



**THE EFFECTIVENESS OF USING MEME COMICS AS A
MEDIA TO TEACH EXTENDED RECOUNT TEXT**

**(An Experimental Research conducted to Eighth Graders of
State Junior High School 1 Garung, Wonosobo in the Academic
Year of 2018/2019)**

a final project
submitted in partial fulfilment of the requirements
for the degree of Sarjana Pendidikan
in English

by
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2019**

DECLARATION OF ORIGINALITY

I, Adam Putra Janata, hereby declare that this final project entitled *The Effectiveness of Using Meme Comics as a Media to Teach Extended Recount Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 5th of July 2019



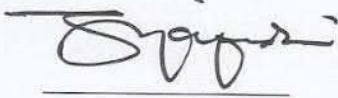

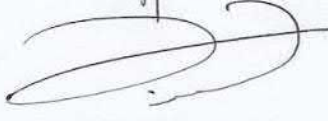

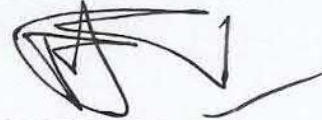
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APPROVAL

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MOTTO AND DEDICATION

This piece of work is dedicated to:

My parents,

All of my family and friends,

And last but not least,

Myself.

"We don't make mistakes, just happy little accidents."

— Bob Ross

"The best thing about the future is that it comes one day at a time."

— Abraham Lincoln

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First of all, I would like to express my biggest gratitude to Allah SWT for the blessing so that I could finish my final project. Allah SWT is the only Supreme who always loves all His creatures in every condition. Peace and blessing be upon the prophet Muhammad SAW who guides the people to God's path is the Great one.

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My gratitude and appreciation goes to all lecturers who have been teaching and guiding my study during the years of the study here. And I would like to say my thanks and to the students of SMPN 1 Garung, Wonosobo, especially to the eight graders of 2018/2019 class. And all my prayer to the deceased Mrs. Evi Sulistyarini, who has been my English mentor since I was an eighth graders. May your beautiful soul rest in peace and all your kindness be eternal.

My endless gratitude is addressed to my mother, Nur Cholisoh and to my father, Wilujeng, who have taught me everything and shower me with their love, support, and prayers. I would also say thank you to all my friends in my hometown, who always encourage me in finishing my college life.

And last but not least, my greatest gratitude to myself. Thank you for always be there, in hard times and good times. And to endure the selfishness and laziness that I have. May we be well.

ABSTRACT

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Teaching writing needs a lot of media in order to ease the students in understanding the materials. There are so many media that can be used to teach them. Meme comic is one of them. Meme comic is a series of web comic that tells about real life story and ended with a humorous punch line. It has a similar characteristic with recount text which tells a real life stories, and it also has a funny twist at the end of it that made it more interesting to be read.

This final project is a true-experimental research which is aimed to analyse the effectiveness of using Meme Comics as a media to teach Extended Recount Text. The population of this research was the eighth graders of State Junior High school 1 Garung especially the students of class VIII B and VIII F. in the academic year of 2018/2019.

The result of the study shows that the use of Meme Comics as media is effective to teach extended recount text. The data proved that there was a significant difference between the experimental and the control group achievement. Based on the statistical analysis, it could be seen that the students' post-test in the experimental group was higher than the control group. The mean of the experimental group improved than the control group. The t-value for two means of post-test was 10.704; meanwhile the t-table based on the degree of freedom (*df*) was 1.696. It proved that there is significant difference between the experimental group which was given "meme comic" media and the control group which was given "picture". It can be concluded that the "meme comic" is more effective than "pictures" in helping the students write a recount text. It is suggested to use meme comic as a media to teach recount text since it will likely make the students more interested.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research questions, purpose of the study, hypothesis, and significance of the study.

1.1 Background of the Study

English has become an international language and was used as a means of communications (in both oral and written) which is used in so many countries. Thus, it means that in order to compete in this era, the global era, people need to learn and understand the English language.

