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# TEACHING MATERIALS FOR WRITING NARRATIVE TEXT WITH COMIC STRIPS

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## Abstrak

*Penelitian ini berupa bahan ajar; merupakan materi pengajaran menulis teks naratif komik strip. Tujuan adalah untuk merancang sampel bahan ajar untuk penulisan narasi bagi siswa kelas sepuluh SMA. Penulis menerapkan ADDIE sebagai prosedurnya. Penelitian pengembangan ini dilakukan untuk menghasilkan bahan ajar yang inovatif. Produk yang dirancang dipadukan dengan media komik strip. Cerita yang digunakan dalam produk ini terfokus pada legenda yang diambil dari cerita rakyat Kalimantan Barat. Contoh bahan ajar terdiri atas materi, beberapa tugas, dan penilaian yang dikaitkan dengan silabus dan tujuan pembelajaran. Penulis menggunakan validasi ahli untuk memvalidasi kegunaan materi. Terungkap bahwa hasil interpretasi produk sangat baik. Selain itu, sampel bahan ajar yang dirancang berdasarkan hasil observasi buku teks bahasa Inggris, silabus dan validasi guru menunjukkan bahwa bahan ajar tambahan dapat digunakan sebagai bahan ajar teks menulis narasi khususnya untuk siswa SMA.*

***Kata kunci:*** *Penelitian Pengembangan; Bahan Ajar; Menulis; Teks Narasi; Komik Strip*

## Abstract

This research is in the form of teaching materials; is teaching material for writing comic strip narrative texts. The aim is to design a sample of teaching materials for narrative writing for tenth grade high school students. The author applies ADDIE as the procedure. This development research was carried out to produce innovative teaching materials. The product designed is combined with comic strip media. The stories used in this product focus on legends taken from West Kalimantan folklore. Examples of teaching materials consist of materials, several assignments, and assessments that are linked to the syllabus and learning objectives. The author uses expert validation to validate the usefulness of the material. It was revealed that the product interpretation results were very good. In addition, samples of teaching materials designed based on observations of English textbooks, syllabi and teacher validation show that additional teaching materials can be used as teaching materials for narrative writing texts, especially for high school students.

**Keyword:** *Development Research; Teaching Material; Writing; Narrative Text; Comic Strips*

## 1. Introduction

Students nowadays are expected to be able to communicate using English as the demand of learning objective (curriculum). They are required to deliver their ideas or opinions to other as well as in English, both in spoken and written form in every situation and place. In line to fulfill that demand, teaching English at Senior High School is to support the mastery and development of four skills: listening and reading as receptive skills and then speaking and writing as productive skills [1]. Indonesian government has renewed the curriculum from KTSP

to 2013 curriculum where students tend to be focused on text or referred to text-based learning. Text-based learning has implications for the implementation of learning that is inseparable from the text of oral and written forms [2]. Text-based learning is divided into several types of texts that must be mastered by students, namely exposition texts, description texts, recounts, procedure texts, narrative text, report texts, explanatory texts, discussions, letters, advertisements, diaries, negotiation texts, pantun, fairy tales, texts anecdote, and historical fiction. Beside text-based learning, there also another recommended learning model to implement the sample of teaching material which is project-based learning (PBL). It is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve [3]. Project based learning requires students to be independent in acquiring knowledge. Project-based learning models always start with finding the fundamental questions that will be the basis for completing project assignments for students. The greater the involvement and ideas of students used in the project, the greater their sense of responsibility towards the project. It will be easier and helpful for students to write using the project-based learning model [4]. They no longer have difficulty in making a scientific work based on the topic, compiling an outline, determining ideas, and developing the framework into a complete writing. In addition, students will also be more enthusiastic in learning process.

In their English learning process, students only rely on their textbook, whereas 2013 curriculum suggests the students to learn not only from the book. The students have to perceive that textbook is not the only one resource. It because textbook is not enough for the tenth-grade students to capture all of the material. It is a fact that a textbook does not always meet the variety of conditions in a language class [5]. Students can learn from many sources such as videos, other people, comics, and even games. Students are expected to be active in learning English, the more active they are, the more knowledge they will obtain. Regarding the approach that students should follow is text-based learning, it does mean that writing becomes the main skill to be learned. Writing skill will not come automatically, but it must go through regular training and practicing. Writing requires many aspects, such as grammar, organization, structure, punctuation and spelling. There are also many preparations before someone start to write. Writing skill is a written product which is completed after the process of thinking, planning, drafting, also revising [6]. Students have to develop their ability to put their ideas or opinions in a composition by writing. Moreover, they may accomplish or learn from errors which they make in their writings especially the faults in grammar, word choices, coherence and cohesion [7].

