



**THE EFFECTIVENESS OF USING DIGITAL COMIC STRIPS ON
INCREASING STUDENTS' WRITING SKILL**

(An Experimental Research at Ninth Grade of SMP Negeri 1 Tegal
in Academic Year 2023/2024)

RESEARCH PROJECT

**Submitted as Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**

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2024

AGREEMENT

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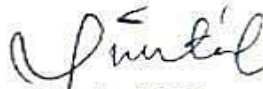
has been examined and decided acceptable by the broad of examiners of English Education Program of Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

Tegal, July 29, 2024

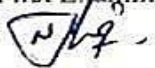
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STATEMENT OF ORIGINALITY

I state that my research project entitled **“The Effectiveness of Using Digital Comic Strips on Increasing Students’ Writing Skill: An Experimental Research at Ninth Grade of SMP Negeri 1 Tegal in Academic Year 2023/2024”** is definitely my own work.

In writing this research project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, July 29, 2024



Zalza Fina Oktafiana

MOTTO AND DEDICATION

MOTTO

So truly where there is hardship there is also ease..." (Al-Insyirah: 5)

DEDICATIONS

I dedicated this research project for:

1. Allah SWT gave his mercy, blessing, and guidance to complete my research project.
2. My beloved parents and family, who give their endless love and always support and pray for me every day.
3. My fiance, Elza Hendra Saputra for always being by my side and supporting me in every situation. Thank you for your unwavering love and for providing me with the certainty of your affection.
4. My uni bestfriend, Izatul Ganasih and Almanda Tiara Mahdani, for their support, suggestions, and motivation throughout the completion of my research project.
5. My high school bestfriend Yasmin Azzah Amalia and Reyna Janastika Hermansyah for their constant support and love.
6. All of my friends who support, encourage and wish me the best. Hopefully, good prayers will return to you.
7. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and tryna give more than I receive.

PREFACE

All praise and gratitude to Allah Subhanahu Wata'ala for His blessings, grace, and love, which enabled the researcher to complete the final research project titled "The Effectiveness of Using Digital Comic Strips on Increasing Students' Writing Skill (An Experimental Research at Ninth Grade of SMP Negeri 1 Tegal in the Academic Year 2023/2024)." May peace and blessings always be upon the Prophet Muhammad SAW, who brought humanity from darkness into enlightenment.

This research project is submitted to the English Department of the Faculty of Teacher Training and Education at Universitas Pancasakti as part of the requirements for obtaining the degree of Sarjana Pendidikan (S1). In completing this project, the researcher received valuable advice, guidance, suggestions, and motivation from many individuals. The researcher would like to express heartfelt gratitude to the following:

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2. Dr. Yoga Prihatin, M.Pd, Dean of the Faculty of Teacher Training and Education, Pancasakti University Tegal.
3. Yuvita, M.Pd, Head of the English Education Department and the first advisor, who patiently and sincerely guided the researcher, especially in developing the content of the research.
4. Anin Eka Sulistyawati, S.S., M.Hum, the second advisor, who provided guidance, advice, and knowledge about grammar and punctuation during the writing process.

5. Noeris Meiristiani, M. Pd., as my first examiner, is incredibly thorough, disciplined, and an excellent lecturer. With her extensive knowledge and multiple talents, I feel fortunate to have her guidance, which has significantly contributed to the successful completion of my research.
6. All lecturers of the English Education Department who have imparted knowledge and helped develop English skills during the researcher's study at the university.
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8. All the teachers at SMPN 1 Tegal, especially Hidayat Adi Firmanto, S.Pd, the English teacher, who provided guidance and suggestions throughout the research.
9. All the students of SMPN 1 Tegal, especially those in classes IX F and IX H, who participated in the research.

The researcher acknowledges that there may still be mistakes and errors in this project. Therefore, constructive criticism and suggestions are welcome to improve the research further. It is hoped that this research project will be beneficial to both the writer and readers in advancing English language teaching.

Aamiin.

Tegal, July 29, 2024

Zalza Fina Oktafiana

ABSTRACT

OKTAFIANA, ZALZA FINA 2024. The Effectiveness Of Using Digital Comic Strips on Increasing Students' Writing (An Experimental Research at Ninth Grade of SMP Negeri 1 Tegal in Academic Year 2023/2024). Research Project. English Department. Faculty of Teacher Training and Education, Universitas Pancasakti Tegal.

The First Advisor : Yuvita. M.Pd.

The Second Advisor : Anin Eka Sulistyawati, S.S.,M.Hum

Key Words: *Digital Comic Strips, Writing Skill, Descriptive Text, Quantitative research*

The aims of this research are to determine whether the use of Digital Comic Strips as a part of digital-based learning effectively improves writing skills and whether there are significant differences in outcomes between students taught using Digital Comic Strips and those who are not. This study employs a true experimental research design, focusing on a population of 254 ninth-grade students at SMP N 1 Tegal. The sample was selected using cluster random sampling, resulting in 62 students, with 31 in the control group and 31 in the experimental group. The primary instrument used for data collection was a writing test, and the data analysis was conducted using IBM SPSS Statistics 25.

The findings reveal that the average post-test score in the experimental group was 86.13, while the control group's average was 78.77. This indicates that the learning outcomes for the experimental group were significantly higher than those for the control group. According to the t-test results in the independent test table, the significance value (Sig. 2-tailed) was 0.000, which is less than 0.05. This shows a significant improvement in learning outcomes between the experimental and control groups, indicating a considerable difference.

In conclusion, the researchers found that using Digital Comic Strips had a positive and significant impact on learning outcomes. The study suggests that Digital Comic Strips are more effective than without Digital Comic Strips media, and students generally have a favorable view of this approach for improving their writing skills in the 2023/2024 academic year. This media can serve as an alternative for engaging students more enthusiastically and seriously in their studies. Future researchers are encouraged to explore this medium for different skills.

ABSTRAK

OKTAFIANA, ZALZA FINA 2024. Efektivitas Penggunaan Komik Strip Digital terhadap Peningkatan Kemampuan Menulis Siswa (Penelitian Eksperimental pada Kelas Sembilan SMP Negeri 1 Tegal Tahun Ajaran 2023/2024). Proyek Penelitian. Program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal.

Pembimbing Pertama : Yuvita. MPd.

Pembimbing Kedua : Anin Eka Sulistyawati, S.S.,M.Hum

Kata Kunci: *Komik Strip Digital, Keterampilan Menulis, Teks Deskriptif, Penelitian Kuantitatif*

Tujuan dari penelitian ini adalah untuk menentukan apakah penggunaan Digital Comic Strips sebagai bagian dari pembelajaran berbasis digital secara efektif meningkatkan keterampilan menulis dan apakah ada perbedaan yang signifikan dalam hasil antara siswa yang diajarkan menggunakan Digital Comic Strips dan mereka yang tidak. Penelitian ini menggunakan desain penelitian eksperimen sejati, dengan fokus pada populasi 254 siswa kelas sembilan di SMP N 1 Tegal. Sampel dipilih menggunakan cluster random sampling, menghasilkan 62 siswa, dengan 31 di kelompok kontrol dan 31 di kelompok eksperimen. Instrumen utama yang digunakan untuk pengumpulan data adalah tes menulis, dan analisis data dilakukan dengan menggunakan IBM SPSS Statistics 25.

