# THE EFFECT OF USING COMICAL PICTURES TO IMPROVE STUDENTS' WRITING SKILL

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**Abstract**

*The points of this research were to know whether the use of the comical pictures had significant effect to improve students' writing skill or not and on behalf of discoveringstudents' perceptions concerned to the application of the comical pictures in writing skill. This research adopted quasi experimental research method with two kinds of instruments were in the form of written test which planned into pre-test and post-test employed to answer the research question number one and the supported instrument was questionnaire employed to respond the research question number two. Thence, the gained data of the pretest-posttest were analyzed using SPSS version 22, in which the researcher found the score of the Sig. 2 tailed was 0,000 < 0,05moreover, the t-test indicated preponderance scorecompared the t-table (6.700 > 2.085). In other words, the use of the comical pictures had significant effect to improve students' writing skill.The further instrument employed questionnaire which adopted Lickert scale theories. The gaineddata of the questionnaire of the percentage 100% and based on the rating scale in the point between 81 and 100 indicated that the mean score was 84 which definitely regards to strongly agree. It could be summed, the students who were taught by using the comical pictures belonged to these categories; comfort, pleasure, useful, motivating, interesting, preference, assisting, and enjoyable.*

***Keywords**: Comical Pictures, Writing Skill, Recount Text*

## INTRODUCTION

Nowadays, being greatest in apprehending writing skill becomes a strength in searching all sciences particularly languages. Ideally, as states by Melekhinaa, Students or even as teachers properly upgrade their writing competence because it becomes the primary aspect of being professional qualifications".[1]It may say that becoming superior students and also qualified teachers ought to obligate themselves to deeply understand about writing skill. What more is that "mastering writing competence is

[1]Melekhinaa, E. A. and Levitan, K. M. Assessment System in Writing Essays by Graduate Students. *Procedia Social and Behaviour Sciences* 2015; 200, p. 482. http//doi.org/10.1016/j.sbspro.2015.08.009

able to lead everyone to have updated information in all subject areas".[2] Thereby, writing must be learnt and mastered by all educated people.

However, writing is the most complicated skills in English. As asserted by Galko, students consider writing as a significantly difficult fieldand even most of them averse to learn it.[3]He believed that students commonly do not motivate to write in English.More students are low interest and lack ability in manufacturing a writing particularly in terms of finding lot of ideas with the use of correct grammar, words choice,and punctuation mark on behalf of arranging sentences of English into exemplary text. Obviously, it proved the failure of teaching writing.It was happened just because writing is not only placing a word together by other words but also must be able to organize them and connect words by other words with appropriate structures and selecting the exact diction on behalf of manufacturing meaningful writing product. Those rules appear problems for widely students because they have no brilliant tips to overcome those problems with the result that writing becomes more complicated to be comprehendedandexactly, performed mush more aversions.

Based on thecommon situations above, tenth grade students of SMA Islam Arrahmaniyah, Mujur where the researcher conducted his early observation also discovered such that matter. Moreover, when they were commanded by their teacher to write recount text containing their experiences. This happened due to most of them tended to show their worse in relation on arranging sentences into exemplary paragraphs or let's say, they were still quandary toward it. In detail, the students were seemed to be quandary manufacturing text *content* which means that idea was significantly harder to be achieved, when they were ordered to start writing, they could only performed one or two words. *Organization* was becoming the further a quandary for them such as when some of them were able to build an idea but they still could not gather their ideas in order to performing connected sentences and even less to perform related and succession paragraphs and unfortunately, they didn't have enough *vocabularies*as well,which made them felt hard to haveamazing writings especially on recount text.

[2]Kellaher, K, *101 Pictures prompt to spark super writing.* (New York: Scholastic, Inc., 1999), p. 4.
[3]Galko, F. D, *Better writing right now First Edition.* (USA: Learning Express, LLC, 2001), p. 107.