There are several texts that tenth grade students should learn in English subject, one of them is narrative text. Learning objectives for this material is to identify the generic structue of narrative text and to write a simple narrative text. However, students tend to have difficulties in structuring and organizing their ideas when they write. It is so hard for them in finding the appropriate words that they are going to write or even have no idea about what should they write. These problems may also have occurred due to the classroom situation. The students are not pay attention to the teacher [8]. When the teacher was explaining the materials, the students talked to each other or operated their hand phone, even slept during the writing class. Therefore, students could not answer when teacher asked them questions or they cannot do the practice properly [9]. For those reasons, teacher needs to be more creative to find or design the effective teaching material or media. The media needed is a media which led the students to write English well. The writer believes that comic strips is one of the suitable media for this case. In order to help students in writing narrative text, the writer designed a sample of teaching material using comic strips as the media [10].

There are some researches that have similar topic with this research which represent successful result for students' writing and reading ability. One of them is research written by Pesonatama [11]. He did the research to find the target and learning needs of the students and to design an appropriate comic book for based extensive reading material for 8th grade students of SMP N 2 Sanden. In this research, the researcher designed a comic book which consist of four

chapters [12]. He expects the students would read a lot and participate actively by studying more. Another research is research written by Anningsih & Fitri (2015) entitled Developing Reading Material of Narrative Using Comic Strips for the First Grade at Senior High School Students in Gresik. This research is intended to develop material of narrative using comic strip to be more interest, fun, enjoy and easy to comprehend the content or main idea of the text. Both of the researchs above showed a successful result. Learning from previous research, the writer addressed in designing a sample of teaching material using comic strips media to help the teacher in teaching narrative writing [13].

This research is aimed at designing a suitable and interesting teaching sample using comic strips to be used to support teaching of narrative text in writing lesson. Comic strips were chosen because they contain some pictures and dialogues which are put into several panels, so that the picture can stimulate the students' brain and make them find the idea and inspiration about what they are going to write easily. Pictures are really useful ways to prompt students into writing stories [14]. Who said that the effect of Comic Strips is can motivate the students in learning second language [15]. Furthermore, the dialogues that are describe the picture in the comic strips can help the students find the words that they want to use in their writing easily. Comic strips also help students to develop students' interest since it is full with picture and rich of color. Comic could be the answer to the lack of appropriate media to support teaching writing, but it is rarely been found a comic strips which is designed solely to enhance students' reading motivation and writing skill. The writer chose Kalimantan Barat folklore as the theme of comic strips in this research in order to meet the relation of materials with surrounding environment of the students [16]. The folklore chosen is a familiar story to the students so the students could understand the content of the story. Meanwhile, for those who are not aware with the story, the writer hope it could add their knowledge about local story. This research resulted a sample of teaching material to teach narrative writing for tenth grade students using comic strips. Hence, to make the material more specific, the writer only focused on the learning objective and syllabus of the narrative text.

## 2. Literature review
### Definition of Writing

Teaching writing involves a comprehensive approach that encompasses defining writing, understanding the writing process, and teaching narrative writing. Writing is the act of expressing ideas through words, as described by Hyland, Linse, and Harmer, each highlighting different aspects of the writing process. The writing process involves several stages, from exploring ideas to producing a final copy, emphasizing the importance of planning, revising, and organizing thoughts to create a well-crafted piece. Narrative writing is particularly challenging for learners, requiring teachers to motivate, provide resources, and offer constructive feedback to help students develop this essential skill. Narrative texts aim to entertain and inform, following a structure of orientation, complication, and resolution, as outlined by Sulistyo and Gerot [17].

### Comic Strips as Media and Language Learning Sources/Materials

Comic strips serve as a valuable tool for teaching narrative writing, offering an engaging and visual medium to inspire student interest and creativity. Comic strips present narrative content in a captivating format, aiding students in generating ideas and finding words for their writing [18]. The components of comic strips, such as panels, gutters, word balloons, narration, and effects, enhance storytelling and engage learners in a dynamic way. Using comic strips in education not only motivates students but also introduces them to English language and culture in an enjoyable manner, as supported by Drolet and Csabay.