Temuan tersebut mengungkapkan bahwa skor post-test rata-rata pada kelompok eksperimen adalah 86,13, sedangkan rata-rata kelompok kontrol adalah 78,77. Hal ini menunjukkan bahwa hasil belajar untuk kelompok eksperimen secara signifikan lebih tinggi daripada kelompok kontrol. Menurut hasil uji-t dalam tabel uji independen, nilai signifikansi (Sig. 2-tailed) adalah 0,000, yang kurang dari 0,05. Hal ini menunjukkan peningkatan signifikan dalam hasil belajar antara kelompok eksperimen dan kelompok kontrol, yang menunjukkan perbedaan yang cukup besar.

Sebagai kesimpulan, para peneliti menemukan bahwa penggunaan Digital Comic Strips memiliki dampak positif dan signifikan terhadap hasil belajar. Studi ini menunjukkan bahwa Digital Comic Strips lebih efektif daripada tidak menggunakan media Digital Comic Strips, dan siswa secara umum memiliki pandangan yang baik terhadap pendekatan ini untuk meningkatkan keterampilan menulis mereka pada tahun ajaran 2023/2024. Metode ini dapat menjadi alternatif untuk melibatkan siswa dengan lebih antusias dan serius dalam studi mereka. Peneliti di masa mendatang didorong untuk mengeksplorasi media ini untuk keterampilan yang berbeda.

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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the research, and significance of the research.

1.1. Background of the Problems

Writing differs from other skills such as speaking, listening, and reading. Several experts have defined writing, with Gaith (2002: 1) describing it as a complex process that enables researchers to explore and concretize their thoughts and ideas. Many junior high school students struggle with learning English writing. Amalia et al. (2021) identify four primary difficulties these students face: (1) insufficient English grammatical competence, (2) inability to develop ideas for writing, (3) limited English vocabulary knowledge, and (4) lack of motivation to learn English writing. These challenges can delay students in completing their writing assignments. Peter and Singaravelu (2020) further support this by stating that grammar errors are the most significant difficulty for most students, along with issues in organizing their writing, translation problems, spelling mistakes, and incorrect vocabulary use. These problems often arise because teachers do not provide appropriate feedback, leaving students unaware of their mistakes. More guidance from teachers is needed to help students overcome these difficulties.

Additionally, each student may face different challenges in learning English writing. According to Moses and Mohamad (2019), students struggle with

a lack of vocabulary, which makes writing in English difficult. They also experience anxiety about writing grammatically correct sentences due to limited grammar knowledge and face challenges with spelling, which hinders their progress. Furthermore, students' readiness to learn is crucial; if they are not mentally prepared, they do not accept the material. Therefore, teachers need to engage students with warm-up activities before explaining the material to boost their motivation for learning writing.

Comic strips are a type of multimodal text that combines words and images to tell a story (Anastasia et al., 2022). This combination enhances visual engagement, boosts student motivation, fosters creativity, and supports a creative learning process. Ilma et al. (2022) note that the educational use of printed comic strips began in the mid-20th century in the USA and has since become popular due to their effectiveness. Comic strips are particularly advantageous in language teaching and learning, stimulating language competence and improving student attention and attitudes. Widya et al. (2021) further highlight that comic strips are beneficial for learning vocabulary, expressions, grammar, and composition, and can enhance students' visual literacy. They also aid in better understanding language usage, making learning more accessible and enjoyable. Consequently, comic strips are effective tools for improving English learning and are well-suited for modern educational systems. Ilma et al. (2022) also emphasize that comic strips create an engaging atmosphere, helping students express emotions during learning. This study serves as a foundation for further research on the use of comic strips in language education, as experts like Khairunnisak (2021) advocate

for more exploration in this area.

During the English teaching process at SMP Negeri 1 Tegal, the researcher found that ninth-grade students faced several challenges with their writing skills. An interview with the English teacher highlighted that these students' writing abilities were still underdeveloped. Over the course of two months of PLP activities, the researcher observed that when students were assigned writing tasks, they required additional practice, particularly with sentence construction, grammar, and word choice. Further observations revealed that many ninth-graders struggle with vocabulary, grammar, text organization, and spelling. A significant issue was also the lack of motivation among students towards writing. Although students were initially engaged with the lesson, their focus often waned quickly, and they displayed signs of fatigue and disinterest when asked to write sentences in English.

The researcher observed a lack of enthusiasm & motivation to write among ninth-grade students at SMP N 1 Tegal and intended to explore the potential effects of digital comic strips in improving their writing skills. Writing learning at SMP N 1 Tegal is enhanced through the use of effective, interesting, and relevant teaching media and technological innovations in the learning process. It is expected that the use of Digital Comic Strips as a teaching tool will help students improve their writing skills.

1.2 Identification of the Problems

Based on the background above, the researcher identifies the problem as follows:

1. The students have difficulties to discover ideas for their writing and they have difficulty how to put these ideas into writing.
2. The students' errors in understanding the concept of ideas.
3. The students do not understand the genre.
4. The students cannot make good chronological order.
5. The students have difficulty paying attention to grammar.
6. The students have difficulty selecting and combining vocabulary in writing.
7. The students are not interested in writing because of the lack of media. The teacher only conveys material using textbooks so that it is less interesting for students.

1.3 Limitation of the Problems

The problem of this study was limited to the effect of using Digital Comic Strips to students' writing descriptive text in the ninth grade of junior high school. In addition, the researcher focused on the students at the ninth grade of SMP N 1 Tegal.

1.4 Statement of the Problems

Based on the processing discussion, the researcher formulated the problem as follow:

1. Do Digital Comic Strips give any positive effect on students' writing descriptive text?
2. Is there any significant difference between students' writing descriptive text who are taught by using Digital Comic Strips and those who are not

taught by using Digital Comic Strips?

1.5 Objectives of the Research

Based on the statement of the research problems above, the objectives of this study are:

1. To find out whether or not the use of Digital Comic Strips gives a positive effect on students' writing on descriptive text.
2. To find out whether or not there is a significant difference between students' writing descriptive text who are taught by using Digital Comic Strips and those who are not taught by Digital Comic Strips.

1.6 Significances of the Research

The researcher expects that this research can give significance both theoretically and practically for the teacher, students, and readers.

1. Theoretical significance
 - a. To the teacher, the researcher expects that this research can give knowledge about how to teach English with fun, especially to teach writing to motivate students.
 - b. To the students, the researcher expects that this research can make them know that learning English, especially writing, can be done fun and easily.
 - c. To further researchers, the researcher expects that this research can give the knowledge or information about another way / interesting way to know English especially in writing.