Those problems might be caused by some factors such as they could not let their mind explore freelybefore starting to write, they felt having trouble recording those thoughts on writing whatever they could do, they worried to begin organizing their thoughts, afraid to make mistakes, lack of ideas and etc. In that sense, the students considered writing as the significantly difficult skill to be mastered.Anyhow, the researcher obviously providedprovocative media on behalf of exciting students' brainfor gaining brilliant writing and it was definitely expected assisting them for having more mesmerizing writing class.As Brownstates that the teaching of English to students requires several techniques and media to make the English lesson more exiting.[4]Besides, teachers are expected to be as imaginative and creative as possible. Thus,the researcher supplied comical picture as media because it was considered as a vital and essential media in teaching English particularly on writing skill. That assumption was supported by Figueiredopointed out that comics work are able to strengthen students' comprehending in inquiring English language especially at writing skill in order to narrate stories.[5]Hereinafter, the strength of comical picture asserts by Humphrey,keeping and arresting students' readability in relation on education is able to be brought into reality beyond the application of comical picture just because it has a power to excite learners.[6] It may say that welcoming comical pictures into classroom could stimulate and participate students morein the academic processes particularly concerning to writing skill.In a strict sense, comical picture was convinced to have valuable contribution for future researchers.

## LITERATURE REVIEW

### RecognizingWriting

Most people have subpar experiences toward writing. They come to dislike it, or scare of it and they commonlyavoid it because it is the most challenging skill

[4]Brown, H. D, *Principles of Language Learning and Teaching Fourth Edition*. (New York: A Pearson Education Company, 2000), p. 17.

[5]Figueiredo, S., Building Worlds for an Interactive Experience: Selecting, Organizing, and Showing Worlds of Information through Comics. *Journal of Visual Literacy*; 2011; 30:1, p.99.http://dx.doi.org/10.1080/23796529.2011.11674686

[6] Humphrey, A., Beyond Graphic Novels: Illustrated Scholarly Discourse and the History of Educational Comics. *Media International Australia*2014; 151:1, p. 75. http//doi.org/10.1177/1329878X1415100110

among the incremental skills of English language as defined byTuan and Javed, foreign or second language learners will be adequate to grasp writing skill if they have already comprehended the rest three of English language skills such as listening, speaking, reading, undoubtedly its elements just because writing skill is repeatedly accepted as being significantly hard to be acquired.[7,8]. In addition, in composing process of writing, everyone is obligated to go through few procedures such as thinking, drafting, and revising which emphasized them to have specialized skills.[9,10,11]. Those procedures require high imagination, thinking, or even media to assist students or let say, the concept commended us becoming qualified learners or even as a teacher on behalf of grasping the writing skill just because it requires a strong ability and long journey to reach it.

**Essential of Writing**

Despite writing skill is appraised as something complicated, it is also widely known as an essential skill to be mastered. To give what I mean, Kellaherstated that writing is significant just because people could interact in daily life, and it offers us updated information in all subject areas.[12]Furthermore, Hallidayclarified, writing is a modern technology to obtain, and do updated sciences.[13] The clarifications above proved that people, and properly teachers also learners obviously to keep training themselves how to have a mesmerizing writing on behalf of doing an excellent daily interaction, and having modern concept of life.

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[7]Tuan, L. T. (2010). "Enhancing EFL Learners' Writing Skill via Journal Writing". *English Language Teaching Journal.* 2010; 3:3, p. 81. http//www.ccsenet.org/journal/index.php/elt

[8]Javed, D. and et. al. "A Study of Students' Assessment in Writing Skills of the English Language". *International Journal of Instruction.* 2013; 6:2, p. 130. http//dergipark.org.tr/n/pub/eiji/issue/5137/70005

[9]West, W. P. *What Teachers Need to know about Reading and Writing Difficulties,* (Victoria: Accer Press., 2008), p. 56.

[10]Brown, H. D. *Teaching by Principle: and Interactive Approach to Language Pedagogy Second Edition*. (New York: A Pearson Educational Company., 2001), p.335.

[11]Steinlen, A. K. The development of German and English Writing Skills in a Bilingual Primary School in Germany. *Journal of Second Language Writing.* 2018; 39: p. 43. http//doi.org/10.1016/j.jslw.2017.12.001

[12]Kellaher, K, Op.cit. p.1

[13]Halliday, M. A.K. and Martin. J. R. *Writing Science Literacy and Discursive Power.*(London: Taylor & Francis Inc., 1996), p. 1.