In Indonesia, learning English is such a difficult thing to do since the structure of both Indonesian and English language is different. Students who learn a new language are faced with a new set of language components. The problem occurs when they find some differences in every part of both language structure, in this case Indonesian and English. It means that they must study harder in order to master English language (Richard, 2006).

English has been taught for many years in Indonesia as a compulsory subject from Junior High School up to Senior High School. The purpose of English language teaching education are to develop students' competence in spoken and written communication, to reach the informational literacy level in which the students can understand the importance of English, and to understand the relationship between language and culture (Depdiknas, 2006). English for Senior High School covers four main skills of English, which are listening, speaking, reading, and writing. Those skills mentioned before has to be supported by language

components such as grammar, vocabulary, fluency, content, and spelling. And so it means that every English teacher has to teach all of those four skills and not just one or two of them.

Among the four language skills, writing might be considered to be the most difficult skill for foreign language learners to learn. Writing has certain characteristics which are difficult to be mastered by pupils. Writing in a foreign language is much more difficult than writing in one's native language. A lot of students encounter difficulties in writing. Some of those difficulties are related to vocabulary, language functions, style, sociolinguistics, and grammar. But of all those things, joining foreign language is the most difficult one for them (Scott, 1995). These difficulties mentioned by Scott were also found among the students of State Junior High school 1 Garung. They also considered writing as a boring subject and that's why they were having a lot of difficulties. Therefore, all those components cannot be ignored in learning writing skill of English.

An English teacher should provide materials that are appropriate with the curriculum, in this case, A School-Based Curriculum, and find a suitable methods in teaching learning process in order to help the students master those language skills. One of the methods that can be used is by using visual aids as media in classroom.

One of the visual aids that can be used in teaching writing is picture. Pictures are recognized as a way of representing a real situation, they can serve as an example of the advantages in using visual aids. Pictures are often used to remind us of real life experience or to suggest such as an experience to us. Pictures in the classroom can represent situations, which would be impossible to create in any

other way. They can help students associate what they hear with their experience (Kreidler, 1965).

From Kreidler's definition above, the writer assumed that picture can be used as a medium which represents a real situation. It reminds us of a real life experience. Using picture games in the classroom would make the students feel fun that they would learn better and faster. One of the picture that can be used as a medium here is comic.

The writer here thinks that meme [/mi:m/] comic, one of the form of comic that is popular nowadays, is an interesting medium to teach Junior High school students, especially in writing recount text. Since meme comic and recount text have a similar characteristics, both are retelling the story or experience and as the meme comic has a twist at the end of their story, a twist can also be added at the end of a recount text so that it could entertain the readers. Meme comic, or here the writer will only mention it as meme, can also help student to easily understand the materials, because everybody love comics.

1.2 Reasons for Choosing the Topic

There are several reasons as to why the writer chose the topic *The Effectiveness of Using Meme Comic as a Media to Teach Recount Text*, some of them are as follows: First, the writer found that some students encounter difficulties in writing the recount text, they are facing the difficulties to decide the topic they want to write. Second, in order to make the students understand the materials, the way of teaching is one of many things that teachers should consider. The teachers should consider what kind of activity or media that can make the learning process becomes

more effective, easier to understand, and fun. Third, Meme Comic has a plot twist at the ending of each of their story, as it could be added to the recount text so that the text will be funnier. Fourth, everybody enjoys reading comics, it will be a great media to help the students in writing recount text.

State Junior High school 1 Garung was chosen as the site of this research for several reasons. Based on my preliminary research, eight graders students of the school also experienced difficulty in writing skills. The teachers seemed to use a conventional teaching method when teaching the students. Meme Comic was never used as a media for teaching recount text to students of SMP 1 Garung. In addition, the school implemented The 2013 Characterized Curriculum. Those were the reasons of choosing SMP 1 Garung as the site of the study.

1.3 Research Problems

The research question can be stated as follows:

How effective is using Meme Comics as a media to teach Extended Recount Text?

1.4 Purpose of the Study

The Purpose of this study is:

To analyze the effectiveness of using Meme Comics as a media to teach Extended Recount Text.