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**Teaching Materials Design**

In designing teaching materials, teachers play a pivotal role in selecting resources that enhance learning experiences. Materials should be impactful, help students feel at ease, build confidence, and be perceived as relevant and useful to learners. Teachers can develop materials that require and facilitate learner engagement, ensuring that students are ready to acquire the knowledge being taught [19]. By following models like ADDIE, teachers can create effective teaching designs that align with curriculum objectives and engage students in the learning process. The incorporation of comic strips in teaching materials can enrich the educational experience, making learning more interactive and enjoyable for students.

**3. Methodology**
**Research Design**

This research employed a Research and Development (R&D) design, aiming to develop and test the effectiveness of a product. Following the objectives outlined by Sugiyono and Gall, this study aimed to create comic strips based on Kalimantan Barat folklore as a supplementary media for teaching narrative writing to tenth-grade students. The ADDIE model, proposed by Branch, served as the framework for this research, focusing on the initial three phases: analysis, design, and development. The analysis phase involved observing the English textbook and syllabus to identify learning objectives, core competencies, and areas for improvement in teaching narrative writing [20]. This phase aimed to understand the existing resources and identify the need for additional materials. The design phase focused on creating a sample of teaching materials using comic strips, incorporating relevant tasks and materials aligned with the identified learning objectives. This phase involved collaborating with a comic artist to create the comic strips, ensuring they met the required standards and aligned with the research objectives. The development phase involved creating and modifying the teaching materials, organizing them into a workbook using Microsoft PowerPoint, and ensuring their alignment with the learning objectives and competencies. This phase concluded with a validation process by an English teacher who assessed the materials using questionnaires.

**Techniques and Tools of Data Collection**

This research utilized two techniques for data collection: observation and teacher validation. Observation involved analyzing the syllabus and English textbook to identify learning objectives and areas for improvement in teaching narrative writing. This provided insights into the existing resources and the need for additional materials. Teacher validation involved gathering feedback from an English teacher through questionnaires to assess the suitability and effectiveness of the developed comic strips as a teaching tool. The teacher's expertise and understanding of student needs were crucial in determining the appropriateness of the materials [21]. The primary tool for data collection was a questionnaire designed to evaluate the quality and applicability of the developed materials. The questionnaire was based on the standard of Instrument Penilaian Buku Bahasa Inggris created by Badan Standar Nasional Pendidikan (BSNP) and McCloud's framework for evaluating comic strips [22]. The questionnaire covered five components: the appropriateness of content, language, layout, content and language of comic strips, and comic illustrations.

**Techniques of Data Analysis**

After collecting data from the questionnaires, the researcher analyzed the responses using a Likert-scale, which allowed for measuring the strength of agreement or disagreement with the statements [23]. The responses were then categorized based on a scoring system adapted from Walker's instrument, with each category corresponding to a specific percentage range. The percentage scores were then interpreted using a table that defined the level of agreement, ranging from "Bad" to "Very good." This analysis process allowed the researcher to

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determine the overall effectiveness and suitability of the developed teaching materials based on the expert's feedback.

## 4. Results and Discussion
## Results

This research aimed to design and develop a sample of teaching material for narrative writing using comic strips, specifically targeted at tenth-grade students. The research process involved three phases: analysis, design, and development, each contributing to the creation of a comprehensive and engaging learning resource. The analysis phase involved examining the syllabus and English textbook used by the tenth-grade students, identifying the learning objectives and core competencies related to narrative writing [24]. The analysis revealed that the textbook lacked detailed information about narrative text, focusing primarily on the three generic structures without providing in-depth explanations. This highlighted the need for interactive and engaging learning materials to supplement the textbook and enhance student understanding.

**Batu Ballah**

Scene 1
Naration
Once upon a time there was a magic cave in a village called Pemangkat. The door's cave could open by itself if someone sing the magic spell. People called it as Batu Ballah. Anyone who enter the cave will never find the way out.

Scene 2
Naration
In that village, there lived a poor widow with her son, Pekan and her daughter, Melur. One day, the widow really wanted to eat fish eggs. So, they went to the river to catch the fish.

| Widow | : I am craving fish eggs for today's lunch |
| Melur | : Oh mother, would you like to catch the fish with me? |
| Pekan | : I will come with you two. |

Scene 3
| Pekan | : look! We caught a big fish! |
| Widow | : Yes, son! This fish called tembakul fish. |
| Melur | : I think this fish must has a lots of eggs. |

Scene 4
Widow : well, you two may go home and Melur please cook this fish at home. I will be going to forest to look for firewoods.
Melur : alright, mother. Please be careful.