**Writing Process**

Learners necessary to acquaint writing process in order to have structural and excellent writing. According to Kaneargued, there are three major stages of writing process, such as *pre-writing* whichas theopportunity for students to brainstorm ideas, determine topics which enclose free-writing, outlining, note taking of thinking. The further stage is *drafting*which is acquainted as the students' chances to develop topic and ideas gained from the prewriting becoming excellent paragraphs. The last stage is *editing,* here is the teacher's time to accesses the drafting stage that's made by the students.[14] Those assessments assessed the word choice, paragraph structure, and organization. All the stages were definitely handled by the researcher.

**Writing Assessment**

Recognizing the true condition of teacher or moreover as students assessment tend to be something crucial. As pointed out by Weigle,assessment is employed to measuring, evaluating, recording the learning progress, students' educational needs, academic achievements, and as the large variety of method employed by teachers all at once.[15] Thereby, it is essential to recognize the process of assessment. The process of assessment is intended to obtain information about students' performance. In this stage, the researcher use the term "measurement" which purposed to trace students' progress. The measurement goes beyond three processes are; checklist students' writing process as a compilation used for observing their tasks or documenting its process. The additional process is discussing aspects of writingprocess which is teacher and students discuss about students' writing, including prewriting activities, drafting, type of revision, and etc. the last is self-assessment whichencourages students to think over and over again toward their writing process. After documenting the whole process of students' activities, it's their time to gain the representation of their score as the last composition of assessment.

[14]Kane, T. S. *The Oxford Essential Guide to Writing.*(New York: Oxford University Press, Inc., 2000), p. 17.
[15]Weigle, S. C. *Assessment Writing,*(Atlanta:Cambridge University Press., 2002), p.108.

**Recognizing Recount Text**

Narrating occurrences which happened in the past back constitutes the function of recount text.[16].Recount text also has social function which purposed to assemble a sequence of occurrences and evaluate their impact in some ways. Beside, recount text is also composed using certain sort of generic structures such as orientation, events, and reorientation. Those generic structures are composed utilizing specialized language form, it is past tense, for instance, we played, she cried, he jumped, and etc. the next language features which employed here is conjunction such as*if, for, when, and, because,*and etc. The additional language features employedare personal pronoun and passive voice.

**Recognizing Comical Picture**

According to cohn, Comical picture becomes one of few categorizations of media and art which written as a pictorial representation.[17] It may say that the role of the comical picture is significantly vital on behalf of attracting someone's interest on writing an essay and derive writer or students to simply write an essay.In addition, defined by McCloud,comical pictures are pictures put side by side with some narration inside.[18] That assumption is also prove that comical pictures as a series of pictures containing text inside that are able to be represented after another to produce meaning or we might say it leads whoever intends to pay close attention to them.

**Comical Pictures in Teaching Writing**

Here is the small talk toward the utilization of comical picture in writing or it regards to the strength of using comical picture in writing especially on recount text. Based on Poletteclaims that comical picture is a media which is able to encourage effective learning and stimulate students in every critical thinking skill.[19] Since writing skill is assessed as one of the most complicated skill in English, highly indicated that

[16]Anderson. *Text Types In English 3*. (South Yara:Mac Millan Education Australia PTY LTD. 2002), p. 33.

[17]Cohn, N. (2012). *Comics, Linguistics, and Visual Language: The past and future of a field. (*New York: Palgrave MacMillan., 2012), p. 2.

[18]McCloud, S. *Understanding Comics*. (New York: HarperCollins., 1994), p. 7.

