

## The Use of Caricature Strips in Teaching Recount Text to Improve Students' Writing Skills

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### ABSTRACT

Writing as one of the English productive skills, is very crucial in communication. Communicating in English as the curriculum demands and competencies are getting better. Students must be able to share ideas, opinions, experiences in spoken and written language in every situation and place. Therefore, in improving students' writing skills, it is necessary to provide a method, a learning model that can improve it. This study was conducted in an effort to find out the improvement of students' writing skills in writing past stories or telling someone's biography and students' responses to visual learning models, namely caricature strips. This research used quantitative pre-experiment method with one group pretest posttest. In this study, the research subjects were students of class X OTKP Integrated SMKS Lampang. Test is used as a data collection technique as a comparison before and after treatment. Questionnaires as a data collection technique to get student responses to visual learning models, namely strip caricatures. After that the data is processed in the form of tables and statistics, and described based on the results of tests and questionnaires. The data shows that the results of the test produce high criteria and are quite effective, which means that there is an increase in the test results. The questionnaire data shows a good response, interest in strip caricatures.

**Keywords:** Caricature Strip, Writing Skill, Recount Text

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### I. INTRODUCTION

Writing is a skill that must be possessed, one of whose functions is to communicate with other individuals indirectly. We can pour ideas, ideas, and emotions that cannot be poured in the form of speaking directly to different individuals, that way we can pour them in the form of writing which is composed of words into a sentence. Writing is expressing ideas, ideas, and feelings through writing or essays, both fiction and non-fiction (According to Djumadin, 2020 Cited in, Gayatri, 2023 p. 791).

Problems in the writing aspect consist of linguistic problems of grammatical structures, word forms, word classes, word errors, and article usage and cognitive problems of organizing paragraphs, having difficulty with word classes, forgetting common structures, using proper punctuation, and drawing proper conclusions (Rahmatunisa, 2014). If students continue to struggle with writing at various grade levels, they may lose marks for the task or consider it unimportant (James, 2017). Problems from the students' perspective, especially in writing

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classes, include problems in aspects of writing and students' personal experiences (Hutchison, 2019).

Many students still need help to write recount texts due to low interest in learning English. Students have less vocabulary, do not master grammar, and cannot express their ideas in writing texts (Bogaerds-Hazenberg, 2021). Due to time constraints, writing skills are rarely taught to students. This causes a lack of attention to writing skills so students have difficulty in expressing their ideas, especially in writing a story in a recount text. Recount text is a text that retells past events, usually in the order in which they happened. The purpose of recount text is to give the audience a picture of what happened and when it happened (According to Cholipah, 2014, Cited in Sopian et al, 2023 p. 125).

Middle and high school students in the United States are expected to write with flexibility, ease, and critical thinking, as evidenced by timed assessments or in-class writing activities (National Governors Association, 2010). Given the various skills, processes, and constraints that writers must juggle, writing can be a daunting task for many middle and high school students (Bruning, 2013). Based on preliminary research, most high school students believe that writing is the most difficult skill to master. The researcher found that there are some problems with students' writing ability, students' disinterest in writing lessons, students' lack of vocabulary, students' difficulty in generating ideas, and students' difficulty in the structure of retelling texts.

The researcher also found that the difficulty was because students needed to learn to write, resulting in difficulty in composing words, monotony, lack of enthusiasm in writing, and lack of understanding of the use of grammar and punctuation in retelling texts. When students are tasked with increasingly challenging writing tasks, they may not only show a decrease in motivation to write but also a decrease in writing scores (Wright et al., 2020).

From the results of previous research on first-year students of MA NW Nabi Nubu Kekait, it is said that students have low writing skills in terms of content, grammar, and mechanics from moderate to poor categories. This is the biggest problem for students even though recount text has been studied since junior high school, sometimes students have difficulty in writing it. It can be concluded in research related to the analysis of students' writing ability that there are difficulties faced by students when pouring ideas or ideas into a story. When learners find it difficult to express their ideas, the structure of the recount text will not be arranged according to the text structure. Learners feel that writing activities are not fun and even something boring when students are faced with the task of writing stories.

The use of appropriate media will help students in their writing skills. According to Dwiyoogo (2014) cited in Kustandi et al. (2021) visual media makes it easier for students to improve their memory of the material. In addition, visual media is a learning tool that can attract students' interest in learning activities. Commonly used learning media include posters, graphics, comics, and photos (Lacković & Olteanu, 2020, p. 294). These media present images that can be seen, observed, and felt. Therefore, students will easily pour their ideas into a story and improve their writing skills in students. Serialized images also have many benefits, such as

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improving students' ideas and writing skills (Ramadhanty et al., 2021). Pictures have many purposes in the teaching and learning process.