Figure 4.1. manuscript

The design phase focused on developing the sample of teaching material using comic strips based on the West Kalimantan folklore entitled "Batu Ballah." The choice of this folklore was strategic, considering its familiarity to the students in the research site. To ensure authenticity, the researcher collected information from the surrounding community and online sources, summarizing the data into a cohesive story [25]. The comic strip was designed by collaborating with a comic artist, ensuring that the illustrations, font, environments, shapes, and colors were aligned with the story and the learning objectives. The design process considered factors like the objective of the research, the syllabus, types of learning and teaching activities, the roles of the teacher and learners, and the role of the material.
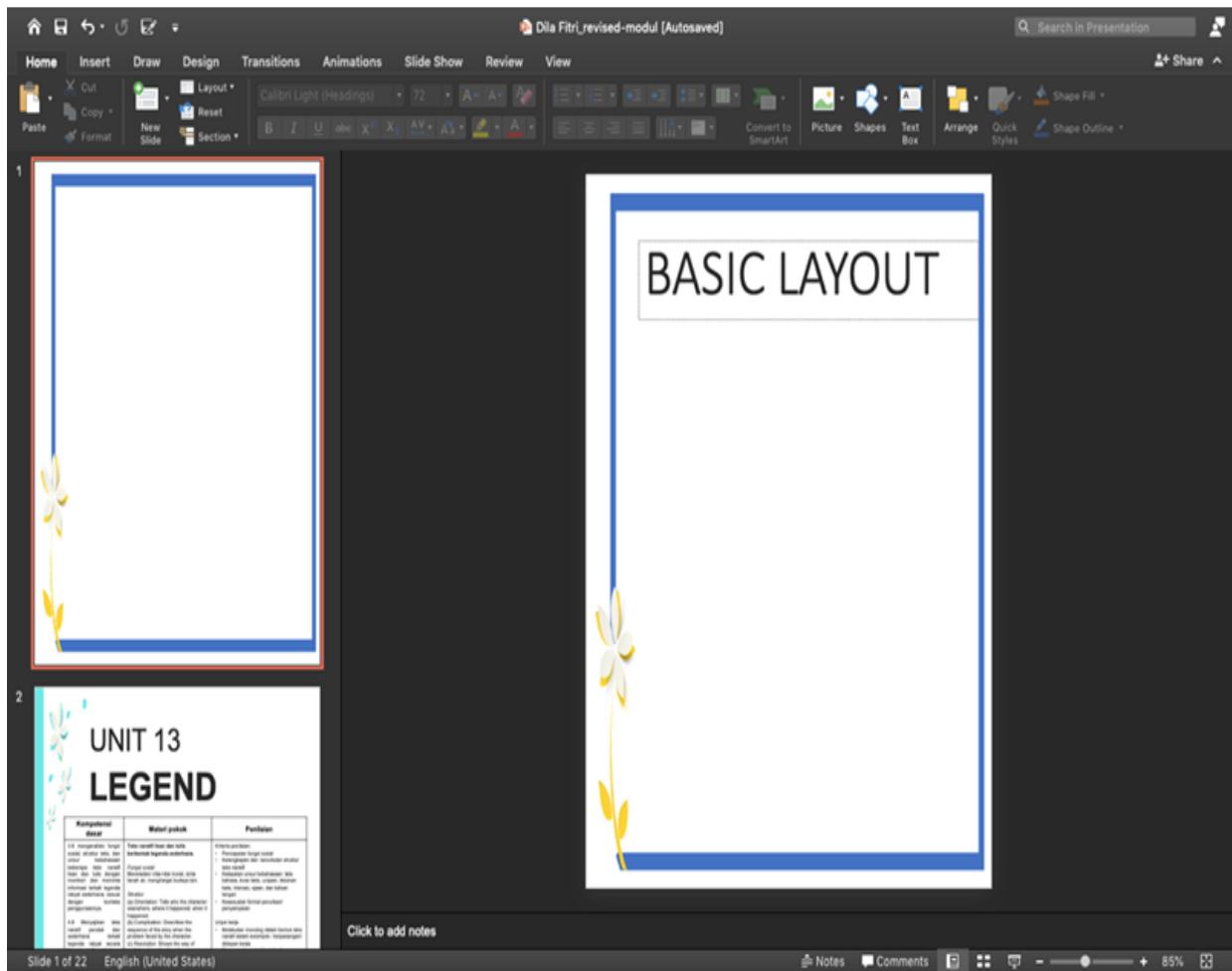
Figure 4.2. basic page of teaching sample material