[19]Polette, N. J. and Ebbesmeyer, J. (2002). *Literature Lures: Using Picture Books and Novels to Motivate Middle School Readers.* (Colorado: Teacher ideas Press, 2002), p. 4.

it belongs to the one of every critical thinking skills so,it is ensured as an essential and effective media in improving writing skill. In addition, conveyed by Hosler,comical picture constitutes an efficient concept on behalf of motivating students' writing engagement.[20] What more is that argued by Evangelia,masses of academic world supported the utilization of comical picture in education also words and image in comic work together to produce meaning.[21]Logically, students significantly need the comical picture just especially in writing class because their thinking definitely opened to have idea, more vocabularies, and organize thought into paragraphs since the words and images within it work together means pictures which put side by side with some short narrations within it, could produce lot of vocabularies unintentionally, moreover, students' content product simply directed by series of pictures inside the comic or as if it has clearly plots which also leads students rising much more ideas. Thus, it could be assured, comical picture is significantly required by students or moreover as a teacher just because it has a role to reach a better foundation of making an essay especially on recount text.

## RESEARCH METHOD

This research adopted quasi experimental research method with two variables, i.e.comical pictures as the independent variable, writing skill as the dependent variable. According to Donald, a research is a an approach conducted scientifically which permits researcher to modify independent variable and the modification impact of dependent variable is able to be investigated, it represents a strong chain of reasoning about the link between one variable to another variable.[22]The assentation leaded the researcher to assume that the comical pictures could influence the students' writing on recount text. Beside, this research was conducted at SMA Islam

[20]Hosler, J. and Boomer, K. B. Are Comic Books an Effective Way to Engage Nonmajors in Learning and Appreciating Science.*CBE—Life Sciences Education*. 2011; 10:3: p. 309.http//10.1187/cbe.10-07-0090

[21]Evangelia, M. and et. al. "Adapting Literature into Comics and Comparing Hand-Made". *Journal of Literature and Art Studies*. 2018; 8:10 p. 1452-1555 : https://www.researchgate.net/publication/329061861

[22]Donald, A. and et al. *Introduction to Research in Education Eight Edition*. United States:WadworthCengage Learning., 2010), p.26.

ArrahmaniyahMujur, undertaken from 3th April up to 29th April 2019. It was located at Jln. Raya Mujur, Mujur village, PrayaTimur District, Lombok Tengah regency. Province of NTB. The school consisted of three classrooms for grade 10, two classrooms of grade 11, and only one classroom for grade 12 so it possessed six regular classes. However, Wiley et el. declared, population refers to investigating the researcher's expectation in relation on the entire squad of masses, event, or something mesmerized.[23] Thus, the researcher adopted a group of people of tenth grade students of SMA Islam Arrahmaniyah which consisted of three classes namely, 10Awith 40 students, 10Bwith 37 students, and 10C with 35 students. So sum total of the research population was 112 students.Again, sample is a subset of population.[24]Let's say it is a smaller number of quantity chosen from the population of quantity. Thereby, the researcher felt directed adopting the tenth grade students only as the sample which consisted of 40 students and spread becoming two groups namely, experimental group with 20 students which was treated using comical pictures and control group with 20 students which was treated using picture only as the sample. In splitting the both groups, the researcher employed Nonrandomized control group, pretest-postest design. Aside from that, in relating on collecting data, documenting reams information for assessment, and judgment establishing constitute the utilization of instruments.[25]The assumption directed the researcher to provide instruments. So,this research employed two kinds of instruments for assembling the data. He firstly offered pre test and post test as written test to the both groups intended to address research question number one (1) and treatments were also delivered to the both groups in between. There were five categories which were assessed, those were; Content of orientation, events, reorientation, organization, and vocabulary. Each of those categories was based on the scale 1-5 which means that, the top value for each category was 5 while, the worse value was 1. In sum, if students did the five categories better means they got 25 scores but if they did the five categories with worse, means they got score 5.The second instrument employed by the researcher was questionnaire.It was consisted of 8 questions, each of them had

[23] Wiley, J. et al. *Research Method for Business a Skill Building Approach Fourth Edition.* (New York:Molly Lithographing, Inc., 2003), p.281.
[24] Ibid. p.282.
[25] Ibid. p.239.