1.5 Hypothesis of the Study

A tentative answer to research questions is called a hypothesis. There are two types of Hypothesis. First is working hypothesis (Ha) and the second is null (zero) hypothesis (Ho). The hypotheses of this study are:

(1) Ha : The use of Meme Comics as a media is effective to teach recount text to students in the eight grade of State Junior High school 1 Garung in the academic year of 2018/2019.

(2) Ho : The use of Meme Comics as a media is not effective to teach recount text to students in the eight grade of State Junior High school 1 Garung in the academic year of 2018/2019.

1.6 Significance of the Study

The writer expects some advantages related to the study. Theoretically, first, the result of this research hopefully will be useful for developing education, and enriching knowledge about teaching English, especially in teaching recount text. Then, the writer hopes that this study will give more references for other researchers who are interested in conducting research about media to teach recount text.

Pedagogically, this study will provide English teachers with a new kind of way to teach recount text, which is by using meme comic. And hopefully this new media can help the students understand recount text easier. In the application of this technique, teachers also can be happy, fun and feel easy to make students give their attention because meme comic is also one way to lose stress.

1.7 Outline of the Final Project

Chapter I consists of introduction, covering background of the study, reason for choosing topic, research question, hypotheses, purpose of the study, and significance of the study.

Chapter II consists of review of related literature and review of the theories underlying the topic of the study. Chapter III deals with the method of investigation which discusses the research design, subjects of the research, research variables and hypothesis, instrument for collecting data, procedure of collecting data, and method of analysing data. Chapter IV presents the data analysis. And the last chapter, Chapter V, consists of conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It consists of, first, the review of the previous studies which is about some reviews of studies done by other researchers that have the similar topic with the writer's study. Second, the theoretical review will talk about the theories related to the study, and the theoretical framework is about the framework of how the writer conducts the research.

2.1 Review of Previous Studies

Review of the previous studies mentions some studies that have been done by other researchers. The studies below have a similar topic in teaching writing skill. The writer finds some studies that can be used as references in this study.

Dyah Maya Sari (2008) conducted a research about media to teach recount text. The objective of her study was to analyse the effectiveness of using chain pictures in teaching writing a recount text. The population of her research was the eight graders of SMP N 1 Demak in the academic year of 2007/2008.

She states that the students usually get difficulties in doing writing because it requires their creativity in developing their feelings and ideas, and chain picture are very interesting media that can help students arrange the story. In this study, she attempted to offer the chain picture to be used for teaching writing a recount text. She tried to compare between students who are taught writing a recount text by using chain picture and those who are taught by using a conventional method. The result of this research shown using chain pictures was more effective than teaching writing using a conventional way.

I'in Ainatuz Zahiroh (2010) also conducted a research on using media to teach recount text, in her case, she used Diary Writing. The researcher said that, the main objective of this study is to find out the effectiveness of the teaching of writing recount text with the use of diary writing. After the research finished, she said that there is a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The hypothesis is accepted. Based on the result, the researcher concluded that diary writing is effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing.

The previous research from I'in Ainatus Zahiroh was an experimental research. For the experimental class, she used diary for students and the other class she did not use diary. While Dyah Maya Sari used chain picture as media. The similarity between their researches with my research is that the research focuses in writing skill, especially in recount text.

Kodoatie (2013) conducted an action research about using picture series to improve students' writing recount text skill. The objective of the study was to improve the students' skills in writing recount texts by using picture series. The subjects of the research were the eighth grade students in VIII B class of State Junior High school 1 Seyegan in the academic year of 2012/2013. This research was done in 2 cycles. Cycle 1 consisted of 2 meetings and Cycle 2 was done in 3 meetings. The instruments used to collect data were observation checklists, interview

guidelines and tests. The researcher acted as the teacher and the English teacher became the collaborator during the teaching and learning process.

After Cycle I, there was an improvement on the organization aspect. However, the improvements on content, vocabulary and language use aspects were not really satisfying. In Cycle II, there were some improvements in the four aspects of writing. In the first cycle, the students produced limited development of the topic. They could not write more supporting sentences dealing with the pictures. They wrote a sentence representing each picture. They also made a lot of mistakes in using simple past tense, agreement and pronoun. Most students only added –ed in changing the verbs into simple past tense. Moreover, they could not use appropriate diction in writing their story.