The development phase involved creating the sample of teaching material using Microsoft PowerPoint, organizing the materials into a workbook format. The researcher selected a visually appealing template to enhance student engagement and ensure clarity of presentation. The final product was designed to be textbook-like, incorporating elements like a cover, acknowledgment, table of contents, basic competencies, learning objectives, content mapping, and assessment [26]. The sample of teaching material included a variety of activities, such as brainstorming, picture analysis, language feature exercises, moral value identification, and a final writing task. These activities were designed to guide students through the process of understanding and writing narrative texts, aligning with the learning objectives and basic competencies.
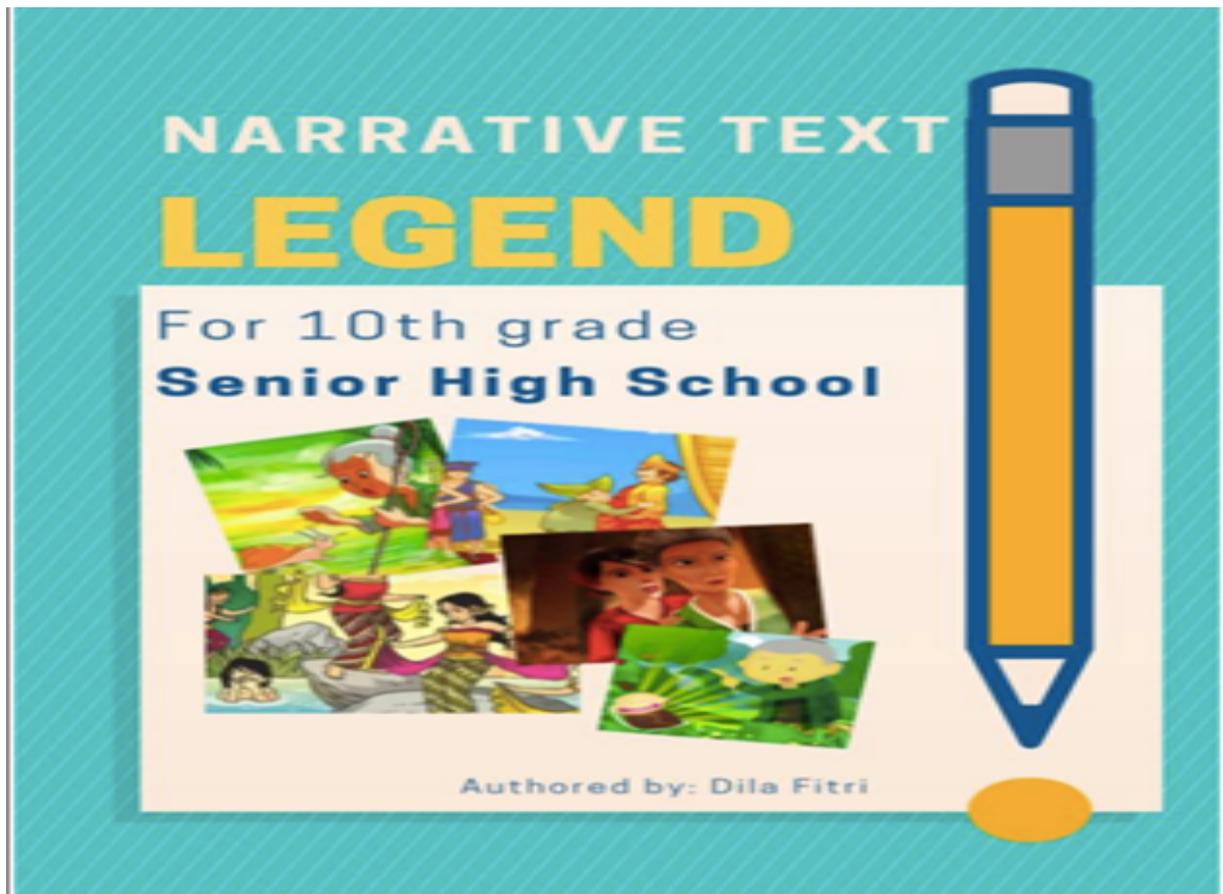
Figure 4.3 the cover of sample teaching material

The final product was validated by an English teacher who assessed its appropriateness and usability using questionnaires. The expert evaluated the sample of teaching material based on five criteria: the appropriateness of content, language, layout, content and language of comic strips, and comic illustrations. The expert's feedback indicated that the sample of teaching material was considered "Very Good" in all categories, with scores above 90% [27]. This positive evaluation confirmed the effectiveness and suitability of the sample of teaching material as a supplementary media for teaching narrative writing to tenth-grade students.

