**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and the discussion of the action researchabout the implementation of comic to improve students’ ability in writing narrative text at the fifth year students of SDI DARUT TAQWA BEJI BOYOLANGU in academic year 2011/2012.

**4.1 Research Findings**

The data presented in this study are based on the results of preliminary study, the implementation and the reflection of the action from cycle 1 and cycle 2.

**4.1.1 Preliminary Study**

The researcher did preliminary study on Monday, April 9th, 2012. He held pre-test to measure the students’ writing ability. In the pre-test, the researcher conducted the assignment to measure the students’ writing ability. The time given was 70 minutes. From pre-test, the researcher got the data which proved the students’ difficulty in writing.

The data of preliminary study showed that only 8 students among 24 students reached the criteria of success. It showed that the students really did not master the lesson yet. To be seen from the individual and classical success neither of them reached the expected result. The class was called pass classically if 75% of its students reached the criteria of success determined, that was 68. In fact, based on the pre-test had been done, the number of students who reached the criteria of success were only 33.33% or 8 students while 16 others were failed. The calculation was: The detail result of the pre-test was shown in table 4.1 as followed:

**Table 4.1 The Students’ Writing Pre Test Score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Initial Name | M/F | Pre Test | Judgment |
| 1. | ARA | M | 25 | Failed |
| 2. | AN | M | 35 | Failed |
| 3. | AD | M | 70 | Passed |
| 4. | BNN | F | 30 | Failed |
| 5. | DA | F | 80 | Passed |
| 6. | DES | F | 75 | Passed |
| 7. | DIP | F | 40 | Failed |
| 8. | DWO | F | 85 | Passed |
| 9. | DARA | F | 45 | Failed |
| 10. | EDA | F | 45 | Failed |
| 11. | FAP | F | 35 | Failed |
| 12. | HBW | M | 80 | Passed |
| 13. | IN | M | 50 | Failed |
| 14. | KF | M | 35 | Failed |
| 15. | LEP | M | 79 | Passed |
| 16. | LAP | M | 60 | Failed |
| 17. | MIWJ | M | 30 | Failed |
| 18. | NLN | M | 40 | Failed |
| 19. | NA | F | 55 | Failed |
| 20. | PPF | F | 75 | Passed |
| 21. | PA | F | 35 | Failed |
| 22. | RPR | F | 60 | Failed |
| 23. | RA | F | 25 | Failed |
| 24. | SRS | M | 72 | Passed |
| Percentage of Class Success | | | 33.33% | |

**4.1.2 Conducting Cycle**

In this study, the researcher conducted two cycles; cycle 1 and cycle 2. In each cycle consists of two meetings. Further finding is described below.

**4.1.2.1 Cycle 1**

This part shows the process description of cycle 1. The researcher presents the process of planning, acting, observing and reflecting.

1. **Planning**

Before doing the action in cycle 1, the researcher designed the lesson plan. It should be made by the researcherin order to guide the students in implementing the teaching media. The lesson plan was arranged and developed based on the second semester program. The researcher choosed the theme and arranged the time. The theme that would be taught using comic was about writing in short sentences, which this theme was commonly given and easy to learn. Besides, the researcher also carefully prepared other things needed in conducting the research, including preparation of research instruments to record the process during the action done and get data. He also prepared and set the criteria of success in this study so he would know when to stop the study.

Concerning with the result of the implementation of the action in cycle 1, there were two kinds evaluation done. There were process evaluation and product evaluation. The process evaluation was done by doing classroom observation in teaching and learning process of writing class using comic. The observation sheet was used to evaluate the process and get the data about students’ involvement in teaching and learning process. In addition, the product evaluation was done in each meeting of each cycle. The product evaluation was in the form of writing assignment. It was done after the second meeting of each cycle had been conducted.

1. **Acting**

The researcher took two meetings during teaching and learning process. The first meeting was as teaching and learning process and the second meeting focused on getting score by evaluation.This section presents the description of activities during the action in each meeting.

1. **First Meeting**

The first meeting was held on Wednesday, April 11st, 2012, at 08.20 – 09.30 a.m. and the implementation of the action in the first meeting was based on lesson plan 1. This meeting was conducted to explain comic, how it worked and how to implement it in writing narrative text. There were three steps activity used by the researcher, namely pre, whilst and post activity. Pre activity began by delivering greeting to the students then continued by giving short introduction about this study. After that, the researcher checked the students’ attendance. There were 24 students in the present list, and in that day all students were present. Then the researcher introduced the topic which would be learnt that was narrative text. The researcher asked to the students what they knew about narrative text. The students answered attractively.

