positive response to the implementation of digital comic. Three-quarters of the students (75%) stated that digital comic is appropriate to be used in their age. Blake has a different perception. He (2013, p.1) says that using stories of a comic to teach brings up a potential for story content to be seen as inappropriate for certain age groups.

Furthermore, this research also revealed the disadvantages of the digital comic implementation. For the first disadvantage of the digital comic implementation, there are 5 students (13.9%) of the experimental group said that the use of digital comic in teaching writing of narrative text can make them lazy to read the text without a picture. This statement was in line with Trimmo (as cited in Lestari, Putri, & Yuniarti, 2009, p.4) who stated that comic is easy to read, but it makes someone lazy to read the text without pictures.

The result of the questionnaire showed that there are 2 students (5.56%) argued that the use of digital comic in teaching writing of

narrative text can make them speak inappropriately. The second disadvantage of the digital comic implementation was supported by Trimmo (as cited in Lestari, Putri, & Yuniarti, 2009, p.4) who tells that comic contains some inappropriate words which can affect the reader.

Then, as the last disadvantage that was found in this research, 11 students (30.6%) of the experimental group told that the use of digital comic is not better than the other media (for example video, audio etc.) for teaching writing of narrative text. As Karunia (2011) stated in his paper titled "*The Use of Comic Strip in Teaching Reading of Narrative text*"; comics are not better than other media.

Thus, this research has found seven advantages and three disadvantages of the digital comic implementation in teaching writing of narrative text. These findings were in line with what have been said by the other researchers and expertise.

CONCLUSION

Based on the research questions which have been mentioned in the previous chapter, there are two conclusions made in this research. The first one is the effectiveness of using digital comic in teaching writing of narrative text. The second one is the advantages and the disadvantages of using digital comic in teaching writing of narrative text. The elaboration of each point is given below.

First, the digital comic has been proven as an effective media to improve students' writing ability in writing narrative text. This result was supported statistically by the computation of independent t-test using IBM SPSS Statistics v.24. Moreover, the experimental group scores in posttest shown that their understanding of narrative text improved, especially in the content of the text.

Second, the questionnaire analysis showed that the use of digital comic in teaching writing of narrative text has the big advantages than the disadvantages. The result of the questionnaire presented that all of the students agreed that teaching writing of narrative text through digital comic can increase their interest, make the material easy to understand, motivate them to learn, improve their creative thinking ability, gain their attention and make them more enthusiastic about learning. In addition,

almost all of the students agreed that the use of digital comic is appropriate for their age.

Despite the advantages of digital comic which have been mentioned before, there are also some disadvantages of the digital comic implementation. The result of questionnaire revealed some students agreed that the use of digital comic in teaching writing of narrative text can make them lazy to read the text without pictures and can make them speak inappropriately. Additionally, some of them agreed that the use of digital comic is not better than the other media (for example video, audio etc.) for teaching writing of narrative text.

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