In Cycle II, the students' writing was better in the organization and content aspects and they made fewer mistakes in language use and vocabulary. They could write a text which was well organized and developed. They stated their ideas clearly and orderly. Their mistakes in using language and finding the appropriate diction were decreasing.

The result of the research showed that the strategies of using picture series effectively improved the students' ability in writing recount texts. In the pre-test, the students had difficulties in constructing paragraphs of a recount text which met unity and coherence. They also only produced limited development of the topic. After implementing the actions, the students could develop and organize their ideas easily in a good chronological order. The implementation of picture series also brought some improvements in the other writing aspects such as vocabulary and language use. In reference to the students' writing scores, the gain score of

organization aspect is 1.39. The students' gain score in the content aspect is 1.29. While the students' gain score in the vocabulary aspect is 1.16 and 1.06 in the language use aspect. Moreover, the majority of the students gave positive responses towards the implementation of picture series. It made the students enthusiastic on the writing process.

Widarti (2014) also conducted a research to know the effectiveness of using Real Picture Series in teaching recount text. The objective of the research was to know whether or not the use of Real Picture Series is effective in teaching recount text writing for the students in SMA N 2 Sungai Ambawang through pre-experimental research. The population of this research was all students of SMA 2 Sui. Ambawang who were registered as the tenth year students in academic year 2013/2014. The researcher selected one class of the cluster of population. The reason to choose this sample was because the students had same chance to be treated by the researcher. The selected sample was Year XB comprising 26 students. The procedure in this research consisted of three stages: Preparation, Implementation, and Analyzing the data. The researcher did some preparation before do the research in the target school. The preparations were includes: (1) Preparing the material, where the writer did discussion with the teacher and the students in target school first. (2) Making lesson plan, where the researcher provided into lesson plans for two meeting before the treatment. (3) Setting pretest and posttest, this test aims to measure the students' ability to write text recount text before and after treatment conducted. The implementation stage includes doing the pretest, giving treatment to the samples, and doing posttest. After that, the researcher analyzed the data by comparing the students' pretest and posttest results.

From the data analysis, the students' achievement in recount text could be influenced by Real Picture Series in teaching recount text writing. This media had positive effect in students' writing. It was shown by the result of posttest which was higher than pretest. Before the treatment was given, the mean score of pretest was 45.96. After they had been given the treatment, the mean score of posttest was 64.61. This finding showed that there was an improvement score of the students' writing after giving the treatment. Based on result, conclude that the use of Real Picture Series was very effective in teaching writing recount text to Year X students of SMA Negeri 2 Sungai Ambawang. The students' score of posttest is better than the score of pretest. There is an improvement in the students' score of students' posttest after applying of real picture series in writing recount text.

From the explanation above, the researcher thinks that any media can be used in order to improve students' writing skill. A series of picture can improve students' enthusiasm and motivation. Moreover, if the picture series have a twist at the end to be laughed at, researcher believes that it will have more impact than using a normal picture series.

Utama (2016) conducted a research about using meme comic to teach writing, in his case, writing a spoof text. The objective of his study was to investigate any significant difference of students' achievement in writing spoof texts which are taught by using meme comic and the one who are taught by using pictures with an assumption that these media can help them to interpret the content of the course. The subjects of the study were the eleventh graders of Kutowinangun State Senior High School 1 in the academic year of 2015/2016. He used a true experimental method, while the design of this study was pre-test and post-test

comparison groups design. He chose 2 classes for the experiment. Each with 32 students for the experimental group and control group. Both groups were given a pre-test in order to know the first condition of them. Then both of them were given treatment and post-test at the end.