different contains such as *comfort* which means that "whether the use of the comical pictures were the entertained media to be implemented in writing class or not". *Pleasure* means that "whether the use of the comical pictures in writing class excited them or not". *Useful* means that "whether the use of the comical pictures rewarded for the students or not in leaning writing skill", *Motivating* means that "whether the use of the comical pictures in writing class motivated the students or not". *Interesting*means that"whether the use of the comical pictures was capable to interest the students in learning writing skill or not". *Preference* means "whether the students preference to learn writing by using comical pictures as media or not". *Assisting* means that "whether the use of the comical pictureswere able to make the students easier in learning writing or not". The last was *enjoyable*which means "whether the students enjoyed learning writing by using the comical pictures or not".It was offered only for the experimental group that had been treated using comical picture on behalf of appearing proof that comical picture was certainly true having significant effect to improve writing skill especially on recount text or to support the test result.The researcher adopted scale 1-5 means in one item of its questions, the highest score would be 5 and the lowest score would be 1. Thus, could be concluded that if the students got score 5 from the eight questions of the questionnaire means they would get 40 points meanwhile, if they got score 1 in those eight questions means they would get score 8. In other words, the highest score for each student would be 40 scores and the lowest score would be 8 scores.

Furthermore, the gained data of the pretest-posttest of the both groups were analysed by operating SPSS version 22. Aside of that, in the descriptive analysis, the researcher depicted and clarified the students' pre test and post test result to which was indicated utilizing comical pictures for experimental group, and how was taught using picture only in control group, afterward compared both variables in order to clearly recognize which one was higher or which media shown any effects the most.Meanwhile, the questionnaire results were calculated based on Likert Scale's theories and the techniques of counting the gained data of the students' responses in the questionnaire were manually through Microsoft excel formula.Here, the researcher firstly presented the pre-test score ofthe both groups on behalf of

knowing the students' condition before doing any treatments or before both of the groups treated using comical pictures in experimental group and treatedusing picture only in control group. The experimental group's score indicated that from 20 students, there were two students obtained score 14, three got score 15, three gained score 16, six got score 17, four gained score 18, one got score 19, and the rest one student gained score 20. Meanwhile, from 20 students of the control group, just one student obtained score 13, two of themgained score 14, three of them gained score 15, five of them gained score 17, four of themgained score 18, only one student gained score 16, and the rest four students gained score 19.Those scores were then calculated in the form of descriptive statistics by using SPSS version 22. The descriptive statistics showed the sum total of the students who belonged to the experimental group was 20 students. Their score indicated, 20 was as their top score and 13 as worse score, thence average score of the experimental group was 16.70 followed by 1.59 as the standard deviation. Meanwhile, sum total of students who belonged to the control group was 20 students as well in which, they got 19 as their top score and 13 was the worse score for them. The analyzed data alsoinformed, they obtained 16.75 as their average score and standard deviation was 1.86. Henceforth, the researcher secondly intended to describe and elucidate the post-test result for the both groups on behalf of answering the first research question; "doesthe use of comical picture havesignificant effect to improve students' writing skill?" which was the gained data from the post-test of the experimental group exhibited from 20 students, there was only one student obtained score 19, seven students gained score 21, eight students gained score 22, and the rest four students obtained score 23, meanwhile, from the 20 students of control group, there were two students obtained score 17, only one student gained score 18, nine students gained score 19, five students gained score 20, two students got score 21, and the rest one of them obtained score 22.The gained data were then calculated in the form of independent sample test on SPSS version 22 which the result that the average score of the experimental group was 21.70while in the control group was 19.35. Along these lines, in descriptive measurement of statistic could be reasoned that there was a distinction of the students' average score from the learning movement between the groups. Next was to prove whether the difference was significance or not.