In whilst activity, the researcher started by explaining about comic. The students paid attention the explanation. After that, he explained how to apply comic in writing. Then he gave an example of comic. He asked students to read comic. The researcher walked around while the students concentrated in reading comic. After that, the researcher gave some pictures to the students. He put the pictures in the blackboard. He asked students to write simple sentences based on the pictures. The researcher guided students how to write a good sentences. After the students finished in writing, the researcher collected the students’ writing.

The rest time was for post activity. The researcher checked the students’ understanding of the topic by asking their difficulties in this topic. Then, he discussed about students’ difficulties classically with the whole students in the class. Because the time was up, the researcher finally closed the class.

1. **Second Meeting**

The second meeting was held on Monday, April 16th, 2012, at 11.20 a.m – 12.30 p.m. In the second meeting, the researcher focused on getting score from the students. In the pre activity the class began by greeting and checking the students’ attendance. All students were present that day. The researcher tried to build up the students’ spirit first, before he delivered the material. Then he reviewed the last material. Students paid attention to the researcher’s explanation.

In the whilst activity, the researcher put the pictures in the blackboard. He asked the students to understand the pictures for a few minutes. Then the researcher explained to the students how to make the pictures become a comic. The students paid attention attractively. After that, the students had to make some simple sentences related to the pictures. During that activity, the researcher walked around the class to help the students if they found any difficulties.

After the time was running, the researcher guided the students to discuss their writing. He called some students randomly to read their writing in front of the class. Each time a student read the answer, the class discussed it. The researcher gave guidance to the students when they got difficulties in writing. The researcher asked the students to revise their writing. Next step was giving opportunities to the students asking their difficulties in material that day.

In the post activity, the researcher reflected the whole material and encouraged the students to make reflection. Then he discussed the students’ difficulties classically.

Thirty five minutes rest was used to do the post test. The researcher asked the students to close all of their notes. Then he asked the students to do writing with the certain theme. The post test was conducted to measure the students’ improvement in writing narrative text after taught using comic. After collecting the test result, the researcher closed the class.

1. **Observing**

The observation was done during the action. In this stage, the English teacher as the observer observed teaching and learning process. The assessment was focused on the activities done by the teacher and the students. The observer filled the observation sheet which had prepared. The result of observation guide conducted in cycle 1 is shown in table 4.2 as followed:

**Table 4.2 TheResult of Observation Guide in Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Activity** | **Response** | |
| **Yes** | **No** |
| 1.  2.  3.  4.  5.  6.  7.  1.  2.  3.  4.  5.  6. | **First Meeting:**  Can introduction the topic motivate students to be active in teaching and learning process?  Can explanation about comic help students in understanding the material?  Can the teacher’s explanation how to apply comic in writing help students understand the material?  Can the example of comic help students understand the material?  Can the pictures help students in writing?  Is teacher’s guide effective to help students in writing based on the pictures?  Is discussion about students’ difficulties classically effective?  **Second Meeting:**  Can reviewing the last meeting’s lesson motivate students to be active in teaching and learning process?  Can the pictures help students understand the material?  Can the teacher’s explanation how to make the pictures become a comic help students understand the material?  Is the teacher’s checking to students’ answer by asking them randomly to write their answer in front of the class effective?  Can opportunities given by the teacher to students to ask their difficulties make them active?  Is the teacher’s reflection about the material classically effective? | √  √  √  √  √  √  √  √  √  √  √ | √  √ |

From the table above, on the first cycle, both meeting 1 and meeting 2, the researcher discussed and reflected classically about students’ difficulties. It is found that the students sat in the back still confused in writing a good sentence. They could not catch all researcher discussion. It is supported by the result of questionnaire sheet conducted in this cycle.

The researcher gave some items in questionnaire for each meeting in cycle 1 to know the students’ responses concerning the action during teaching and learning process. He made closed questions with 2 options; “Yes” and “No”. Then he analyzed each item by using Guttman Scale. “Yes” answer scored 1 and “No” answer scored 0 (Riduwan, 2007:17).