At the end of the research, Utama concluded that meme comic gave much contribution and helped those students in writing spoof text. By using this media, the students were able to organize the story very well. It also helped students to develop their idea in writing spoof text. The other media, picture, also gave contribution in writing spoof text. However, picture only helped a little in organizing the text. Most of students were still confused in developing their idea. The results of his study shows that the use of “meme comic” as media gave contribution to the teacher in teaching spoof texts. The data proved that there was a significant difference between the experimental and the control group achievement. Based on the statistical analysis, it could be seen that the students’ post-test in the experimental group was higher than the control group. The mean of the experimental group improved than the control group. The t-value for two means of post-test was 10.704; meanwhile the t-table based on the degree of freedom (df) was 1.696. It proved that there is significant difference between the experimental group which was given “meme comic” media and the control group which was given “picture”. It can be concluded that the “meme comic” is more effective than “pictures” to help the students in writing spoof texts.

Based on the explanation above, meme comic is reasonable to be researched in the writer's present study.

2.2 Theoretical Reviews

2.2.1 General Concept of Writing

There are four language skills. They are listening, speaking, reading and writing. From those four skills, writing might be the most difficult skill for foreign language learner to be learnt. Wendy A. Scott (1995) stated and described that writing has certain characteristics which seems to make it difficult for pupils to get to grip with, especially for pupils.

Writing in the second language is more difficult than in the native one. Many students still have difficulties in writing especially related to vocabulary and language functions, style, sociolinguistics, grammar, especially for joining sentences of foreign language. All those components cannot be ignored in learning English particularly in the writing skill.

Writing is not about producing words, but sentence. We are asked to arrange words into sentence then make it a paragraph. Each paragraph must have coherence from one paragraph to other. Hornby (2000) explained that “writing is an activity to put information on a sheet of paper or to compose something in written form.” As Meyers (2005) stated that “writing is an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. It means that to create a good writing, the writers need to employ all their thoughts and knowledge.” It also means that the writer should be creative in exploring their ideas to create a product.

2.2.4.1 Components of Writing

According to Brown (2004), there are five components of writing:

(1) Organization

In writing, a writer needs to organize the content of writing. Organization means how a writer organizes his writing. The content should be well organized from the introduction, body and the last is the conclusion.

(2) Content

Content means logical development of ideas. In other words, a writer is expected to express and develop his ideas into a writing logically. The logical development ideas of writing will make the readers easy in getting the substance of writing.

(3) Grammar

In writing, especially English, a writer has to employ the grammatical forms and syntactic patterns.

(4) Mechanics

Mechanics is the use of the graphic conventions of the language. It includes the correct use of punctuation and spelling.

(5) Style

Style means the use of vocabulary, quality of expression and register.

From the description above, the writer concludes that writing is a process of exploring, arranging and revising ideas then converts them into text. It has five components; Organization, Content, Grammar, Mechanic and Style, and each of the components should have coherence.

2.2.4.2 Process of Writing

Writing is a process of delivering an idea or thought in a written form. As Harmer (2004) stated that the writing process- that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing

(shopping list, letters, essays, reports, or novels), and the medium in it written in (pen and paper, computer word files, live chat, etc)..

Harmer (2004) also states that —the process of writing is affected by some aspects, such as: the content of writing, the type of writing, and the medium of it is written. He also suggests four main elements in writing process. They are:

(1) Planning

In this stage, the writers have to think about three main issues: the purposes of their writing, the audience they are writing for, and the content structure of the piece.

(2) Drafting

This is the first version of a piece writing as a draft and it will produce on the way to the final version.

(3) Editing (reflecting and revising)

This stage needs some reflecting and revising helped by other readers (or editors) who comment and make suggestions to make it better.

(4) Final version

After editing their draft and making the changes they consider to be necessary, they produce their final version.(Harmer, 2004)

From the explanation above, the writer can conclude that there are four elements of writing process. They are Planning, Drafting, Editing (reflecting and revising) and Final Version.

2.2.2 Genre Text

In School Based Curriculum (2013), the Junior High School students, especially the eighth graders, have to learn 2 main genres. They are: (1) Functional Text; consisting of notices, and advertisement. And (2) Narration; consisting of narrative

text and recount text. Based on that statement there are two main genres that have to be mastered by junior high school students.