Likewise the yield above, showed that the sig. Levene's Test for Equality of Variances score was 0,470 > 0,05 which could be basically deciphered that the variances data between the two groups was homogeny. In this way, the translation of the yield table of the independent sample test depended on the score in the table of "Equivalent Variances Assumed". It called attention to, the Sig. (2 tailed) score was 0,000 < 0,05, and the t-test was higher than the t-table (6.700 > 2.085) which demonstrated that there was a huge contrast between the average score of the experimental groups with the average score of the control group as the consequence of the students' learning exercises or it might say that comical picture had critical impact to further develop students' writing skill especially on relating to recount text or the media was totally all around executed. The last elucidation in this part, the researcher clarified the students' responses toward the questionnaire which applied the Likert Scale's theory. The questionnaire result figured out to the second research question in relation with students' perception toward the use of the comical picture in writing class. The techniques of counting the data, the researcher counted all data manually through Microsoft excel formula. As proposed by Likert Scale, the data could be seen in some categories of the following criteria used by the researcher such as strongly disagree (SD), Disagree (DA), Unsure (US), Agree (AG), and strongly agree (SA). Those scales were in the form of number (1), (2), (3), (4), and (5). Thence, the data of the questionnaire were consisted of 8 questions containing the students' perceive towards the use of the comical picture in writing. The responses of this data were obtained from 20 students at SMA Islam ArrahmaniyahMujur.

Let's get started with the students' responses gained from the whole questionsor statements of the questionnaire. From the question number one found that 1 student responded unsure, 13 of agree, and 6 of strongly agree.The question number two pointed out that 1 student responded unsure, 14 of agree, and 5 of strongly agree. The question number three showed that 1 student responded unsure, 16 of agree, and 3 of strongly agree. The question number four showed that 2 students respondedunsure, 12 of agree, and 6 of strongly agree. The questionnumber five showed that 13 of agree, and 7 of strongly agree. The question *number six* showed that 1 of unsure, 14 of agree, and 5 of strongly agree. The question number seven

showed that 4 of unsure, 9 of agree, and 7 of strongly agree. The question number eight showed that 13 of agree, and 7 of strongly agree.

From the data, the students mostly chosen one criteria; that was agree. Thence,the percentage result of the students' perceivetoward the application of comical picturetreated in writing skill based on the whole questionnaire's questions counted that the question one obtained the total score was 85 of the percentage 12.6%, the question two was 82 of the percentage 12.2%, The question three was 80 of the percentage 11.9%, The question four was 84 of the percentage 12.5%, the question five was 87 of the percentage 12.9%, the questionsix was 84 of the percentage 12.5%, the question seven was 83 of the percentage 12.4%. And the last was from the question eight, the total score was 87 of the percentage 12.9%.Thus, mean score of the questionnaire result of the percentage 100%, based on the rating scale in the point between 81 and 100 indicated that the mean score was 84 belonging to strongly agree. Those responses were trusted that the students' perceptionstoward the comical picture can be acceptably used in writing with the following criteria of each items were entertained, happy, useful, motivated, interesting, highly selected, easier, and enjoy. Those criteria were as their choices demonstrated to the researcher's conclusion in a category 'strongly agree' means they were in positive perception.

## FINDINGS

### Comical Pictures toward Writing Recount Text

This stage described research findings regarding to the use of comical picture in writing class particularly on recount text. He firstly informed that the comical picture gave different effect towards the students compared using the picture only. In which, after using the comical pictures, the students could develop their ideas such as in *content of orientation,* the students could involve someone else, determine or state time and places of the activities in their text, for instances, some of them said "several days ago, I went to beach in the holiday with my friends", In *content of sequence of events,*they could write their ideas dealing with a topic greatly enough, and also in

*reorientation,* they could show the signal of the story and some were able to summarize the story. All those achievements were gained due to the comical pictures were able to direct students' ideas beyond connected images which as if possessed a clear plot.Hence, teachers should use or applythe mesmerizing media in teaching writing skill for their students. Not only that, in *organization*, the students could show fluent expression like "the sunset was very beautiful" and they organized sentence by sentenceof the story amazingly. What more was they used words like noun, verbs, and adjective appropriately.

Those confirmations were demonstrated by the students' work in the post test which explained in the past explanations.Accordingly,the research question number one was totally replied or suppose the use of the comical pictures in writing class was all around carried out in the degree of senior secondary school particularly in showing recount text.