The result of students’ answer for each question in questionnaire sheet conducted in the first meeting of cycle 1 was shown in table 4.3 as followed:

**Table 4.3 The Result of Questionnaire Sheet in Meeting 1 Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Kegiatan** | **Respon** | |
| **Ya** | **Tidak** |
| 1.  2.  3.  4.  5.  6.  7. | Apakah memperkenalkan topic yang akan dibahas dapat memotivasi Anda untuk aktif dalam proses pembelajaran?  Apakah penjelasan tentang komik dapat membantu Anda dalam memahami materi?  Apakah penjelasan guru bagaimana mengaplikasikan komik dalam menulis dapat membantu Anda memahami materi?  Apakah contoh komik dapat membantu Anda memahami materi?  Apakah gambar-gambar dapat membantu Anda dalam menulis?  Apakah bimbingan guru efektif untuk membantu Anda dalam menulis berdasarkan gambar?  Apakah diskusi tentang kesulitan-kesulitan Anda secara klasikal itu efektif? | 100%  90%  80%  80%  100%  100%  40% | -  10%  20%  20%  -  -  60% |

From the table above, it could be calculated that from 7 questions in questionnaire sheet which the students answered “Yes” there were 4 questions for category very strong, 2 questions for category strong, no questions for category average, 1 question for category weak and no question for category very weak. For the second meeting in cycle 1, the researcher also prepared questionnaire sheet. The result of students’ answer for each question in questionnaire sheet conducted in the second meeting of cycle 1 was shown in table 4.4 as followed:

**Table 4.4 TheResult of Questionnaire Sheet in Meeting 2 Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Kegiatan** | **Respon** | |
| **Ya** | **Tidak** |
| 1.  2.  3.  4.  5.  6. | Apakah mengingatkan kembali pelajaran pada pertemuan sebelumnya dapat memotivasi Anda untuk aktif dalam proses pembelajaran?  Apakah gambar-gambar dapat membantu Anda memahami materi?  Apakah penjelasan guru bagaimana membuat gambar-gambar menjadi sebuah komik dapat membantu Anda memahami materi?  Apakah pengecekan guru terhadap jawaban Anda dengan meminta Anda secara acak menulis jawaban Anda di depan kelas itu efektif?  Apakah kesempatan yang diberikan oleh guru pada Anda untuk menanyakan kesulitan-kesulitan Anda dapat membuat Anda aktif?  Apakah evaluasi guru tentang materi secara klasikal itu efektif? | 100%  90%  60%  100%  93%  40% | -  10%  40%  -  7%  60% |

From the table above, it could be calculated that from 6 questions in questionnaire sheet which the students answered “Yes” there were 4 questions for category very strong, no question for category strong, 1 questions for category average, 1 question for category weak and no question for category very weak. From the calculation of questionnaire sheet in the first and second meeting in cycle 1, the researcher concluded that the action of cycle 1 needed to be improved. It could be seen from the result of two calculation showed that there were 2 questions included category weak.

1. **Reflecting**

After finishing cycle 1, the researcher and the observer collaborated in analizing the implementation of comic in teaching and learning process of writing class. Based on the research instruments used, it was found that students still had some problems with the implementation of comic. They still confused in the end of the action and they had low motivation during teaching and learning process. From the researcher’s side, it was also known that the researcher had not been able to apply comic in that class maximally and motivate the students. The result of the writing post test in cycle 1 is shown in table 4.5 as followed:

**Table 4.5 The Students’ Writing Post Test Score on Cycle 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Initial Name | M/F | Post Test 1 | Judgment |
| 1. | ARA | M | 40 | Failed |
| 2. | AN | M | 60 | Failed |
| 3. | AD | M | 75 | Passed |
| 4. | BNN | F | 45 | Failed |
| 5. | DA | F | 80 | Passed |
| 6. | DES | F | 80 | Passed |
| 7. | DIP | F | 55 | Failed |
| 8. | DWO | F | 85 | Passed |
| 9. | DARA | F | 69 | Passed |
| 10. | EDA | F | 72 | Passed |
| 11. | FAP | F | 75 | Passed |
| 12. | HBW | M | 85 | Passed |
| 13. | IN | M | 75 | Passed |
| 14. | KF | M | 60 | Failed |
| 15. | LEP | M | 80 | Passed |
| 16. | LAP | M | 72 | Passed |
| 17. | MIWJ | M | 69 | Passed |
| 18. | NLN | M | 80 | Passed |
| 19. | NA | F | 70 | Passed |
| 20. | PPF | F | 75 | Passed |
| 21. | PA | F | 55 | Failed |
| 22. | RPR | F | 70 | Passed |
| 23. | RA | F | 45 | Failed |
| 24. | SRS | M | 75 | Passed |
| Percentage of Class Success | | | 70.83% | |