2.2.3 Extended Recount text

Recount text is a text that tells the reader about one story, action or activity. Extended Recount Text is a recount text with one additional part, and here the writer wanted to add a twist at the end of the recount text so that may become a more amusing story. As the recount text has a goal only to inform the readers, the extended recount text also has a goal to entertain the readers. Indeed, the extended recount text is almost similar with extended recount text. While the extended recount text is made out of imagination, the extended recount texts are based on the funny experiences. It retells a series of events or experiences in the past.

The generic structure of a recount text consist of orientation, events, and reorientation. Orientation gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened. Event is a series of events, ordered in a chronological sequence. And then Re-orientation, it is a personal comment about the event or what happened in the end. And at the re-orientation is where we usually put the twist to entertain the reader.

2.2.4 General Concept of Medium

Medium is an important thing in teaching and learning process. It can help teacher in delivering materials, so the students can easily receive what teacher's purpose. Media can also make the material delivered with an interesting way. Gerlach and

Ely (1980: 241) said that media are any person, materials, or events that establish conditions, which enable learners to acquire knowledge, skills, and attitudes.

According to Gerlach and Ely (1980:297) the media to teach are classified into several categories, namely:

(1) Picture

Picture consists of photographs or any objects or events, which may be larger or smaller than the object or event represents it.

(2) Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack. There are reproductions of actual event or soundtrack.

(3) Motion picture

A motion picture is a moving image in colour or black and white produced from live action or from graphic representation.

(4) Television

This category includes all types of audio video electronic distribution system, which eventually appear on TV monitor.

(5) Real things, simulation, and model.

This category includes people, events, objects, and demonstration real things as constructed with their media, are not substituted for the actual objects or events.

Based on definition above, it can be concluded that media play an important role in teaching and learning process. Media help student master materials

presented by the teacher. Media can be in a form of interesting thing such as pictures, comics, films, charts etc. From the definition above, the writer classifies Meme comic that will be used in this research into one of medium in picture media.

2.2.5 General Concept of Comic

Comic is one of the picture media with an interesting view. It can make students attracted and help them in acquiring the learning materials. It seems to be one of prominent media that is ignored by most educators. Some people still think that comic is only an entertainment medium. Smith (2006: 3) said that defining exactly what is referred by the term “comic” is not as easy as one might think. Comics are at best, misunderstood, and at worst, frequently stereotyped. For many, comics are nothing more than “crude, poorly drawn, semiliterate, cheap, disposable, kiddies fare”.

According to Smith (2006: 3-5) there are several categories of comics, those are:

Comics

It best considers ‘comic’ as a blanket term that can, and very often does, encompass all of the following more specific terms.

Comic Strip

Nowadays, this term specifies a comic in the style that appears in newspaper. These comics have minimum of one and usually a maximum of three or four panels. Its ‘strips’ may center on the same cast of character in each strip, the accompanying stories are often meant to stand on their own (i.e. they do not require the reader to be aware of previous strips to understand the current one). The primary genre of

these comics is humour. It is written and drawn by a single creator. (Such as in Bill Watterson's Calvin and Hobbes)

Comic Book

A comic book is basically same with comic strips, but it is made for a number of pages (22 pages is the industry standard for a comic book). The stories contained within a comic book are typically part of a serial story, and frequently require the readers to have knowledge of past issues. Further, very few strips are completed by a single creator. Usually a writer, an artist, an inker, a letterer, and a colourist are the minimum requirements. The super-hero genre is most commonly found in this style of comic. (Such as Detective Comic's Superman).

Trade Paper Back

A Trade Paper Back can still be classified as a comic; however, with the increase in production of these books in recent years they have come to occupy a classification of their own in popular terminology. Simply put, a trade paperback is a collection of comic books all bound together in one edition. Usually these 'trades' are organized around a single story that may expand over several issues. For instance, if a story took place in issues #475 - #495 in Marvel Comic's Amazing Spider-Man, they could be collected in a trade. The declining sales of comic books in recent years and the durability of a trade (compared to an individual book), trades are seen with increased frequency, even to the point that they are showing up in bookstores – a locale traditionally devoid of comics.

