



**THE USE OF ONLINE COMIC MAKER APPLICATION ON STUDENTS' CREATIVE
WRITING SKILLS IN AL ALAQ ELEMENTARY SCHOOL, JATIASIH. BEKASI**

THESIS

Submitted to fulfill the requirement for Thesis writing of Department of English Education
Program

By

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2017**

ABSTRACT

Hendro Priyatmoko. The Use Of Online Comic Maker Application On Students' Creative Writing Skills In Al Alaq Elementary School, Jatiasih, Bekasi. Thesis. Post Graduate School University of Muhammadiyah Prof. DR. HAMKA. 2017

The aim of this thesis is to investigate the use of comic maker application in enhancing 5th-grade students in their creative writing. The research was conducted in Al Alaq Elementary school, Jatiasih, Bekasi in 2017. Of some types of creative writing, this thesis focuses on narrative writing. Assigning students to write a narration is not an easy task for a teacher because students are not eager to write a story. A new way is needed to motivate students to write a story and writing a story using a comic can be an option. However, creating a comic is not an easy task for students since it requires certain level of drawing skills. To overcome this, a computer program is used and a comic maker application, called Cartoon Story Maker, is used to help students in writing a story in a fun and easy way.

This action research, as the research method, comprises three cycles. In each cycle, students' comics were assessed by two raters and students' writing skills were tested using a picture cued test. The action research process consists of planning, acting, observing and reflecting. The students' writing skill improvement in applying elements of writing was analyzed carefully and necessary action was taken in the next cycle. Observation by the researcher and a fellow teacher were also conducted to give deeper findings. Moreover, a semi-structure interview was done using a purposely random sampling to find students' attitude towards the technique used. The interviews were recorded on audiotape and then categorized and interpreted.

The research shows that online comic maker application increases the students' writing score and gives fun and easy-way experience in composing a story. The application helps them in story writing in three ways: assisting student's in applying writing components for a good writing, motivating students in writing a story, and stimulating students to write. To succeed in applying this application in a classroom, a teacher should consider the appropriate comic maker application available, teacher's sufficient skills in using both the application and computer, and availability of the hardware. Finally, the use of online comic maker application helped the students to achieve the desired score and is expected to give an alternative way for teachers to enhance students in their story writing skills.

Key words: online comic maker, creative writing

ABSTRAK

Hendro Priyatmoko. Penggunaan Aplikasi Pembuat Komik Online pada Kemampuan Menulis Penulisan Kreatif Siswa di SD Al Alaq, Jatiasih, Bekasi. Tesis. Sekolah Pasca Sarjana Universitas Muhammadiyah Prof. DR. HAMKA. 2017

Tujuan penulisan tesis ini adalah untuk meneliti pemakaian aplikasi pembuat komik dalam meningkatkan kemampuan penulisan kreatif siswa kelas 5. Penelitian ini dilakukan di SD Al Alaq, Jatiasih, Bekasi pada tahun 2017. Dari beberapa jenis penulisan kreatif, tesis ini memfokuskan pada penulisan naratif. Memberi tugas kepada siswa untuk menulis cerita tidak mudah bagi guru karena siswa kurang bersemangat. Cara baru diperlukan untuk memotivasi siswa untuk menulis cerita dan menulis komik bisa menjadi pilihan. Namun begitu, membuat komik bukan merupakan tugas yang mudah karena ini memerlukan kemampuan menggambar tertentu. Untuk mengatasi ini, aplikasi pembuat komik, *Cartoon Story Maker*, digunakan untuk membantu siswa dalam menulis cerita dengan menyenangkan dan mudah.

Penelitian tindakan kelas ini, sebagai metode riset, terdiri dari 3 siklus. Di setiap siklus, komik siswa dinilai oleh 2 penilai dan kemampuan menulis siswa di uji dengan tes menulis menggunakan *picture cued test*. Proses penelitian tindakan kelas terdiri dari perencanaan, tindakan, observasi dan refleksi. Perkembangan kemampuan menulis siswa dalam menerapkan elemen menulis dianalisa secara seksama dan tindakan kelas yang diperlukan diambil untuk dilakukan di siklus selanjutnya. Observasi oleh rekan guru dan peneliti juga dilakukan untuk mendapatkan temuan yang lebih lengkap. Disamping itu, wawancara dilakukan terhadap beberapa siswa dengan menggunakan *purposefully random sampling* untuk mengetahui pendapat siswa tentang teknik yang digunakan. Wawancara direkam, dikategorikan dan diinterpretasikan.