From the table above (table 4.5), 17 students got score more than 68 and 7 students got less than 68. The percentage of success was:. From the formula above, the students who passed the writing test in cycle 1 were 70.83% and 29.17% were failed the test.

The reflection was done by the researcher and the English teacher after the results of writing test were known. Based on the table 4.5 above, it can be seen that there were only 70.83% students who passed the test. It means that the research was unsuccessful because the criteria of success which had been determined were75%. The result could be caused by some factors. First, it was the first time for the students taught using comic in their writing class. Students were still confused in writing a good narrative text. Second, the students met some difficult words in the text. Third, it was the first time for the researcher to apply comic in teaching writing.

From calculating of the research finding as stated on the previous paragraph, the researcher decided that the implementation of the action of cycle 1 still needed to be improved and revised. Therefore, it had to be continued to cycle 2 and some activity of the planning in cycle 1 had to be revised.

1. **The Different Design between Cycle 1 and Cycle 2**

Cycle 2 was carried out to cover the problems and weaknesses found in cycle 1. It was also as the continuation phase of comic in teaching writing. On the first cycle, both meeting 1 and meeting 2, the researcher discussed and reflected classically about students’ difficulties. It is found that the students sat in the back still confused in writing a good sentence. They could not catch all researcher discussion. So, in cycle 2, the researcher discussed students’ difficulties in pairs.

**4.1.2.2 Cycle 2**

This part discusses the finding of the cycle 2. The discussion covers the finding obtained in the planning, the implementation and monitoring the action and reflection.

1. **Planning**

Since the action done in cycle 1 had not yet reached the criteria of success as defined in the study that was the weakness of students’ achievement in writing and the implementation of comic had not applied optimally, some revision and perfection of the lesson plan were made. The researcher added and replaced the action in the lesson plan. It was expected that comic for cycle 2 could increase the students’ achievement in learning writing.

The preparation of the cycle 2 was not totally different from that conducted in the previous cycle. Before doing the action, the researcher designed the lesson plan. It was used by the researcher to guide students in implementing comic. Besides, the researcher made some instruments to record the process during the action done and get data on cycle 2.

1. **Acting**

The researcher took two meetings during teaching and learning process. The first meeting was as teaching and learning process and the second meeting focused on getting score by evaluation. This section presented the description of activities during the action in each meeting.

1. **First Meeting**

The first meeting was held on Wednesday, May 2nd, 2012, at 08.20 – 09.30 a.m and the implementation of the action in the first meeting was based on lesson plan 2. Pre activity began by delivering greeting to the students then continued by checking the students’ attendance. In that day all students were present. Then the researcher reviewed the last meeting. He asked to the students how to apply comic in writing. It seemed that the students understood enough the material.

In whilst activity, the researcher started by explaining about comic. The students paid attention the explanation. After that, he explained how to apply comic in writing. Then he gave an example of comic. He asked students to read comic. The researcher walked around while the students concentrated in reading comic. After that, the researcher gave some pictures to the students. He put the pictures in the blackboard. He asked students to write simple sentences based on the pictures. The researcher guided students how to write a good text. After the students finished in writing, the researcher collected the students’ writing.

Finally, in the post activity, the researcher checked the students’ understanding of the topic by asking their difficulties in this topic. Then, he discussed about students’ difficulties in pairs with the whole students in the class. Before ending the class, the researcher reminded the students to study at home in preparing the second test in the next meeting. The researcher finally closed the class.

1. **Second Meeting**

The second meeting was held on Monday, May 7th, 2012, at 11.20 a.m. – 12.30 p.m. In the second meeting, the researcher focused on getting score from the students. In the pre activity the class began by greeting and checking the students’ attendance. All students were present that day. The researcher tried to build up the students’ spirit first, before he delivered the material. Then he reviewed the last material. Students paid attention to the researcher’s explanation.