2. Practically significance

- a. To the teacher, the researcher expects that this research can develop the teacher's knowledge on how to improve students' ability in writing descriptive text at junior high school.
- b. To the students, the researcher expects that this research can improve the students' writing ability especially in writing descriptive text.
- c. To the further researcher, it is expected that this research can be useful to be a reference to conduct further research in writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous related studies, the definition of writing, the definitions of descriptive text, the purpose of descriptive text, writing descriptive text, and the schematic structure of the descriptive text, as well as the definition of the digital comic, definition of comic strips, components comic strips, components of comic strips, the difference between comic book and comic strips, the strength of the digital comic strips, application of English Comic Strips in teaching Writing, example of digital comic strips.

2.1 Previous Studies

The research on “Students Perception on The Use of Comic Strip in Creative Writing“ conducted by Natasya et al. (2020) aims to reveal students’ perception on the use of comic strips in creative writing at English Education Department, Universitas Negeri Manado. The study was a quantitative research and the descriptive method was applied. The questionnaire that consisted of 14 items was used as an instrument to collect the data. The questionnaire employed a likert scale. Total random sampling was used to determine the sample. The results of the data analysis and the discussion mentioned in the previous chapter led the writers to conclude that most of the respondents had a positive perception of the use of comic strips in their creative writing, noting the effect of comic strips on their writing skills and their overall experience. However, a small number of students did not share the same positive experience as the majority. From these

findings, it can be concluded that students have a positive perception of the use of comic strips in their creative writing and that comic strips are considered a useful medium for creative writing.

The research entitled “Comic Strips for Language Teaching The Benefits and Challenges According to Recent Research” written by Anastasia et al. (2022) uses a qualitative method to analyze the data that has been collected, a synthesis was made by comparing the similarities and differences. The synthesis was used to build the thesis of the present studies on the use of comic strips in language teaching. The thesis was then developed into a review article discussing the benefits and challenges of using comic strips in language teaching. This study concluded that all of those studies agreed that the use of comic strips in language teaching is beneficial. Using comic strips, the learners could express their ideas in the form of images and learn a language. It also improved the students’ language components mastery, such as vocabulary and grammar and their reading and writing skills. In this case, comic strips to teach vocabulary and grammar could be seen in the process of introducing modals and pronouns and changing direct speech into indirect speech in the speech balloon. Comic strips also supported the words or grammar used in the dialogues, making the text more comprehensible for the students in learning written skills.

The research entitled “The Effect of Comic Strips on Students’ Writing skill in Narrative Text” written by Widya & Swondo (2021) used pre-test and post-test as the research instrument. The technique used in collecting the data was quantitative data t-test. The result of the study showed that the application of

comic strips had an effect in teaching writing of narrative text. Based on the data analysis and the result, it could be seen that the students who are taught by using comic strips had higher scores than the students who are taught by using conventional media in teaching writing narrative text. It had been figured out in the calculation and the table of students' achievement in experimental class from their writing score in pre-test and post-test by using comic strips was higher than the students' writing score in control class. It meant that comic strips had a significant effect on students' writing skill in narrative text at the students of SMKS Sinar Husni 1 BM.

Amrizal (2022) wrote the research entitled "The Effect of Comic Strip as Instructional Method in Enhancing Students' Writing Skills". This study was an experiment using a quantitative method. The sample was 70 students from classes A and B in the Islamic Education program at STAIN Mandailing Natal in the first semester of 2020/21. A random sampling method is used by the writer: random sampling of the population gives each person a chance to be a sample of the writer through a lottery. The study instrument was administered a pre-test in the form of an initial descriptive test and a post-test following treatment. This study's success indicator had an average pre- and posttest score of 70. The result of this research was a substantial difference between courses taught with Comic Strip media and those not taught with Comic Strip media in the development of students' writing abilities in descriptive texts. The employment of comic strips in the writing of descriptive texts as a learning medium considerably increases students' writing results, particularly in the English topic of writing Islamic education, STAIN

Mandailing Natal.

The study on “The Effectiveness of Using Comic Strip Toward Writing Ability in Making Descriptive Text” by Rengur (2022) used quantitative methods and conducted testing to get the data (pre-test and post-test) in control group and experimental group. The researcher used descriptive and inferential analysis to analyze the data. Based on the result of the data analysis, it was found that there was a significant difference between using comic strips and not using comic strips. In addition, the use of comic strips raised the students’ interest in learning writing skills. It provided an interesting and fun learning process for the students in the classroom.

Based on the previous research described above, this research and previous research have similarities and differences. There are similarities between all researchers interested in this research teaching and learning using comic strips. Except for the research conducted by Anastasia et al. (2022), which used only qualitative research methods, the other studies by Aini Rengur (2022), Widya & Swondo (2021), and Amrizal (2022) employed quantitative research methods. Aini Rengur (2022) and Amrizal (2022) focused broadly on students' writing abilities, particularly in creative writing. In contrast, Widya & Swondo (2021) specifically examined narrative text writing, while Aini Rengur (2022) looked at descriptive text writing. Additionally, Anastasia Wijaya et al. (2021) investigate the benefits and challenges related to students' writing, based on the latest research. Apart from that, Aini Rengur (2022), Amrizal (2022), Widya & Swondo (2021) used pre-test and post-test as data collection tools.

However, there is a difference between the research above and what the researcher has conducted regarding medium. The researcher employs digital comic strips as an offline teaching medium, whereas previous studies have used comic strips as the media. Digital comic strips medium was offered as digital or online/internet media, while comic strip media was only presented in conventional media. The research to be carried out will use pre-experimental methods along with observation, as well as pretest and posttest assessments. The information was collected through student work and the teaching and learning process. The subject was ninth grade junior high school students and the type of text which was descriptive text was the point of difference between this research and previous studies. In previous studies, research was applied to high school students and focused on creative writing skills and narrative text.

2.2 Review of Related Theories

2.2.1 Digital Comic Strips

a. Definition of Digital Comic

Digital comics are a type of graphic learning media that play a crucial role in education by sparking student interest and aiding in the retention of subject matter. Wardani (2022) defines digital comics as a sequence of images that tell stories and convey messages to readers. These comics are a complete narrative combining images and text, and they highlight key characteristics of various subjects, enhancing the story's setting through visual elements such as form, gesture, and sound imagery.

Digital comics are a unique medium that creatively combines text and images. Scott McCloud (2005), in his book *Understanding Comics*, notes that digital comics attract people of all ages because they are easily understood. The use of simple pictures and everyday language makes digital comics accessible to everyone. The Modern Age of Comics, beginning in the mid-1980s and continuing to the present, has seen a proliferation of various genres and styles, the growth of comic printing companies, and the emergence of independent comic artists.

The rise of online platforms and the adaptation of comics into films have significantly contributed to the booming comic industry. In contrast, European comics trace their origins to 18th-century European caricature, evolving into comics in the early 19th century. Rodolphe Töpffer, a Swiss cartoonist, is regarded as the father of modern comics, with his book *Histoire de Mr. Vieux Bois* is recognized as the first comic book (McCloud, 2005).

