CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter covers description of the data, the data which had been collected from the research in the field of study. The data were the result of pre test of experimental and control group the result of posttest of experimental and control group, result of data analysis, and discussion.

A. Presentation of the Data

1. The description data of Pre-Test and Post –Test Experimental Class

This section discussed the obtained data of the student's writing score using comic strips in teaching writing narrative text. The presented data consisted of pre-test and post-test score. The function of the table is to compare the result of the students' pre test and post test scores. The comparison pre test and post test scores were presented in the following table:

NO	CODE	PRETEST	CATEGORY	POSTTEST	CATEGORY	DIFF
1	E-01	52	Poor	88	Very Good	36
2	E-02	58	Poor	82	Very Good	24
3	E-03	55	Poor	77	Good	22
4	E-04	55	Poor	60	Fair	5
5	E-05	54	Poor	72	Good	18
6	E-06	58	Poor	60	Fair	2
7	E-07	52	Poor	63	Fair	11

Table 4.1 the Comparison of Pre-test and Post-test Score ofExperimental Group

8	E-08	57	Poor	65	Fair	8
9	E-09	58	Poor	79	Good	21
10	E-10	50	Poor	60	Fair	10
11	E-11	69	Fair	77	Good	8
12	E-12	68	Fair	75	Good	7
13	E-13	67	Fair	75	Good	8
14	E-14	61	Fair	86	Very Good	25
15	E-15	61	Fair	82	Very Good	21
16	E-16	57	Poor	80	Very Good	23
17	E-17	58	Poor	81	Very Good	23
18	E-18	67	Fair	71	Good	4
19	E-19	70	Good	85	Very Good	15
20	E-20	58	Poor	77	Good	19
21	E-21	57	Poor	80	Very Good	23
22	E-22	47	Poor	77	Good	30
TOTAL		1286		1652		363
MEAN		61,1		75,9		16,5
LOWEST		47		60		
HIGHES						
Т		70		88		

From the table above, it can be seen that there were 15 students (68.1%) whose score was classified in the very poor category, there were 6 students (27.2%) whose score was classified in the fair category and there was 1 student (4.5%) whose score was classified in the good category. There were 5 students (22.7%) highest score was from poor category into very good category the score poor there were 52, 58, 57, 58, 57 and the score very good there were 88, 82, 80, 81, 80. In the difference of poor and very good category the score there were 36, 24, 23, 23, and 23. There were 5 students (22.7%) highest score was from poor category into good category the score poor there were 55, 54, 58, 58, 47 and the score good were 77, 72, 79,77, 77. In the difference of poor and good category the score were 22, 18, 21, 19 and 30. There were 4 students (18.18%) highest score was from fair into good category the score fair were 69, 68, 67, 71 and the score 77, 75, 75, and 71. In the difference of fair and good category the score were 8, 7, 8 and 4.

2. The descriptiondata of Pre-Test and Post-Test Control Score

This section discussed the obtained data of the student's writing score using pictures in teaching writing narrative text. The presented data consisted of pre-test and post-test score. The function of the table is to compare the result of the students' pre test and post test scores. The comparison pre test and post test scores were presented in the following table:

NO	CODE	PRETEST	CATEGORY	POSTTEST	CATEGORY	DIFF
1	C-01	71	Good	72	Good	1
2	C-02	60	Fair	70	Good	10
3	C-03	60	Fair	55	Poor	5
4	C-04	63	Fair	72	Good	9
5	C-05	56	Poor	70	Good	14
6	C-06	56	Poor	63	Fair	7
7	C-07	71	Good	55	Poor	16
8	C-08	47	Poor	51	Poor	4

Table 4.2 the Comparison of Pre-test and Post-test Score of
Control Group.