Graphic Novel

A graphic novel is somewhat similar to a trade paper back; it is constructed in a similar manner – more durable, more book like – and contains a story from start to

finish –though, again like trade paper backs, the characters of a graphic novel may appear in further works. Where graphic novels differ is that their stories are usually highly complex and, when coupled with the content, are directed at adult audiences. Further, like the story, the art of a graphic novel is often more freely artistic (less panelled). The difference in story and art sometimes leads to the idea that graphic novels are superior in literary and artistic content than other comics. A prominent example (it was recently made into a movie) is Frank Miller’s Sin City books.

Web comics

Like many things the world over, so to have comics been transposed onto the Internet. Yet, unlike other genres of literature that have merely been „reprinted“ or „repackaged“ on the Internet, comics have been recreated in cyberspace. Beginning in the late „90s, comics–mostly strips–began to appear on the Internet, which allowed some significant changes in the medium. First and foremost, Internet comics, or as pop culture defines them, web comics, have no publisher; they are self-published by the creators. As such, the web comic community is wide open to anyone who has the know-how and time (note: talent is not a prerequisite) to produce their own strip. Accordingly, quality varies widely – from amateur level comics produced by people in their spare time to professional comics produced by those lucky enough to make a living on their work. Second, without the restrictions imposed by publishers or syndicates, the content of comics also varies widely.

While some web comics are appropriate for all ages, the majority would receive ratings equivalent to a 14A movie. As stated, the strip form dominates web comics and most often humour is the genre in question. Also, as web comics are most akin to strips printed in newspapers, updates (i.e. new comics) range from

weekly to a daily schedules (though the average would be roughly 4 times per week). Given the points noted above and the dangers of the internet, caution should be exercised when approaching web comics, especially if they are intended for classroom use. (Example: arguably the most popular – millions of viewers per day – web comic, Mike Kraulik and Jerry Holkin’s Penny Arcade) Gerot and Wignell (1994:2) state that “grammar is a theory of language, of how language is put together and how it works.” They also state that “Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.” grammar is a set of rules to combine words which determine how the sentences are formed that help us to convey meaning or information in order to people understand about what we say. And so, we use grammar to communicate more effectively and precisely with others.

Thus, from the theory above the writer concludes that grammar is the central role in language teaching and learning process. It has the own rule to make word are combined into a sentence. The learners have to pay attention on that rule if they want to make a good and understandable sentence. Also, in order to the meaning of the sentence can be delivered well and there is no miss-communication.

2.2.6 Definition of Meme Comic

Knowyourmeme.com stated that meme comics (also known as rage comics) are series of web comics with characters, sometimes referred as “rage faces”, that are often created with simple drawing software such as MS Paint. The comics are typically used to tell stories about real life experiences and end with a humorous

punch line. It has become increasingly popular to create the comics using web applications often referred to as “rage comic generators” or “rage makers”.

2.3 Using Meme Comic as Media to Teach Extended Recount Text

Writing is one of four main skills in addition to listening, speaking and reading. Writing learning in school has not been through the interesting media. Teacher often delegates a task of writing without giving proper media to be able to produce a good work.

Writing is a long process of learning. As soon as students start to learn English, they should start to write in English. The writer believes that variety is the spice of life. No matter how interesting an activity is when the students first do it, they will get bored if they have tried for more than three times. Thus, as a high school English teacher, it is our responsibility to give a kind of proper media into the teaching writing activity.

In this case, the writer chose Meme Comic as a media to teach recount text because most of senior high school students like to read comic and Meme comic tell stories about real life experiences and end with a humorous punch line. It is similar with the characteristic of extended recount text which tells about real life experiences and has a twist to entertain the readers at the end of story. It also help teacher in getting more attention from the students.

The writer also considers in the characteristic of Senior High School students. We know that Senior High School students are reaching their adolescence period. Students in adolescence period are often doing something without considering the effect of each other. They do not pay attention to the teacher about

the lesson that should be mastered. Their mood swings are marked by peaks of intensity and by unpredictability.