Renowned European comics include *Asterix and Obelix*, *The Adventures of Tintin*, *The Smurfs*, and *Lucky Luke*. Hafiz et al. (2018) highlight several unique characteristics of European comics, such as:

- a. The stories are centered around themes that reflect everyday European life. By incorporating European themes and cultural elements, European comics often serve as a mirror of their own

- experiences (Hafiz et al., 2018). This approach allows readers to explore European landmarks and geographical locations, as well as gain insights into the region's culture through the comics.
- b. The format and paneling of the stories are similar to a comic strip. On one page, there are 4-5 rows of panels, and the size is uniform. The angle of view which is commonly used is eye level (Hafiz et al., 2018).
 - c. Even when the illustrations take the form of cartoons or caricatures, the element of realism is still present.
 - d. The stories maintain a high level of realism. European comic artists frequently conduct research to ensure their narratives are close to reality. Additionally, the characters are depicted with both strengths and weaknesses, rather than being flawless. For instance, Captain Haddock, despite being a main character, is portrayed as rude and drunk.
 - e. The plot is typically straightforward and adheres closely to the original theme without introducing additional storylines. For instance, in *The Adventures of Tintin*, the narrative remains focused on adventure without incorporating romance.
 - f. The distinctive visualization of characters in European comics is unique, with characters often portrayed according to stereotypes and identifying attributes, such as Arabs with turbans, Africans with dark skin, and white Europeans with pointed noses. Body

shapes are also very distinctive. Beyond Japan and China, the appeal of comics has reached Indonesia. In fact, comics have existed in Indonesia since prehistoric times, long before modern comics influenced the local scene. The following is a review of the periodization of Indonesian comics from Marcel Bonneff (2018) *Indonesian Comic Book*, with additional insights on the periodization of "modern" comics from Dida et al. 's (2022) *Hysteria Komikita*.

Lamb and Johnson (2009) describe digital comics as basic comics delivered through specific electronic media. In other words, digital comics are illustrated stories featuring particular characters that communicate information or messages via electronic platforms. This digital format enables educators to enhance the comic stories with animations and sound effects, making the presentations more engaging.

Previous research by Wu et al. (2022) suggests that using digital comics can enhance students' comprehension of lesson material and stimulate their curiosity and critical thinking skills. The aim is for digital comics to make learning more accessible and enjoyable for students. The study also revealed that traditional textbooks, when used inadequately, are not complemented by effective media.

This study aims to provide valuable insights into the effectiveness of Digital Comic Strips as a media, which has the potential to offer a new approach to teaching that increases student engagement, improves learning outcomes, and enhances student motivation. With the above theory, the researcher believes that Digital Comic Strips can provide positive effect and give significantly different results. These findings can inform curriculum development and teaching practices, promoting innovative media to improve students' writing skills.

a. Definition of Comic Strips

Gavigan and Tomasevich (2011) explain that comic strips are brief comics typically composed of three to eight panels. Unlike comic books, comic strips are concise, designed to be read in a matter of seconds or a few minutes due to their limited number of panels.

According to Yomtov (2014), comic strips essentially share the same core elements as comic book pages, including panels, lettering, word balloons, thought balloons, captions, sound effects, borders, and gutters. Ranker, as cited in Drolet (2010), defines comic strips as valuable reading materials for ESL students, noting that they assist English language learners with both reading and writing skills.

Digital Comic Strips are an attractive form of educational media designed to captivate readers with engaging visuals and entertaining content. They are crafted with attention to layout, color, imagery, animations, and typography to ensure a clear and compelling

presentation for the intended audience. Created with design tools, these strips feature concise text and brief dialogues within a few panels, combined with appealing visuals to entice readers. By offering visually stimulating and interactive content, Digital Comic Strips effectively capture students' attention and make learning more engaging.

b. Differences between Comic Books and Comic Strips

Comics generally come in two main forms: comic strips and comic books. According to Gavigan and Tomasevich (2011), comic strips are brief comics typically consisting of three to eight panels and are often published in newspapers. In contrast, comic books are longer, multi-page paperbacks usually released on a monthly basis, and are referred to as manga when discussing Japanese comics. Manga enjoys widespread popularity and can be found in numerous bookstores in Indonesia and online. Duncan and J. Smith (2009: 6) explore four key differences between comic strips and comic books from an art form perspective.

Table 1. Differences between comic strips and comic book

No.	Comic Strip	Comic Book
1.	Very few panels	Many panels
2.	The panel is the only unit of encapsulation	Units of encapsulation include the page, the two-page spread and insert panel
3.	Layout is normally rigid	Layout can be creative

4.	Composition is usually simple	Composition can be complex
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Unlike comic books, comic strips are brief, typically consisting of only a few panels designed to be read quickly, within seconds or a few minutes. Comic strips focus on capturing only the key moments of a story, a process known as encapsulation, with panels serving as the primary unit of encapsulation. In contrast, comic books utilize a wider range of encapsulation units, including panels, pages, spreads, and inset panels. They also feature more complex layouts and compositions.

c. Components of a Comic Strips

A comic strip essentially includes the same key elements as a comic book page, as outlined by Yomtov (2014). These elements are panels, lettering, word balloons, thought balloons, captions, sound effects, borders, and gutters. Panels are the fundamental units of a comic book page, defined as individual images in a sequence, and can vary in shape, such as square, round, or triangular. Borderless images can also be considered panels, although most comic book pages feature panels with borders. Lettering, another crucial element, involves the text on a comic book page. Bold lettering highlights important words, large letters indicate shouting, and small letters typically signify whispering. Dialogue and captions are often presented in uppercase letters.

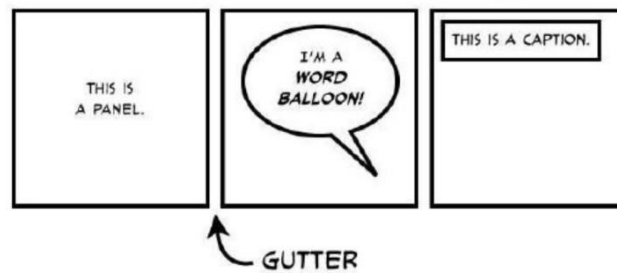


Figure 1. Comic Strip Component

The third element is the balloon, which comes in two types: word balloons and thought balloons. A word balloon is a shape with borders that contains dialogue, typically featuring a tail that points to the speaker. In contrast, a thought balloon encloses a character's unspoken thoughts and usually has a cloud-like border with a tail resembling a series of bubbles. Balloons can vary in shape and are used to represent different characters or moods.