In the whilst activity, the researcher put the pictures in the blackboard. He asked the students to understand the pictures for a few minutes. Then the researcher explained to the students how to make the pictures become a comic. The students paid attention attractively. After that, the students had to make some simple sentences related to the pictures in order to be a comic. During that activity, the researcher walked around the class to help the students if they found any difficulties.

After the time was running, the researcher guided the students to discuss their writing. He called some students randomly to read their writing in front of the class. Each time a student read the answer, the class discussed it. The researcher gave guidance to the students when they got difficulties in writing. The researcher asked the students to revise their writing. Next step was giving opportunities to the students asking their difficulties in material that day.

In the post activity, the researcher reflected the whole material and encouraged the students to make reflection. Then he discussed the students’ difficulties in pairs.

Thirty five minutes rest was used to do the post test. The researcher asked the students to close all of their notes. Then he asked the students to do writing with the certain theme. The post test was conducted to measure the students’ improvement in writing after taught using comic. After collecting the test result, the researcher closed the class.

1. **Observing**

The procedure of observation was appropriate with the lesson plan in cycle 2. The observer observed during the action was done. The observation was focused on activities done by the researcher and the students. He also observed whether teaching learning process in cycle 2 was running better than cycle 1 or not. The result of observation guide conducted in cycle 2 is shown in table 4.6 as followed:

**Table 4.6 The Result of Observation Guide in Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Activity** | **Response** | |
| **Yes** | **No** |
| 1.  2.  3.  4.  5.  6.  7.  1.  2.  3.  4.  5  6. | **First Meeting:**  Can reviewing the last meeting’s lesson motivate you to be active in teaching and learning process?  Can explanation about comic help students in understanding the material?  Can the teacher’s explanation how to apply comic in writing help students understand the material?  Can the example of comic help students understand the material?  Can the pictures help students in writing?  Is teacher’s guide effective to help students in writing based on the pictures?  Is discussion about students’ difficulties in pairs effective?  **Second Meeting:**  Can reviewing the last meeting’s lesson motivate students to be active in teaching and learning process?  Can the pictures help students understand the material?  Can the teacher’s explanation how to make the pictures become a comic help students understand the material?  Is the teacher’s checking to students’ answer by asking them randomly to write their answer in front of the class effective?  Can opportunities given by the teacher to students to ask their difficulties make them active?  Is the teacher’s reflectionabout the material in pairs effective? | √  √  √  √  √  √  √  √  √  √  √  √  √ |  |

From the table above, all of actions conducted in teaching and learning process were running well. It is supported by the result of questionnaire sheet given to the students. The researcher gave some items in questionnaire for each meeting in cycle 2 to know the students’ responses concerning the action during teaching and learning process. The result of students’ answer for each question in questionnaire sheet conducted in the first meeting of cycle 2 was shown in table 4.7 as followed:

**Table 4.7 The Result of Questionnaire Sheet in Meeting 1 Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Kegiatan** | **Respon** | |
| **Ya** | **Tidak** |
| 1.  2.  3.  4.  5.  6.  7. | Apakah mengingatkan kembali pelajaran pada pertemuan sebelumnya dapat memotivasi Anda untuk aktif dalam proses pembelajaran?  Apakah penjelasan tentang komik dapat membantu Anda dalam memahami materi?  Apakah penjelasan guru bagaimana mengaplikasikan komik dalam menulis dapat membantu Anda memahami materi?  Apakah contoh komik dapat membantu Anda memahami materi?  Apakah gambar-gambar dapat membantu Anda dalam menulis?  Apakah bimbingan guru efektif untuk membantu Anda dalam menulis berdasarkan gambar?  Apakah diskusi tentang kesulitan-kesulitan Anda secara kelompok itu efektif? | 100%  90%  80%  80%  100%  100%  90% | -  10%  20%  20%  -  -  10% |

From the table above, it could be calculated that from 7 questions in questionnaire sheet which the students answered “Yes” there were 5 questions for category very strong, 2 question for category strong and no question for category average, weak and very weak. For the second meeting in cycle 2 the researcher also prepared questionnaire sheet. The result of students’ answer for each question in questionnaire sheet conducted in the second meeting of cycle 2 was shown in table 4.8 as followed:

**Table 4.8 The Result of Questionnaire Sheet in Meeting 2 Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Kegiatan** | **Respon** | |
| **Ya** | **Tidak** |
| 1.  2.  3.  4.  5.  6. | Apakah mengingatkan kembali pelajaran pada pertemuan sebelumnya dapat memotivasi Anda untuk aktif dalam proses pembelajaran?  Apakah gambar-gambar dapat membantu Anda memahami materi?  Apakah penjelasan guru bagaimana membuat gambar-gambar menjadi sebuah komik dapat membantu Anda memahami materi?  Apakah pengecekan guru terhadap jawaban Anda dengan meminta Anda secara acak menulis jawaban Anda di depan kelas itu efektif?  Apakah kesempatan yang diberikan oleh guru pada Anda untuk menanyakan kesulitan-kesulitan Anda dapat membuat Anda aktif?  Apakah evaluasi guru tentang materi secara kelompok itu efektif? | 100%  90%  90%  100%  93%  90% | -  10%  10%  -  7%  10% |

From the table above, it could be calculated that from 6 questions in questionnaire sheet which the students answered “Yes”, all questions were for category very strong and no question for category strong, average, weak and very weak.

1. **Reflecting**

Based on the students’ score on cycle 1, it was shown that the students’ writing needed to be improved because their scores were low. There were just 70.83% of 17 students who passed the writing test. The success of that class was less than 75%. The result could not achieve the criteria of success. So, the researcher did the second cycle.

The researcher found another increasing of the students who passed the writing test on cycle 2. The results of the study on cycle 2 were 21 (87.5%) students passed the test. Based on the criteria of success, cycle 2 was successful and it had achieved, because 21 (87.5%) students passed the test. The criteria of success was decided at 75% of the whole students in the class. So, students’ writing was improving after taught through comic and the cycle was quiet.

From the result of post test, 21 students got score more than 68 and 3 students got less than 68. The percentage of success was: Furthermore, the result of the writing post test in cycle 2 was shown in table 4.9 as followed:

**Table 4.9 The Students’ Writing Post Test Score on Cycle 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Initial Name | M/F | Post Test 2 | Judgment |
| 1. | ARA | M | 40 | Failed |
| 2. | AN | M | 74 | Passed |
| 3. | AD | M | 80 | Passed |
| 4. | BNN | F | 45 | Failed |
| 5. | DA | F | 82 | Passed |
| 6. | DES | F | 84 | Passed |
| 7. | DIP | F | 76 | Passed |
| 8. | DWO | F | 85 | Passed |
| 9. | DARA | F | 75 | Passed |
| 10. | EDA | F | 74 | Passed |
| 11. | FAP | F | 75 | Passed |
| 12. | HBW | M | 87 | Passed |
| 13. | IN | M | 78 | Passed |
| 14. | KF | M | 60 | Failed |
| 15. | LEP | M | 82 | Passed |
| 16. | LAP | M | 76 | Passed |
| 17. | MIWJ | M | 72 | Passed |
| 18. | NLN | M | 80 | Passed |
| 19. | NA | F | 72 | Passed |
| 20. | PPF | F | 75 | Passed |
| 21. | PA | F | 70 | Passed |
| 22. | RPR | F | 79 | Passed |
| 23. | RA | F | 70 | Passed |
| 24. | SRS | M | 75 | Passed |
| Percentage of Class Success | | | 87.5% | |

**4.2 Discussion of the Findings**

Based on the students’ writing from preliminary study, improving their writing both on the first and the second cycle, there was significance development of the success. Table 4.10 below showed the students’ score on writing test from the preliminary study, cycle 1 and cycle 2.