Serial images are a collection of images that illustrate the ongoing events of a story with a significant form.

The use of images as visual media is intended to make learning more effective and efficient and improve quality learning outcomes (Rohaniyah & Mari, 2022). One of the media that can be used in improving student's writing skills by using two-dimensional media of the caricature type. Caricature is a two-dimensional image media, which is one part of a cartoon that contains humor with human objects, both as individuals and as a situation or atmosphere in a group, with the selection of bodies or faces and contains certain elements of meaning for the reader (Nurhadiat, 2003; Studio, 2011, cited in Dewi, 2018, p. 2).

Caricature media is a form of image that is cliché, satire, criticism, and funny. Caricature is an expression of one's feelings expressed to be known by the audience (Yulianti, 2008, cited in Parendra et al, p. 4). The use of caricature media is the right media to express students' ideas in writing skills. Caricature media, interesting things from the form of image presentation that is different from other images so that it will make students motivated and foster students' enthusiasm and interest in learning to write in class.

The relationship between constructivist learning theory and caricature drawing media (According to Raka Joni, cited in Kurniawan, 2014, p. 2) says that the characteristics of the learning carried out are to free students from the shackles of a curriculum that contains predetermined loose facts, and provide opportunities for students to develop their ideas more broadly, placing students as a force for the emergence of reformulation of these ideas, and making conclusions, teachers together with students examine important messages that the world is complex, where there are various views about the truth that comes from various interpretations, teachers recognize that the learning process and its assessment is an interest, to make connections between ideas or ideas, it is a complex, difficult to understand, irregular, and unruly effort.

In this study, researchers used strip caricatures. Strip caricature is in the world of fine art, an image that has the meaning of exaggerating or changing the shape of the object. It is the same as a comic strip but differs in the form of presentation of the given image. This media is used as a medium to convey a simple message or criticism. Thus, students will better understand the meaning and structure of the text in the recount text because it presents an image of a famous character's face that is exaggerated by the researcher and is complemented by a story about the character. This combination provides a better visual modality that can increase students' motivation, improve students' creative ability, and promote creative learning (Chirkova et.al., 2019).

## II. THEORETICAL FRAMEWORK

### Writing Skills

According to Boals cited in Qismullah (2018) states that writing is a meaning-making process and a series of text-making activities including generating, organizing, and developing ideas in sentences as well as compiling, shaping, rereading text, editing and revising a text. Cahyaningrum, et al (2018) said that writing skills are very important to be taught at various levels of education. Rusyana, who argues that writing is the ability to use language patterns in written delivery to express an idea/message. According to Alwasilah, writing is a productive activity in language. A psycholinguistic process, starting with the formation of ideas through semantic rules, then recorded with syntactic rules, then described in the order of the writing system.

Writing is a language skill that is used to communicate indirectly, not face- to-face with others. Writing is a continuous activity so that learning also needs to be done continuously. This is based on the idea that writing is the basis for learning at the next level. Writing is an activity that produces a product in the form of writing. Susanto (2018 p. 7) reveals that writing is an activity carried out by someone to produce a writing. Referring to the implementation process, writing is an activity that can be seen as a process, a skill, a thinking process, an information activity, and a communication activity (Susanto, 2013 p. 8). From some of the above opinions, it can be defined that writing is pouring an idea or idea in the form of writing that is used to communicate with certain language patterns. So that the reader will receive the meaning or content of the writer.

### Cartoons as Learning Media

According to Supriadi (2017) in the use of cartoons as learning media has an important role because at this stage students are very responsive to visual stimuli that are funny, interesting and practical. Cartoons are favoured by every group ranging from children, teenagers to society, so if cartoon media is used properly for the learning process it will be more interesting for students. The advantages of using cartoons as a teaching medium are as follows:

1. Help stimulate and motivate students to continue taking part and interacting.
2. Provides for students to think creatively and critically. Cartoon materials can be used to mobilize students' observation and thinking power
3. Cartoons are a form of graphic communication that is presented in an interesting and concise manner to convey messages. Because of its unique nature, cartoons are able to strengthen the impression of human memory.
4. Cartoons also serve to educate students towards an increased interest in the use of cartoons that are of high quality in terms of painting, message, and angle of presentation as well as the language used.
5. Cartoons can clarify the point and illustrate the meaning of the content of the material being taught in an easier and more interesting form.