Penelitian ini menunjukkan bahwa aplikasi pembuat komik online meningkatkan nilai menulis siswa dan memberikan pengalaman yang mudah dan menyenangkan bagi siswa dalam menulis. Aplikasi ini membantu mereka dalam menulis cerita dengan tiga cara: membantu siswa menerapkan komponen penulisan yang baik, memotivasi siswa dalam menulis cerita dan merangsang siswa untuk menulis. Agar berhasil dalam memakai aplikasi ini di kelas, guru harus mempertimbangkan aplikasi pembuat komik yang cocok, kemampuan guru dalam menggunakan aplikasi dan komputer, dan ketersediaan perangkat keras. Akhirnya pemakaian aplikasi pembuat komik online ini membantu siswa untuk mencapai nilai menulis yang diharapkan dan memberikan pilihan bagi guru untuk meningkatkan kemampuan menulis siswa.

Kata kunci: pembuat komik online, penulisan kreatif

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THE USE OF ONLINE COMIC MAKER ON STUDENTS' CREATIVE WRITING

SKILLS IN AL ALAQ ELEMENTARY SCHOOL, JATIASIH, BEKASI



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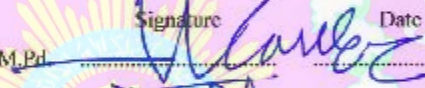





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PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Students are always the best and endless source for new ideas in teaching. The students' difficulties in writing a story encourage the researcher to find an effective way to tackle it by considering their preference in digital technology. Writing a comic using digital application can be a solution.

The researcher would like to express his sincere appreciation to those who consistently give their best support and assistance in the process of finishing this thesis. My greatest gratitude goes to Allah The Almighty and Prophet Muhammad for the blessing and guidance. My gratitude is also for my beloved parents, my wife and two lovely boys for their never-ending love, support and pray. You are the best.

The researcher's gratefulness is also for Dr. Ir. Suciana Wijirahayu, M.Pd. (as advisor 1) and Dr. Akhmad Haqiqi Ma'mum, M. Pd (as advisor 2) for generous inputs and support, my lecturers and friends at Sekolah Pascasarjana UHAMKA, class B1, for new insight and warm friendship, and the principal and teachers of Sekolah Islam Al Alaq for the great support.

The researcher hopes that this thesis can give benefits for teachers to help students to write a narrative text. Moreover, it can encourage us to incorporate a digital technology in our language teaching.