**Table 4.10 The Result of Students’ Writing Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Initial Name | M/F | Pre Test | Cycle 1 | Cycle 2 |
| 1. | ARA | M | 25 | 40 | 40 |
| 2. | AN | M | 35 | 60 | 74 |
| 3. | AD | M | 70 | 75 | 80 |
| 4. | BNN | F | 30 | 45 | 45 |
| 5. | DA | F | 80 | 80 | 82 |
| 6. | DES | F | 75 | 80 | 84 |
| 7. | DIP | F | 40 | 55 | 76 |
| 8. | DWO | F | 85 | 85 | 85 |
| 9. | DARA | F | 45 | 69 | 75 |
| 10. | EDA | F | 45 | 72 | 74 |
| 11. | FAP | F | 35 | 75 | 75 |
| 12. | HBW | M | 80 | 85 | 87 |
| 13. | IN | M | 50 | 75 | 78 |
| 14. | KF | M | 35 | 60 | 60 |
| 15. | LEP | M | 79 | 80 | 82 |
| 16. | LAP | M | 60 | 72 | 76 |
| 17. | MIWJ | M | 30 | 69 | 72 |
| 18. | NLN | M | 40 | 80 | 80 |
| 19. | NA | F | 55 | 70 | 72 |
| 20. | PPF | F | 75 | 75 | 75 |
| 21. | PA | F | 35 | 55 | 70 |
| 22. | RPR | F | 60 | 70 | 79 |
| 23. | RA | F | 25 | 45 | 70 |
| 24. | SRS | M | 72 | 75 | 75 |
| Percentage of Class Success | | | 33.33% | 70.83% | 87.5% |

To clarify the result of test on preliminary study, cycle 1 and cycle 2, based on the table above, the researcher also showed the diagram of percentage of class success on preliminary study, cycle 1 and cycle 2. It can be seen in diagram 4.1 as followed:

**Diagram 4.1 Percentage of Class Success**

From the diagram above (diagram 4.1), it was clear that there were improvement of the students’ ability in writing from preliminary study to cycle 1 and continued to cycle 2. On preliminary study, only 33.33% students in the class passed the test. Then, on cycle 1, 70.83% students in the class passed the test. Although it hadn’t reached yet the criteria of success, but there was increasing of the success. Then, on cycle 2, there were 87.5% students in the class passed the test. It meant that the second cycle had achieved the target of this study. Thus, the action was quiet.

Based on the finding above, it could be concluded that the use of comic in teaching and learning process of writing could improve the students’ achievement in writing. Hence, the results of this action research in two cycles proved that the use of comic could improve the fifth year students’ writing ability at SDI DARUT TAQWA in academic year 2011/2012.

The findings of the study deal with the theory stated by Masdiono (1998: 9). Comic is a kind of arts used statist pictures in order to make a story. Pictures here, is drawing a cartoon character (character can be a human, animal, plant or a dead object). Comic usually is printed on paper and completed by text. Comic can be published in various forms, beginning from newspaper, magazine, up to book. In this study, the researcher chooses comic because Masdiono (1998) stated that comic is the most suitable teaching media in writing narrative text. It was proved by the result from pre test, post test in cycle 1 and then post test in cycle 2. On preliminary test, the percentage of class success was 33.33% or 8 students of 24 students in the class. On cycle 1, the percentage of class success was 70.83% or 17 students of 24 students in the class. Then, on cycle 2, the percentage of class success was 87.5% or 21 students of 24 students in the class.

In the findings, the researcher found that comic can add the vocabulary for the students. In the action during teaching and learning process, the students could easier to capture that thing or an abstract formulation of the problem. The result of the action showed that the students could develop a child's interest in writing.

Dealing with the implementation of the teaching media, the researcher tried to get more information about it by having interview with the English teacher. From that interview, it showed that the teacher gave very good responses toward the implementation of comic. He said that comicwas very useful to be applied in teaching writing especially in writing narrative text. He also said that comic could attract the students’ motivation and attention in writing class. Moreover he also wanted do the similar media in order to improve the students’ writing achievement.

Besides, the researcher conducted interview for students to know their opinion after the implementation of comic done. The interview was done in relax situation while the students were doing breaks. They said that comic stimulated them to write a text easier and faster. That media made the atmosphere of writing class more joyful, so the students were being active during teaching and learning writing process. So, generally the students were interested and excited to follow the activity.

As the conclusion, it could be said thatcomic not only improved the students’ ability in writing, but also stimulated them to be active during teaching and learning process of writing. In this study, the use of comic could help the students in writing easier. Finally, the pictures related to the text could help the students in writing a text. So, an action research entitled “Improving the Fifth Year Students’ Writing Ability through Comic at SDI DARUT TAQWA BEJI BOYOLANGU in Academic Year 2011/2012” showed that the use of comic could improve the fifth year students’ ability in writing at SDI DARUT TAQWA in academic year 2011/2012.