9	C-09	70	Good	65	Fair	5
10	C-10	66	Fair	75	Good	9
11	C-11	61	Fair	67	Good	6
12	C-12	62	Fair	65	Fair	3
13	C-13	53	Poor	40	Poor	13
14	C-14	67	Fair	62	Fair	5
15	C-15	62	Fair	62	Fair	0
16	C-16	62	Fair	49	Poor	13
17	C-17	60	Fair	59	Poor	1
18	C-18	60	Fair	61	Fair	1
19	C-19	59	Poor	63	Fair	4
20	C-20	64	Fair	60	Fair	4
21	C-21	64	Fair	59	Poor	5
22	C-22	56	Poor	64	Fair	8
23	C-23	56	Poor	71	Good	15
24	C-24	60	Fair	68	Fair	8
TOTAL		1466		1498		166
MEAN		61,0		62,7		6,92
LOWES						
Т		41		40		
HIGHES						
Т		71		75		

From the table above, it can be seen that there were 7 students (29.1%) whose score was classified in the very poor category, there were 14 students (58.3%) whose score was classified in the fair category and there were 3 students (12.5%) whose score was classified in the good category. There were 4 students (16.6%) highest score was from fair category into good category the score there were 60, 63, 66, 61 and the score good were 70, 72, 75, 67. In the difference of fair and good category the score there were 10, 9, 9 and 6. There was 1 student (4.1%) highest score was from poor category into good category the score poor were 56 and the score good were 71. In the difference of poor and good category the score were 15. There was 1 student (4.1%) highest score was from poor into fair category the score fair were 56 and the score 64. In the difference of fair and good category the score there were 8.

3. Description of Students' Writing Progress

The effect of Comic Strips toward students' writing can be seen from the students' product. The following table displays the students' progress from the pre-test to treatment and finally to post-test.

No	o Name Writing			Prod1			Prod 2	2		Prod 3		Total		Augrago
INO	Iname	Elements	Rt1	Rt2	Avg	Rt1	Rt2	Avg	Rt1	Rt 2	Avg	Rt1	Rt2	Average
		Content	14	16	15	17	18	18	20	27	24	51	61	82
		Organization	13	15	14	18	17	18	22	22	22	53	54	80
1 Ex-1	Grammar	15	16	16	16	18	17	20	21	21	51	55	79	
		Vocabulary	13	15	14	19	18	19	23	21	22	55	54	82
		Punctuation	3	2	3	3	3	3	3	4	4	9	9	14
		Content	13	17	15	18	17	18	20	20	20	51	54	78
		Organization	12	14	13	14	16	15	17	20	19	43	50	68
2	Ex-2	Grammar	14	15	15	16	17	17	18	19	19	48	51	74
		Vocabulary	15	16	16	16	17	17	19	23	21	50	56	78
		Punctuation	2	2	2	3	3	3	3	4	4	8	9	13
		Content	15	16	16	16	17	17	19	20	20	50	53	77
2	$E_{\rm W}$ 2	Organization	14	16	15	16	16	16	20	18	19	50	50	75
3	LA-3	Grammar	13	17	15	15	17	16	18	20	19	46	54	73
		Vocabulary	13	14	14	15	16	16	19	21	20	47	51	73