Jakarta, 10 December 2017

Hendro Priyatmoko

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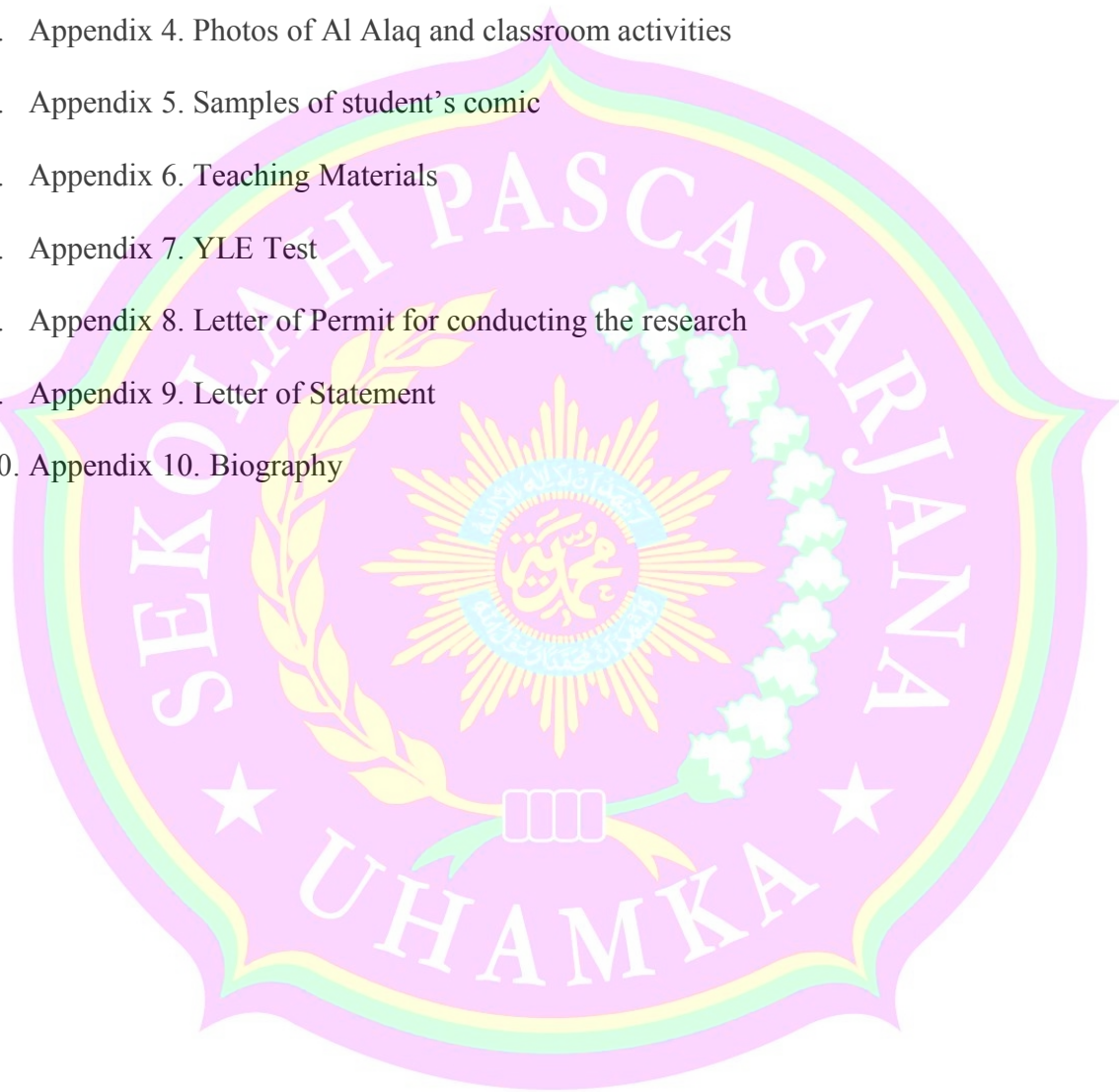
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CHAPTER I

INTRODUCTION

A. Background to the Study

Teaching English to young learners, in this case elementary school students, is very challenging. The challenges vary -materials, teaching methods/techniques and test design. In term of teaching techniques, adopting various and fun ways of teaching is inevitable in order that the teacher can achieve the teaching objective. As a new bilingual school in Bekasi, until 2016 having two batches of graduates, Al Alaq elementary school faces these challenges too. Each grade, from grade 1 to grade 6, challenges the English teachers differently and eventually requires specially designed treatments.

This bilingual school provides English subject in all grades and some subjects are taught in English, such as mathematics and science or IPA. This gives advantages for the students because of extra exposure in English, compared to non-bilingual school. Of all grades in the school, grade 5 is the most interesting grade and teaching writing skills attract the researcher most because of the interesting fact it offers. The students are still struggling in composing their ideas for problems in grammars, vocabulary, organization/format and ideas. However, in fact, they are very imaginative when talking in their native language.

Another interesting fact is that the school has been equipped with multimedia tools, such as computer, LCD projector with speakers and internet in each classroom, and wifi connection around the premises. Moreover, a computer laboratory, that can cater 20 students, for a computer lesson is also available.

Teachers must see this advantage to explore any possibility in order to support their teaching.

Like other older learners, young learners also need to learn language components, such as vocabulary, grammar, and pronunciation, and language skills -listening, speaking, reading and writing. Of the four language skills that the teacher focuses on in the classroom, writing skill is the most challenging one, either in the perspective of the teacher or in that of the students. The challenges are both on the idea to write and the monotonous writing format assigned to the students, namely: paragraph writing, letter writing and short story writing. As a result, the students' skills in writing are not satisfactory. The students cannot fully reach their potential in using the target language. The students still have insufficient vocabulary, in term of expressions and diction, and content of the writing itself. Most students do not have sufficient ideas, what to put in their writing, so most of the time they follow what the teacher writes and only make some minor changes. This is of course not enough to produce a creative works with rich personal touch.