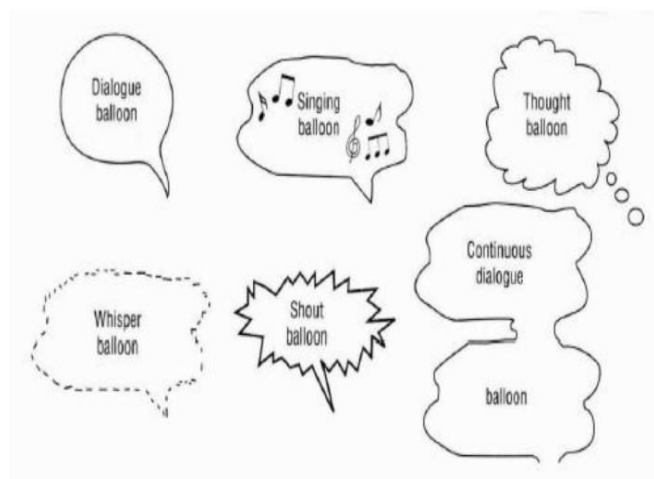


Figure 2. Sample of Balloon Design

The fourth element is the caption, often used for narration or transitional text. Captions typically have rectangular borders but

can also appear without borders or as floating letters. The fifth element is sound effects, which are stylized letters representing noises within a scene, usually depicted as floating letters. Sound effects should be used sparingly for significant sounds, such as explosions or a door softly closing, to avoid distracting the reader. Borders, the next element, are lines that enclose panels, balloons, and captions. Different styles and weights of borders can create various effects and moods, such as double borders for loud shouting or jagged borders for anger. Lastly, gutters are blank spaces, usually white, between and around panels. These spaces are crucial for separating panels, representing transitions, and guiding the reader from one scene to the next. Colored or shaded gutters can be used to set a mood, indicate a flashback, or add aesthetic effect.

d. The Strengths of Comic Strips

Morrison et al. (2002) highlight several benefits of using comic strips in English instruction compared to other teaching materials. Firstly, comics are widely familiar and favored by high school students, making them a relatable form of literature that students find enjoyable. Their popular and easily accessible format helps to stimulate greater engagement in literacy activities. Additionally, comics offer students the opportunity to explore various aspects of language use, including dialogue, concise and

impactful vocabulary, and non-verbal communication. Overall, comics contribute to a more engaging and enjoyable teaching and learning experience.

The strength of Digital Comic Strips lies in their ability to captivate readers through engaging visuals and entertaining content. These strips are meticulously designed with a focus on layout, color, imagery, animations, and typography, ensuring a clear and compelling presentation for the audience. Utilizing design tools, they incorporate concise text and brief dialogues within a limited number of panels, complemented by appealing visuals. This combination of visually stimulating and interactive elements effectively grabs students' attention and enhances their learning.

e. Application of English Comic Strips in Teaching Writing

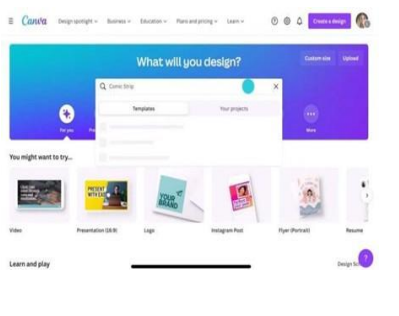
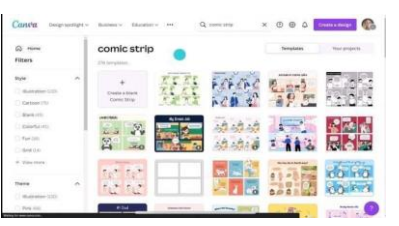
Many students find writing to be a challenging and complex English language skill, which often leads to reluctance. They perceive writing as a lengthy process and frequently struggle to come up with ideas for their topics. Additionally, they often get stuck after writing the introductory paragraph, unable to continue the story. To address these issues, teachers can use comic strips to help students develop their writing skills through visual storytelling.


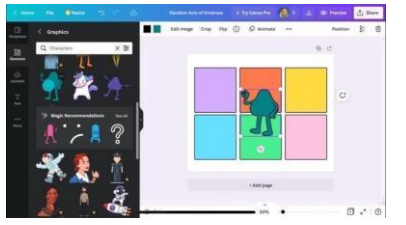
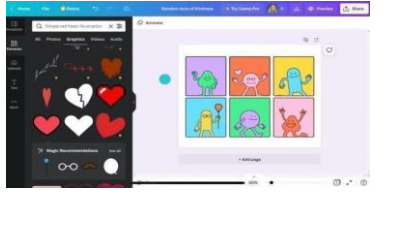
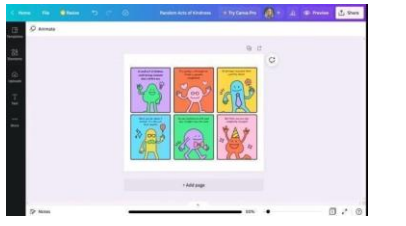
In the classroom, teachers can use comic strips to teach writing. After explaining how to write a good text, they can distribute comic strips to each student and then ask them to retell and rewrite the story in English as a paragraph. This media is very easy to be conducted by the teacher in the classroom, and it will make the students feel fun in writing. Hence, teaching writing by using comic strips is an appropriate and recommended for the teachers to apply in the classroom in the teaching-learning activity.



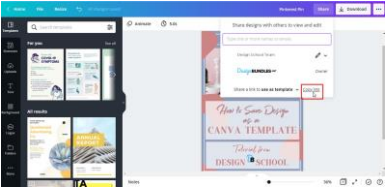
f. Steps of Creating Comic Strips with Canva

The process of creating a Comic Strip involves several critical stages to convert conceptual ideas into a visually compelling narrative. Here is an outline of the procedure.

Table 2. Steps of creating Comic Strips with Canva

No.	Steps	Pictures
1.	Create an Account: If you don't have a Canva account, sign up at canva.com . Log In: If you already have an account, just log in.	
2.	Create a Design: Click on the "Create a design" button. Size: Select a custom size for your comic strip, such as 1080 x 1080 pixels for square panels.	

3.	<p>Templates: Canva has various pre-made comic strip templates. Search for "comic strip" in the templates section and pick one you like. Customize Template: Click on the chosen template to start making changes.</p>	
4.	<p>Add Panels: If your template lacks enough panels, add more by going to the "Elements" tab and searching for "grid" to find different panel layouts. Adjust Panels: Resize and arrange the panels as needed.</p>	
5.	<p>Characters: Look for character illustrations in the "Elements" tab. Canva offers various characters you can use. Upload Your Own Art: If you have your own character drawings, upload them by clicking on the "Uploads" tab. Backgrounds and Props: Add backgrounds and props from the "Elements" tab to set the scene for your comic.</p>	
6.	<p>Text Boxes : Use the "Text" tab to add dialogue and narration. Canva has different text styles to choose from. Speech Bubbles : Search for "speech bubble" in the "Elements" tab and drag</p>	

	<p>them onto your panels. Place your text inside the speech bubbles.</p> <p>Font Choice : Choose a clear, readable font. Canva has many fonts available, or you can upload your own.</p>	
7.	<p>Colors: Change the colors of your panels, characters, and text to match your story's theme. Resize and Position: Adjust the size and placement of all elements to make sure your comic looks balanced and attractive.</p>	
8.	<p>Proofread: Look over your text for any spelling or grammar errors. Adjustments: Make any needed changes to the layout, colors, or elements.</p>	
9.	<p>Save Your Work: Canva automatically saves your work, but you can also save it manually by clicking "File" > "Save". Download: When you're done, click the "Download" button in the top right corner. Choose your file format (PNG, JPG, PDF) and download your comic strip.</p>	

Through these stages, the abstract ideas are meticulously transformed into a structured and visually captivating comic strip,

effectively communicating the intended narrative to the audience.

g. Example of Digital Comic Strips

Each of these examples demonstrates how comic strips can captivate audiences through well-designed characters, thoughtful color usage, and effective text presentation, making the reading experience both visually stimulating and enjoyable.