According to Harmer (2001: 38), the characteristic of adolescents' learner are:

1. They seem to be less lively and humorous than adults;
2. Identity has to be forgetting among classmates and friends; peers approval maybe considerably more important for the student than the attention of the teacher;
3. They would be much happier if such problem did not exist;
4. They are disruptive in the class;
5. They have a great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Based on the explanation above, the writer uses Meme Comic as a media to teach recount text. It will help students in mastering writing recount text. It also helps students in creating a creative story. For teacher, it will make the students pay more attention to the lesson because most of junior high school students like reading comic.

2.4 Theoretical Framework

Writing is the most difficult subject to be learned by the students in Senior High School. Therefore, students often face the difficulties in learning one of four skills in English. Because of that condition, the teachers are needed to encourage and facilitate the students to improve their skills in English. One of several ways to improve students' skill in English is by using media in teaching learning process.

There are so many media that can be used in teaching English. Meme Comic and Picture are the example of the media that can be used in writing recount text. By using those media, teacher can attract students' attention and interest in writing recount text. There are so many advantages of using those media. In this case, the writer wants to compare those media to know which one is the better one.

In this study, the writer uses a quasi-experimental research. There are three steps in both experimental and control group in conducting this study. They are Pre-Test, Treatments and Post-Test. After the data were collected, the writer will calculate them by using SPSS to find out the significant difference of the gain between experimental group and control group.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the data analysis, conclusions and suggestions of this research are offered in this chapter.

5.1 Conclusion

According to the result of the study that has been discussed in previous chapter, the writer provides several conclusions about this study.

Meme Comic gives much contribution and help students in writing extended recount text. The students are able to organize the story very well by using this media. It also helps students to develop their idea in writing extended recount text. Meanwhile, the other media (picture) only helps a little in organizing the text. Most of students still confused in developing their idea. It is proven by the result of the post-test. After given the treatments, the experimental group which was given Meme Comic as media got higher achievement than the control group which was given Picture as media. Based on the calculation of t-test that has been explained in the previous chapter, it was obtained that t-value was 10.603 and the t-table was 1.696. It means that t-value was higher than t-table. From the explanation above, it can be concluded that there is a significant difference of the gain in writing extended recount text between control group and experimental group. In the other words, this finding revealed that the result of the research was in line with the writer's alternative hypothesis (H_a) that "There is a significant difference of the gain in writing extended recount text between control group and experimental group". It means that this hypothesis is accepted. While, the writer's null hypothesis (H_0) that

“There is no significant difference of the gain in writing extended recount text between control group and experimental group” is refused.

Although Meme Comic has much contribution and help students in writing extended recount text, it also has two disadvantages. First, in creating Meme Comic, it requires a skill in using drawing tool such as Photoshop, CorelDraw, Manga Studio, etc. Second, some Meme Comics use vulgar sarcastic words, it is our duty as a teacher to sort those things out and choose the best choice for the students.

5.2 Suggestions

Based on the conclusions above, the writer would like to present the following suggestion:

For students, learning to write an extended recount text by using Meme Comic as media is good. Most of students love comic. It can attract their attention and interest. It also develops their creativity in writing story.

For the English teachers, in order to teach language, teachers need a lot of media to support their teaching learning activity in the classroom. One of media that can be used to give innovation in teaching learning activity is Meme Comic. The teacher can use this media to attract students' interest and attention on the lesson. It also give a variation in teaching learning activity, so the students don't easily got bored in the middle of teaching learning activity.

The use of meme comic also gives a downside when it is used without the supervision of parents or teacher. Since almost every meme comic comes from the internet, the students can have a lot of access to various meme and sometimes it could be inappropriate content. So do be careful when using meme comic as a

media, the teachers had to choose the best and also appropriate meme comics for the students based on their age, moreover for the Junior High school students.

For the next researcher, the writer hopes that the result of this research will be useful for the reader. This research also can be one of the references for the next researchers who want to conduct deeper research by using all kind of comics including Meme Comic as media. They can also develop the study into better education progress.

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