### III. RESEARCH METHOD

Nazir (2010, p. 40) states that research design is all the processes required in planning and conducting research. The research design is an overall plan to answer research questions and anticipate some of the difficulties that may arise during the research process. There are several forms of research design that can be used in a study, namely, Pre-Experimental Design, True Experimental Design, Factorial Design, Quasi Experimental Design (Sugiyono, 2015, p. 18). The type of experimental research design used in this study is Pre-Experimental Design. This design is not yet a real experiment, because there are still external variables that contribute to the formation of the dependent variable. This is not solely influenced by the independent variable, because there is no control variable and the sample is not randomly selected.

In general, based on the number of dependent variables, there are three kinds of one-group designs, namely one-group posttest, one-group pretest-posttest and time series design (Robinson, 2005, p. 18).

### IV. FINDINGS

#### Descriptive Statistic

Based on the data on student scores in pre-test and the post-test, here is the analysis data, the data is calculated by using SPSS with the following data results:

**Table 1. Descriptive Statistic**

Descriptive statistics						
	N	Min	Max	Sum	Mean	Std. Deviation
Pre	41	25	65	1685	41.10	9.651
Post	41	75	95	3435	83.78	6.498
Valid (listwise)	N 41					

#### Hypothesis Test

The results of data analysis of pretest and posttest hypothesis testing of writing skills before treatment and after treatment are presented in table below:

**Table 2. Hypothesis Test Results**

Paired Samples Test									
Paired Differences						t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	pre - post	-42.683	10.192	1.592	-45.900	-39.466	-26.816	40	.000

### N-gain Analysis

N-gain data or normalized gain is data obtained by comparing the difference between the final test data score and the initial test. Here is the result of the analysis:

**Table 3. N-gain Analysis Results**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngainscore	41	.44	.93	.7217	.11092
Ngainpercent	41	44.44	92.86	72.1663	11.09191
Valid N (listwise)	41				

Based on the results of N-gain data processing above, it can be seen that the minimum value of Ngainscore is 0.44 and the maximum value obtained is 0.93, so the average obtained is 0.7217. It can be seen from the criteria that the N-gain category is included in the high category because  $g > 0.7$ , while from the interpretation of effectiveness it is quite effective due to the percentage of 56 - 75. So it can be concluded that the use of learning media using strip caricatures on improving student writing has a high influence and is quite effective.

### Questionnaire

The result of questionnaire would be elaborated in details in the following tables:

**Table 4. Questionnaire Analysis**

No	Option	F	Percent
1.	Strongly Agree	24	41,5%
	Agree	17	58,5%
	Disagree	-	-
	Strongly Disagree	-	-
Total		41	100%

Table above explains students' interest in the appearance of strip caricatures, 58.5% of students chose strongly agree and 41.5% chose agree. So, it can be concluded that on its appearance alone students have started to be interested in strip caricatures.

## V. DISCUSSION

Writing is interrelated with other language skills in learning, students cannot be separated from writing activities, therefore students' writing skills must be improved, there are several ways to improve students' writing skills, one of which is by using strip caricature learning media. Researchers use strip caricature learning media aims to determine the effect on writing skills after being given treatment. To see the improvement of students' writing skills, researchers gave a pretest first then were given treatment using strip caricature learning media and at the end were given posttest questions. The results of the pretest and posttest will show the difference in posttest results better than the pretest.

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The effect of applying strip caricature learning media can be seen with hypothesis test analysis. Based on the results of the hypothesis test analysis to determine the effect or not between the two variables, the sig value of 0.000 is obtained which is more than 0.05, according to the decision-making criteria,  $H_0$  is rejected and  $H_a$  is accepted. So, it can be concluded that strip caricatures have an effect on improving students' writing skills.

Based on the analysis of the questionnaires, the author concluded that most students gave positive responses about teaching writing by using caricature strips to generate their ideas in recount texts. The author found that most students were interested and motivated in learning to write recount texts by using caricature strips. The data also showed that students felt that caricature strips could help them in generating writing ideas. Caricature strips make students more enthusiastic in writing activities because they enjoy the visualization and story of the caricatures.

### VI. CONCLUSION

Based on the research “The used caricature strip in teaching recount text to improve students' writing skills” from the results of the data that have been presented in the previous chapter can be concluded in general. There is an increase in students' writing skills in class X OTKP SMKS Terpadu Lampung seen from the average N-Gain results. So it can be concluded that the use of learning media using strip caricatures on improving student writing has a high influence and is quite effective. Students' response to caricature strips as learning media to improve students' writing skills. It can be seen from the results of the questionnaire given to students of class X OTKP SMKS Terpadu Lampung, making students enthusiastic in reading strip caricatures and motivated towards interest in learning writing skills better in the classroom and outside of learning.

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