Students' lack of ideas may not originate from the students alone yet from the unfamiliarity of the writing format and the objective of the writing assignment. The writer assumes that what the students are assigned to write is a piece of writing that they are not familiar with and they do not do in their daily life, such as writing a letter or writing a single paragraph. We may ask ourselves how frequent a student gets in touch with a formal letter or even write a letter to his parents, friends or others. We believe that types of writing that they are familiar with are informal email, chat, short messages, meme or posters, and

personal stories. Therefore, the writer believes that if we assign our students to write a type of writing that they are familiar with and like, and at the same time with guidance and assistance are given, they may produce sufficient ideas and various vocabulary in writing.

The challenge of teaching writing can be in both side, student's or teacher's side. For the teacher, the challenge is very obvious, designing effective writing lesson. For students, using the target language effectively and correctly in writing is not easy, but out of the language problem, many students have difficulty in writing because of lack of ideas, not knowing what to write. Students seem have no schemata or background knowledge on topics for their writing. In short, the teacher must tackle both language and ideas.

In the digital era, teachers have to have digital awareness in the sense that they have to maximally utilize the advantages that digital tools offer in the classroom. As a digital immigrant, this probably hard for some teachers to keep up with the latest software and hardware that students have already used in their daily life. However, a lot of programs in different operating systems (OS) with moderate complexity really help teachers in creating effective and interesting lessons.

B. Identification of the problem

The writer has outlined the problems of the research and the main issues addressed in this paper are:

1. Students of 5th grade have difficulties in collecting ideas and then putting their ideas in a form of a story, story about their own life.
2. Students have difficulties in writing a story using simple past tense.

3. Students' insufficient response towards describing picture exercises is found
4. There are limited sources to get suitable sequential picture for students to write about.
5. Incorporating ICT in teaching is rarely done by the teacher and the impacts to the students have not found yet.
6. Combining pictures, in the form of online comic strip, have not been tried by the teacher even though describing a picture by writing down loose sentences has ever been done.

C. The Scope of the Research

In line with the identification of the problem, this study seeks to address the problem on how to increase students' performance in writing a story by using a computer application, a comic maker, as a media or a tool. The tool can be operated either online or offline. The online comic makers are either from The British Council website or from Cartoon Story Maker, with other options from makebeliefscomix.com or pixton.com. Creating a six-frame comic strip is a part of the activity. This activity comprises both creative activity, such as creating characters and background or setting of the scene, and writing dialogs in the bubbles and story in the caption box. The main focus is on students' work in creating a story, a personal story and a fiction and problems in creating it. Students' response towards the use of online comic maker is investigated to gain their opinion on the technique used.

D. The Research Questions

As this study focuses on the use of an online comic maker application on student' creative writing skills, the research questions of the study are:

1. Does the use of computer application, an online comic maker, increase students' creative writing skills, particularly in writing story?"
2. What are the students' response toward the use of a computer application, an online comic maker?

E. Objective of the Study

The objectives of this research are

1. To determine whether the use of online comic maker application increases students' creative writing.
2. To investigate the students' responses towards the use of online comic maker application.

F. Significance of the study

The research focuses on increasing creative writing skills of students of Al Alaq Elementary School (bilingual), Bekasi. Theoretically, the implications of this study are the possibilities of creating effective lesson planning in teaching a computer-based writing for young learners, encouraging teachers to use other types of creative writing -poems, posters- in their classroom, maximizing availability of ICT at school for teaching English, and providing a stepping stone for students at the early age to know different types of text that are possibly beneficial for them in the future.

In practical use, the result of the study is hopefully beneficial for improving student's writing production. The research findings are intended to be valuable for English teachers, schools, and curriculum designers.

To teachers, the findings provide some consideration on teaching techniques that are effective in increasing students' creative writing production.

Besides, teachers will also have some insight in the contribution of students' learning styles and take some necessary adjustment when teaching to accommodate those various learning styles.

To schools, the findings give some positive inputs in providing ICT facilities in classrooms so teachers can use those facilities to vary their teaching techniques. Moreover, teachers can explore more programs and prove that some teaching techniques are more effective than the others. Besides, schools can create some conditions that are supportive for students to have positive attitude toward the availability of ICT facilities at school, helping them to improve their creative writing production.

To curriculum designer, the findings help them design a curriculum that allow teachers apply various techniques that require a lot of time to set up and execute in the classroom. Topics in the curriculum must be able to encourage students to practice various kinds of writing. It means that topics must be interesting and suited to their interest.