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Figure 4.4 the last page of sample teaching material

The research findings highlight the importance of utilizing engaging and interactive learning materials to enhance student understanding and engagement in narrative writing. The sample of teaching material developed in this research provides a valuable resource for teachers, offering a flexible and adaptable tool to support the teaching and learning process [28]. The positive validation results further reinforce the potential of comic strips as a valuable medium for teaching narrative writing, contributing to a more enjoyable and effective learning experience for students.

**Discussion**

This research was conducted to produce a sample of teaching material that can help teaching and learning process of narrative writing for the tenth-grade students of Senior High School. The writer used development research with ADDIE model to conduct the research. The first phase taken by the writer was analysis. In this phase the writer tried to dig information before she design and develop the product. The writer gain all of the information from the English textbook and Syllabus. The result of the analysis phase was the writer found that there were some competencies and learning objective that she should follow in designing the sample of teaching material. She also found out the problem that the students and teacher face during teaching and learning narrative writing. The English textbook that usually they use was full of text. It only provides example of narrative text, a few information about narrative text and some

activities. The writer believe that one English textbook was not enough to fill the students' need [28]. The students were need a material which can gain their motivation and lead them to write narrative text well. The writer used the result as the guidelines in constructing the product.

The writer continued her research by doing the design phase. In this phase, the writer selected a folklore and began to find some sources relate to its folklore. It was followed up by discussion with the draftsman about the drawing of the character, the background, and the font that was used in the comic strips. The draftsman followed the whole steps in drawing the comic strips so that the result is satisfying. Furthermore, the writer prepared the material and activity that would be included into the sample of teaching material. In order to attain a satisfying result, the writer determined several roles of the product, roles of the students, and roles of the teacher.

Development phase was the last process in conducting this research. In this phase, the full version of the sample of teaching material was constructed based on the data that have been gained in the previous phases. the writer used Microsoft Power Point to develop the material. All the material must be linked to the basic competencies and learning objective. Here the writer created a sample of teaching material that consist of twenty five pages. It contains the unit title, basic competencies, assessment, learning objective, material, and several activities. The first two activities can be used as pre-task activity since it can brainstorm the students thinking and make them familiar with the story. Then, it followed up with the theory and other activity which believed can improve students' knowledge about narrative text [28]. While, the last activity can be used as assessment of learning narrative text. The sample of teaching material was created as interesting as possible. The writer used comic strips as the media in this sample teaching material so it would be more attractive.

To measure whether the product is usable to support teaching and learning narrative writing or not, the writer provided questionnaires. There are several criteria that should be considered by the experts in judging the product taken from BSNP and McCloud. This questionnaire was addressed to the English teacher of SMAN 1 Pemangkat. All of the criteria of the product have satisfactory result with score >90%. It means that this sample teaching material was acceptable for classroom use particularly in teaching and learning narrative text writing.

## 5. Conclusion

This research culminated in the development of a product comprising materials and tasks designed to aid teachers in instructing narrative text. Each activity within this product serves a specific purpose, all contributing to the achievement of the four learning objectives: identifying the social function, language features, and generic structures of narrative text, as well as writing a simple narrative text. Comic strips were chosen as the medium for this product due to their potential to stimulate students' ideas and engagement. The captivating visuals, clear dialogue and narration, and vibrant colors of comic strips make them an effective tool for learning. The comic strips were specifically designed based on the West Kalimantan folklore entitled "Batu Ballah." Teacher validation results indicate that the product is deemed suitable for supporting narrative text instruction for tenth-grade students. This conclusion is supported by the high scores received on the questionnaire assessing the appropriateness of the content (96.4%), language (96.4%), layout (94.4%), content and language of the comic strips (100%), and comic illustration (97.5%), all of which fall within the "very good" category. Therefore, this teaching resource is deemed suitable for supporting narrative text instruction for tenth-grade students in Senior High School.

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