Figure 3. Example of Digital Comic Strips

Source: Marvin Comicstrips Comickindom

(<https://comicskingdom.com/marvin>)

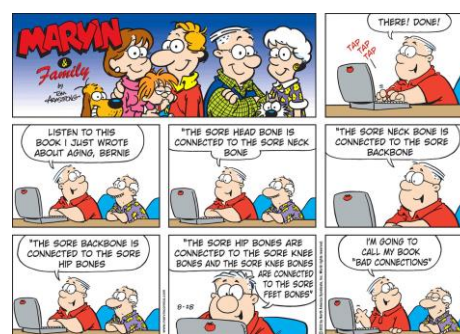


Figure 4. Sample of Digital Comics Strips 2

Source: Marvin Comicstrips Comickindom

(<https://comicskingdom.com/marvin>)

The use of comic strips to illustrate complex concepts and

theories is due to their ability to represent ideas visually, thereby enhancing comprehension and retention. Comic strips allow researchers to analyze visual communication by exploring how visual and textual elements interact to convey meaning, which can reveal how different forms of communication influence students' interpretations. In addition, comic strips present a unique narrative format that allows for the examination of storytelling techniques, pacing, and panel transitions, offering insight into alternative forms of narrative construction.

2.2.2 Writing

a. Definition of Writing

Students at junior high school, senior high school, and university levels learn to write as one of their academic subjects. Writing is one of the ways to communicate or convey the writer's ideas in written form. According to Manchon, as mentioned in Rizqi (2021), writing is the written expression of language. He also believes that writing is a manufacturing skill involving the creation of visual symbols or marks on a flat surface. In this statement, the graphic symbol denotes letters, words, or linked sentences and paragraphs. Writing is a regularly used method of communication.

Writing is the act of producing language in written form, which is often used to express ideas to the reader. It implies that writing is the ability to produce language in written form by

expressing thoughts and conveying them to other readers. Making the distinction between writing for writing's sake and writing for learning is essential when considering writing (Rizqi, 2021.). Additionally, he says that writing for learning is used as a practice or memory method to help students engage with the language they are studying. The goal of writing-for-writing is to help students become writers. In other words, regardless of the type of writing, the main objective of these activities is for students to develop their writing skills.

Brown (2003) states that writing is a mental activity that allows thoughts, feelings, and experiences to be expressed in writing. It involves putting one's thoughts, emotions, and experiences into written form. In other words, writing is the act of converting thoughts, emotions, and experiences into written language. In addition to enhancing students' writing.

As has been mentioned before, it can be concluded that writing is a productive skill that allows students to express and develop their ideas which are channeled in written form. In addition to enhancing students' writing abilities, writing becomes a tool to assist students practice and engage with the language they have learned.

b. The Aspects of writing

In the writing process, a piece can be deemed successful if it incorporates essential aspects of effective writing. Tarigan (2008:3) defines writing skills as a form of productive and expressive language abilities used for indirect communication, rather than face-to-face interaction. Similarly, Troyka, as cited in Lauri (2011:12), describes writing as a method for conveying a message to a reader with specific goals in mind. These goals include expressing oneself, providing information to persuade, and crafting literary works.

Similarly, Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

1. Content

The content of a written piece should be clear to the reader, allowing them to understand the message and gain knowledge from it. Excellent writing material must be well-structured. This term, which is a hallmark of effective writing, is frequently used to refer to unity and wholeness.

2. Organization

Coherence, order of significance, general to specific, chronological order, and spatial order of pattern are all key factors when structuring material in writing. When writing, the learner should organize his or her thoughts in chronological order. He or she should convey his or her views in the sequence in which events

occur from beginning to end.

3. Language Use

Grammar rules and proper language are important when writing. Grammar encompasses a wide range of concepts, including verbs, nouns, and agreement. Strong verbs and precise nouns let the reader visualize the description. Adjectives, adverbs, and participle forms can all be used as modifiers to describe these particular nouns.

4. Vocabulary

One part of language that has to do with the study of writing is vocabulary. After completing a piece of writing, the researcher considers transforming words into sentences and then sentences into paragraphs. Due to a lack of vocabulary, a person may be unable to write what they want to convey because they struggle to find the relevant term.

Once the writing process is completed, the final product is prepared for delivery to the reader. This outcome contrasts with the results of spontaneous writing by students. Adhering to these structured processes typically yields a higher quality written result.

Based on the aforementioned writing aspects, it can be concluded that writing is generally categorized into five key aspects: content, organization, vocabulary, language use, and mechanics. By addressing

these aspects, students can produce a well-structured text.

c. The Process of Writing

According to Harmer (2004), there are various stages of writing, including explained planning, drafting, editing, and final draft. The description of those writing phrases are provided below:

1. Planning

Planning is the first step in the writing process. During this stage, the writer must consider the writing's goal, the writing's target audience (the reader), and the writing's intended structure.

2. Drafting

The drafting phrase comes next. The writer must organize the thoughts gathered during the planning stage into a written form during the drafting phrase.

3. Editing

In order to comply with the standards of written English, the writer must verify and pay attention to some elements, such as grammar, spelling, and punctuation, at the final stage.

4. Final Draft

The final draft is a version of an earlier draft that has been edited and altered. Due to several modifications made during the writing process, the final draft is expected to differ from the original draft.

As stated before, the writing process may be divided into

several phases: planning, drafting, editing, and the final manuscript. To produce high-quality writing and to keep writers interested in the writing process, all of the stages are necessary.

d. Teaching writing at Junior High School

Based on the Kurikulum Merdeka implemented at SMPN 1 Tegal, writing is a very dominant component in the teaching and learning process. One of the media used for the teaching and learning process is the book entitled “English for Nusantara” which has been developed in accordance with the learning outcomes contained in the Kurikulum Merdeka. Students learn English which moves from oral language skills to written language. The language skills focused on in this book include listening, speaking, reading, viewing, writing and representing which are presented in an integrated manner in various types of text. There are various types of texts studied, ranging from narrative, recount, descriptive, report, to procedure texts.

Teaching writing in junior high school encourages students to write various types of fiction and non-fiction texts, through guided activities, showing students' awareness of the goals and target readers. They plan, write, review and rewrite a variety of text types by demonstrating self-correction strategies, including punctuation and capitalization. They convey ideas using common vocabulary and verbs in their writing. They present information

using various presentation modes to suit readers/viewers and to achieve different goals, in print and digital forms.

2.2.3 Descriptive Text

a. Definition of Descriptive Text

According to Anderson (2003), Descriptive text provides a detailed depiction of a specific person, place, or thing. It is specifically designed to focus on these subjects by describing their features objectively, without including personal opinions.

In addition, according to Aini Rengur (2022.), Descriptive text provides details about both living and nonliving things to the reader, meaning it can describe objects that are either alive or inanimate. Barbara (2004) adds that description provides a valuable perspective by conveying our emotions and broadening our experiences.