**Students' Perception toward the Use of Comical Pictures in Writing**

In this stage, the researcher devoted the explanation of the students' perceive toward the comical picture use on students' writing dependent on the eight gave classifications in each question of the questionnaire. That way, the researcher firstly interpreted the students' responses toward the first question of the questionnaire containing of *comfort category,* here, he found only one student who perceived rather entertained, thirteen students responded entertained them, and six students perceived significantly entertained them in learning writing especially on recount text using comical pictures. Secondly was about the students' responses toward the second question of the questionnaire containing of *pleasure category,* there were fourteen students felt excited, five students felt significantly excited, and there was only one student felt rather excited to study writing skill using the comical pictures as media. The third was about the students' responses toward the question number 3 of the questionnaire containing of *Useful category,*sixteen students perceived that the comical pictures were beneficial, three students perceived significantly beneficial, andthere was only one student judged it was rather beneficial to improve writing skill. The fourth was about the students' responses toward the question number 4 of the questionnaire containing of *motivating category,* there were twelve students felt

motivated, six students were highly motivated, and there were two students felt motivated enough to learn writing by using the comical picture. The fifth was about the students' responses toward the question number 5 of the questionnaire containing of *interesting category,* there were thirteen students were interested, and seven students were highly interested to use the comical pictures in learning writing skill. The sixth was about the students' responses toward the question number 6 of the questionnaire containing of *preference category,* there were fourteen students judged the comical picture as a preference media, five students judged it as highly preference media, there was only one student who judged the comical pictures as not really preference media. The seventh was about the students' responses toward the question number 6 of the questionnaire containing of *assisting category,* there werenine students stated that the comical picture was as an assisted media in learning writing, seven students stated that it was as significantly an assisted media in learning writing, and four students rather felt that it was an assisted media to learn writing. The last was about *enjoyable category,* thirteen students enjoyed learning writing skill using the comical picturesas a media and seven students were really enjoyable.

In sum, treating the comical picture to students could make them comfort of using it, happier to learn writing skill, perceived that it was beneficial, more motivated to learn writing skill, felt more mesmerized, well implemented, and more enjoy in learning writing skill. This interpretation was proved by the questionnaire result on the data analysis.

## DISCUSSION

### Comical Pictures vs. Pictures in Writing Class

In relation to differentiate between the comical pictures treated in the experimental group and the picture only treated in the control group on behalf of transferring clearer perception towards it, since both of those media were the same of including pictures, the researcher required to explain their differences.The researcher firstly characterized that the comical picture establish a media that was worked to pass on data and to create an astonishing sense in the viewer since it is adjoining

periodical with pictures followed by short text under them which is usually utilized in instructing and learning process. Let say, it consists of few pictures and narrations inside of their boxes which were arranged in sequences and related each other or we may say the images within the comical picture are placed side by sidewhich could directed everyone to deeply acquire the plot and absolutely appearing many more vocabularies even it has no complete text.Meanwhile, Picture constitute a painted shape of a person, thing, or scenery which can be noticed clearly. It is also can be a media of teaching and learning process, but on the contrary, it does not have narrations and not describe plots which made students difficult enough to have a widely ideas.Those reasons actuated the researcher choosing the comical pictures as his brilliant media to be applied to increase students' writing.

**Comical Pictures and Students' Writing**

The researcher zeroed in on five parts of writing ability especially on recount text which consisted of content of orientation, content of sequence of events, organization, and vocabularies as elaborated in the introduction. So here, the researcher intended to devote a detail description in line with the researcher's concentration and definitely the findings of this research.The findings leaded the researcher to assert that the comical pictures had significant effect to further develop students' writing skill particularly the substance of the three normal constructions of recount text (Orientation, Sequence of Events, and Reorientation) and furthermore organization. That as well as they could develop on the students' vocabularies or word options which were in accordance with the improvement of their spelling, language structure, and accentuation. Additionally, during the treatment, the students were not only able to have a decent substance all alone, yet the majority of them wrote an organization enormously enough and having a lot of vocabularies by taking a gander at the circumstance on the comical pictures that as if drawn plainly plots. This phenomena, was possible even to the students who have very low fluency in English. All those achievements could be possibly gained just because the way students' learning and what media that researcher applied for.