This means descriptive text specifically details something or someone, altering the reader's perception and expanding their knowledge.

b. Generic Structure of Descriptive Text

According to Aini Rengur (2022), the generic structure of descriptive text is divided into two parts:

1. **Identification:** This part of the paragraph introduces or identifies the subject.

2. **Description:** This section of the paragraph provides details that describe the subject.

c. Purpose of Descriptive Text

Pardiyono (2007) states that descriptive text provides an overview of living and non-living things to the reader. In other words, the text can describe objects that are either alive or no longer alive. Additionally, Barbara (2004) adds that descriptions offer a significant point of view because they can alter feelings and expand experiences.

According to Rengur (2022), the goal of descriptive text is to enable the reader to imagine the story, providing both enjoyment and information. Generally, the aim of descriptive text is to provide specific details about something, someone, a place, an animal, or a plant.

d. Language Features of Descriptive Text

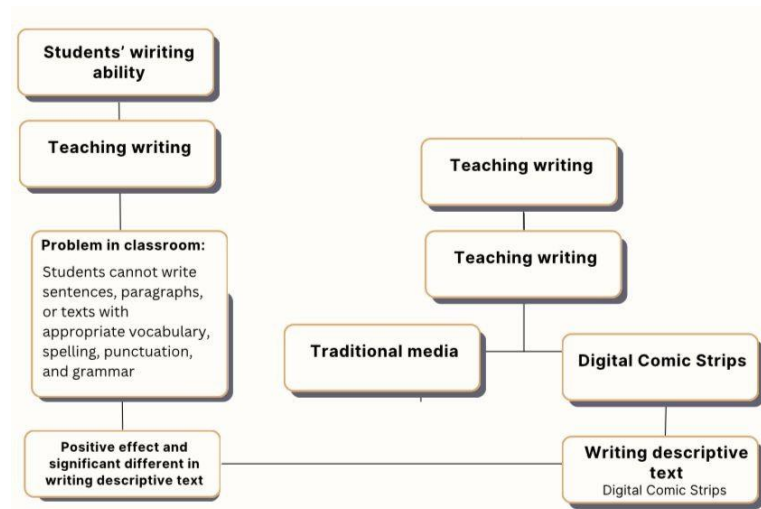
1. Descriptive text often employs adjectives, numbering, and classification. For example: "It is really cool," or "It has very thick fur."
2. The simple present tense is frequently used in descriptive text. However, the past tense is sometimes used if the subject being described no longer exists, for example: "went," "flew," "cooked."

3. Descriptive text uses thinking verbs (e.g., believe, think) and feeling verbs (e.g., feel).
4. Descriptive text also incorporates adverbs to provide information about a character or to elaborate on adjectives. For example: "It is extremely high," or "It runs very fast."

In the context of this research, grasping the features of descriptive language is crucial as it directly relates to examining how effectively students utilize these features to enhance their writing skills. The study can concentrate on evaluating how students incorporate these language elements into their descriptive texts and the impact this has on the overall effectiveness of their writing. By assessing their comprehension of these features, researchers can gauge how successfully students create vivid and engaging descriptive texts.

2.3 Theoretical Framework

Table 3. Theoretical Framework Chart.



The theoretical framework of this research revolves around the relationship between independent variables and attachment variables. In this context, the independent variable is Digital Comic Strips media, while the dependent variable is increasing writing ability. The research methodology requires the use of Digital Comic Strips media to broadcast its impact on enriching students' vocabulary. The attachment variable is the student's ability to acquire vocabulary which is assessed through observation, tests and the learning process. Research findings show the influence of crossword puzzle games on students' writing abilities. In summary, the theoretical framework shows that using Digital Comic Strips media can have a positive impact and have a significant difference on students' ability to write descriptive texts.

2.4 Hypothesis

According to Sugiyono (2013), the hypothesis, which has been described as a temporary solution to the research problems formulation, is transient, where the research problems formulation has been provided in the form of a statement sentence.

Based on the review of related literature and the framework, the research hypothesis as follows:

- 1) Research Hypothesis (Ha): There is a positive effect of using Digital Comic Strips on students' writing ability in descriptive text.
- 2) Null Hypothesis (Ho): There is no positive effect of using Digital Comic strips on students' writing ability in descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research paradigm employed to define the study topic. It includes several components, such as methodology, type of research, research design, population, sample, sampling method, research variables, data collection methods, research tools, and data analysis techniques.

3.1 Approach, Type, and Design of the Research

3.1.1 Research Approach

This research is quantitative in nature. Quantitative research involves examining a population or a specific sample, often selected randomly, and using statistical methods to test established hypotheses. The researcher employs this approach to study data in numerical form, which requires the use of formulas such as descriptive statistics, normality tests, homogeneity tests, paired-sample T-tests, and independent sample T-tests to facilitate data analysis.

3.1.2 Type of Research

Researcher employ experimental research to gather data. This method involves conducting experiments to evaluate the impact of specific treatments. In such studies, researcher control and assess both independent and dependent variables. In this context, the independent variable is the use of digital comic strips, while the dependent variable is the condition

without digital comic strips.

The purpose of an experimental research is to examine the effect of a treatment on a certain result, while controlling for any other variables that may influence the desired result (Creswell & Creswell, 2018: 207). The research type is essential because it affects the study's internal validity, or the ability to draw accurate inferences about the experimental treatment's effect on the dependent variable.

3.1.3 Design of the Research

The researcher uses a pretest-posttest control group design. The sample population is divided into two groups (two classes). The first group, the experimental group, receives instruction using Digital Comic Strips, while the second group, the control group, is taught without Digital Comic Strips.

Both groups are given the same pre-treatment evaluation before receiving any instruction. The experimental group is then exposed to Digital Comic Strips, while the control group continues without Digital Comic Strips. After the treatment, both groups take the same post-test. The researcher collects data using a writing score rubric and compares the post-test scores (final scores) to assess the descriptive writing abilities of both groups.

R	O ₁	X	O ₂
R	O ₃		O ₄

Pretest-Posttest Control Group Design

R = Random Sampling

O₁ = Pretest of the experimental group

O₂ = Posttest of the experimental group

O₃ = Pretest of the control group

O₄ = Posttest of the control group

X = Treatment (using Digital Comic Strips for experimental group)

3.2 Population, Sample, and Technique of Sampling

3.2.1 Population

The population for this study includes third-grade students from SMP Negeri 1 Tegal for the academic year 2023/2024. There are a total of 254 students distributed across 8 classes.

3.2.2 Sample

Through random cluster selection, the researcher chose two third-grade classes from SMP Negeri 1 Tegal as the study sample. The first class serves as the experimental group, while the second class functions as the control group.

3.2.3 Technique of Sampling

The researcher uses probability sampling with cluster random sampling, in which the population and sample is selected randomly, with

each population having an equal chance of being selected as a sample for this research (Sugiyono, 2013: 218). Cluster random sampling is used since the researcher is unable to select an individual sample because of school administration or limitations. Moreover, cluster random sampling has a number of advantages, including the fact that it can be implemented in situations in which it is difficult or impossible to select a random sample of individuals, the fact that it is frequently much simpler to implement in schools, and the fact that it frequently requires less time to carry out (Frankel & Wallen, 2012: 96). Since the selection technique is cluster random sampling, the population is separated into several groups, and then two classes are selected as the sample for this research. The first class performs as the experimental group, while the second class performs as the control group. The experimental group is treated with digital comic strips, while the control group does not use digital comic strips and instead uses other materials.

In this study, cluster random sampling is employed as the sampling technique. The researcher randomly selects two ninth-grade classes and divides them into two groups. The steps for determining the sample using the lottery procedure are as follows:

1. Prepare a separate paper for each of the two classes.
2. Roll up the pieces of paper and place them into a box.
3. Shake the box until the first rolled-up paper comes out; this paper determines the experimental class.

4. Shake the box again and extract the remaining roll of paper; this paper identifies the control class.

3.3 Research Variables

In this study, variables are categorized into independent and dependent types. The independent variable affects the dependent variable, while the dependent variable is influenced by the independent variable.

According to this classification, the study identifies the following variables:

1. Independent variable: The use of Digital Comic Strips as a medium for writing descriptive text.
2. Dependent variable: The students' ability to write descriptive text.

3.4 Data Collecting Technique

The data collection method outlines how the researcher gathered information. Writing tests utilized serve as the primary instrument for this study, involving pre- and post-tests.

The researcher followed the following steps to collect data:

3.4.1 Pre-test

Before implementing Digital Comic Strips as a teaching tool, the researcher administers a pretest to assess students' initial descriptive writing skills. Both the experimental group and the control group take this pretest, which involves writing a description of a person using the general structure and linguistic features of descriptive texts. Students are required to write a minimum of three paragraphs, approximately 250 words, within 65 minutes.

The pretest is conducted offline, and students use mobile phones to access digital comics during the test.

3.4.2 Treatment

The researcher gives treatment to the experimental group using digital comic strips, while the control group continues without digital comic strips. A lesson plan specifically designed for teaching descriptive writing with digital comic strips is prepared. This lesson plan includes instructions on how to craft descriptive texts using the comic strips.

Treatment is given exclusively to the experimental group, conducted offline with the use of mobile phones to access the digital comic strips. This approach aims to determine if digital comic strips significantly enhance descriptive writing skills. The experimental group receives this treatment for six sessions, each lasting 40 minutes, with a total time of 2 x 40 minutes per session. Meanwhile, the control group is taught descriptive writing without digital comic strips.

3.4.3 Post-test

After using digital comic strips medium for teaching, the researcher conducts a post-test to assess student performance and achievement. This post-test is administered to both the experimental and control groups. In this exam, students use digital comic strips as a medium to describe someone.

The post-test is a written examination where students are required to write a descriptive text about an individual, adhering to specific structures and linguistic features. The composition should be three paragraphs long,

approximately 250 words, and completed within 65 minutes. Respondents need a mobile phone to access Digital Comic Strips offline for the post-test.

3.5 Research Instrument

This research utilizes a writing test as its primary tool for data collection. The data are gathered through pretest and post-test writing assessments to evaluate the effects of using Digital Comic Strips media on descriptive writing.

Brown and Bailey (2004:245) propose several criteria for evaluating students' writing. These criteria encompass various aspects of writing, including content, grammar, organization, vocabulary, and mechanics. Content covers the substance of the writing, including the body of work, the ideas presented, and the overall structure. Grammar involves the correct use of syntactic structures, grammatical forms, and tenses, such as the past tense. Organization pertains to the way the text is structured, including the arrangement of generic elements and the logical flow of content. Vocabulary relates to the choice and usage of words within the text. Lastly, mechanics address technical aspects such as capitalization, punctuation, and spelling.

Table 4. Scoring Rubric of Writing

Aspect	Score	Performance Descriptive
Content (C) 30 % - Topic - Detail	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic

	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement Inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Adapted from Brown (2007)

$$\text{Score} = \frac{3 \times C + 2 \times O + 2 \times G + 1.5 \times V + 1.5 \times M}{40} \times 10$$

40

The measurement of the students' achievement based on the criteria by Reid (1993:237)

Table 5. Measurement of Students' Achievement

No.	Score	Criteria
1.	91-100	Excellent
2.	81-90	Very good
3.	71-80	Good
4.	61-70	Average
5.	>60	Poor

Guide of scoring: C+O+V+L+M = Score.

When assessing a research instrument, it's essential to consider both validity and reliability. Here's an explanation of each:

3.5.1 Validity

Research results are considered valid when the data collected accurately reflects the data related to the study topic. Validity of the test instrument determines whether it effectively measures what it is intended to. In this research, both content validity and construct validity are utilized.

a) Content Validity

The validity of the instrument is assessed by an expert, specifically a third-grade English teacher from SMP Negeri 1 Tegal. This ensures that the instrument accurately reflects the content it is intended to measure. The exam is aligned with the school's syllabus and curriculum

to confirm its validity. The researcher consulted with the third-grade English teacher at SMP Negeri 1 Tegal to verify if the instruments align with the school's syllabus and curriculum.

b) **Construct Validity**

To evaluate construct validity, expert judgment is used. This involves developing the instrument based on specific theoretical aspects to be measured and then consulting with experts to ensure it aligns with the intended constructs.

Researcher collaborates with supervisors and English teachers at SMP Negeri 1 Tegal to evaluate whether the instruments align with the competency criteria, basic competencies, and indicators specified in the curriculum.

3.5.2 Reliability

A quality research instrument must be both valid and reliable. Reliability assesses the consistency of the instrument over time. Factors influencing reliability include (1) the procedures and conditions under which the instrument is administered, (2) the clarity of the rubric in detailing the various skills the test aims to measure, and (3) the method of scoring. Researchers used the assessment rubric recommended by Brown and Bailey (2004:245) to evaluate writing abilities.

3.6 Technique of Analyzing Data

The data are analyzed using the IBM SPSS Statistics 25 program with the

following procedure:

1. Analyzing Descriptive Statistics

Descriptive statistics are used to present the total sample size (N), mean, standard deviation, and minimum and maximum scores. These statistics are obtained from the pre- and post-test writing scores of both groups.

2. Analyzing Normality Test

The normality test is conducted to determine whether the data is normally distributed. The Kolmogorov-Smirnov test is used with a significance level of $\alpha = 0.05$. Data is considered normally distributed if the p-value is greater than $\alpha = 0.05$, and not normally distributed if the p-value is smaller than $\alpha = 0.05$.

3. Analyzing Homogeneity Test

The homogeneity test assesses whether the data is consistent and homogeneous. Levene's Statistics is used in SPSS with a significance level of $\alpha = 0.05$. Data is said to be homogeneous if the p-value is greater than $\alpha = 0.05$, and inhomogeneous if the p-value is smaller than $\alpha = 0.05$.

4. Analyzing Paired-sample T-test

Once normality is confirmed, a paired-sample t-test is applied to evaluate whether the means of two paired samples are significantly different. This test helps determine whether the hypothesis and research questions are supported.

5. Independent Sample T-test

After ensuring normality, an independent samples t-test is used to compare the means of two unpaired samples. This test addresses the research problems by evaluating the differences between the two group.