Furthermore, from the five aspects of writing,the researcher then there were two aspects were improved the most those were; the first was the improvement of *content*

such as orientation which was the students could write people involved, when and where the activities tookplace. In sequence of events, they were capable to create several activities relating to topic of story. Also in reorientation, they could end their writing by summarizing their stories and leaved his/her comment. Those achievements were reached becauseof the comical pictures have arrangement picture in some columns that entertain the story bit by bit. Thus, they could be easier to build their ideas based on the comical pictures that had been chosen. The second was the improvement of students' *vocabularies*that could be noticed from the students' work that paragraphs that they manufactured greatly enough they could use nouns, adjectives, conjunction appropriately. Not only that, but theyafforded using past tense for narrating activities in the story. They could reach the achievements due to the comical pictures were also able to assist students choosingan appropriate word in by paying attention to the contiguous images within the comicthat wereattached with short narrationsso that the students simply increased their vocabularies.

**Strongly Positive Perceptions**

**1. Partial**

Partially, the students' perceive toward the application of the comical pictures in writing classroom demonstrated that from the whole statements of the questionnaire, there were three categories which in relation to the strongest positive perceptions toward the use of the comical pictures in writing, those were:

**a. Question two "Pleasure"**

Here, from the twenty students, there were fourteen students perceived agree that the use of the comical pictures could construct their pleasure in learning writing skill, thence the rest five of them were highly agree that the use of the comical pictures could construct their pleasure in learning writing skill, and only one of them was unsure and no one perceived disagree or even strongly disagree in convincing the use of the comical pictures could construct their pleasure in learning writing skill.

**b. Question three "Useful"**

From twenty students, there were sixteen students perceived agree that the use of the comical pictures could be a beneficial mediaon writing, thence three of them

were highly agree that the use of the comical pictures could be a beneficial media in learning writing skill only one of them was unsure and no one perceived disagree or even strongly disagree in convincing the use of the comical pictures could be a beneficial media in learning writing skill.

**c. Question Six "Preference"**

From the twenty students, there were fourteen students preferred using the comical pictures in learning writing skill, thence greatly, the five rests of them really preferred using the comical pictures in learning writing skill and only one of them was unsure and no one perceived disagree or even strongly disagree in preferring the comical pictures as media in learning writing skill.

2. Collective

Overall, the strongly positive perceptions toward the use of comicalpictures gained from the experimental group which consisted of 20 responses. After counting the responses of the 20 students from the whole questions of the questionnaire (Eight Questions) demonstrated that the mean score of the questionnaire result of the percentage 100% indicated that based on the rating scale in the point between 81 and 100; the mean score was 84 belonging to strongly agree. The responses were believed that students' perceptions toward the comical picture could be acceptably used in writing with the following criteria of each item were comfort, pleasure, useful, motivated, interesting, preference, assisting, and enjoy.

Overall, the students pointed out positive perceptionstoward the use of comical pictures in writing class especially on recount text. Thereby, it was suitable to be implemented in high school level because they preferred images as leaning media, moreover those images are contiguous and including of short narrations.

## CONCLUSIONS

Based on the interpretation of the result, the researcher could conclude that the use of the comical pictures had huge impact to further develop the students' writing skill of the tenth grade students of SMA Islam Arrahmaniyah. He then argued that this achievement was relied heavily on the use of the comical pictures where the

focus was on the*content, organization, and vocabularies*. Moreover, the comical pictures triggered students' creativity and aggressiveness in relation on manufacturing greater writing. Though, the data demonstrated that all aspects of the writing improved significantly but two aspects such as *content and vocabulary* were improved the most. It could be noticed on the result section which displayed a raising trend. The achievements were supported by the students' perceptionelaborated in the previous pages mentioned that the comical pictures were perceived as good or suitable media to be implemented in learning writing skill and also the comical pictures could make the students felt happy, useful, motivated, interesting, highly selected, easier, and enjoy in learning writing skill. It very well may be seen from the outcome section; the mean score was having a place with strongly agree.

In sum, the comical pictures were acceptably used in writing or we could say that the students have positive perception toward them in learning writing skill. That way, it was considered as a well-implemented media in teaching writingskill, especially on recount text at senior high school level.

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