Table 4.3 Students' Writing Progress

		Punctuation	2	3	3	3	3	3	4	3	4	9	9	14
		Content	14	16	15	20	21	21	24	22	23	58	59	88
		Organization	13	16	15	19	21	20	22	17	20	54	54	81
4	Ex-4	Grammar	13	15	14	21	23	22	23	20	22	57	58	86
		Vocabulary	15	16	16	18	19	19	21	20	21	54	55	82
		Punctuation	3	2	3	2	3	3	3	2	3	8	7	12
		Content	13	16	15	18	19	19	20	17	19	51	52	77
		Organization	15	16	16	19	21	20	22	20	21	56	57	85
5	Ex-5	Grammar	13	15	14	17	19	18	23	21	22	53	55	81
		Vocabulary	13	16	15	19	20	20	20	18	19	52	54	79
		Punctuation	3	3	3	3	3	3	3	3	3	9	9	14
		Content	14	16	15	16	18	17	19	16	18	49	50	74
		Organization	15	16	16	16	17	17	18	20	19	49	53	76
6	Ex-6	Grammar	17	19	18	19	21	20	22	20	21	58	60	88
		Vocabulary	14	16	15	16	17	17	18	20	19	48	53	75
		Punctuation	3	2	3	2	4	3	3	3	3	8	9	13
		Content	15	17	16	17	19	18	21	27	24	53	63	85
		Organization	16	15	16	17	18	18	18	20	19	51	53	76
7	Ex-7	Grammar	15	16	16	16	18	17	19	21	20	50	55	76
		Vocabulary	17	18	18	17	18	18	18	18	18	52	54	79
		Punctuation	3	2	3	4	4	4	4	3	4	11	9	16
		Content	17	18	18	18	19	19	20	21	21	55	58	84
		Organization	15	16	16	17	18	18	18	19	19	50	53	77
8	Ex-8	Grammar	15	17	16	18	18	18	19	18	19	52	53	79
		Vocabulary	14	15	15	16	17	17	18	20	19	48	52	74
		Punctuation	2	3	3	3	3	3	3	3	3	8	9	13
		Content	17	16	17	18	18	18	19	17	18	54	51	80
		Organization	13	12	13	15	17	16	17	21	19	45	50	70
9	Ex-9	Grammar	15	16	16	17	18	18	18	21	20	50	55	78
		Vocabulary	18	17	18	17	18	18	18	20	19	53	55	81
		Punctuation	3	2	3	3	3	3	3	3	3	9	8	13
		Content	17	17	17	18	18	18	19	21	20	54	56	82
		Organization	13	15	14	15	18	17	18	17	18	46	50	71
10	Ex-10	Grammar	15	17	16	16	18	17	18	20	19	49	55	77
		Vocabulary	16	17	17	18	18	18	19	21	20	53	56	81
		Punctuation	3	2	3	3	3	3	3	4	4	9	9	14

1		Content	15	16	16	17	18	18	19	18	19	51	52	77
		Organization	12	13	13	14	15	15	17	20	19	43	48	67
11	Ex-11	Grammar	12	14	13	15	17	16	18	19	19	45	50	70
		Vocabulary	15	16	16	16	18	17	19	18	19	50	52	76
		Punctuation	2	3	3	3	3	3	3	3	3	8	9	13
		Content	16	17	17	17	18	18	18	20	19	51	55	79
		Organization	14	15	15	15	17	16	18	18	18	47	50	72
12	Ex-12	Grammar	11	13	12	14	17	16	17	15	16	42	45	65
		Vocabulary	14	17	16	17	18	18	18	18	18	49	53	76
		Punctuation	3	2	3	3	3	3	3	3	3	9	8	13
		Content	14	15	15	17	17	17	18	18	18	49	50	74
		Organization	15	16	16	17	18	18	18	20	19	50	54	77
13	Ex-13	Grammar	12	15	14	14	16	15	18	18	18	44	49	69
		Vocabulary	13	14	14	16	17	17	18	15	17	47	46	70
		Punctuation	2	2	2	3	3	3	3	3	3	8	8	12
		Content	15	16	16	18	19	19	19	20	20	52	55	80
		Organization	12	13	13	13	15	14	17	20	19	42	48	66
14	Ex-14	Grammar	14	15	15	16	18	17	18	20	19	48	53	75
		Vocabulary	15	16	16	17	18	18	18	21	20	50	55	78
		Punctuation	3	2	3	3	3	3	3	4	4	9	9	14
		Content	15	16	16	17	18	18	19	20	20	51	54	78
		Organization	12	14	13	13	16	15	18	20	19	43	50	68
15	Ex-15	Grammar	15	16	16	17	18	18	18	18	18	50	52	76
		Vocabulary	16	17	17	17	17	17	18	18	18	51	52	77
		Punctuation	3	2	3	3	3	3	3	3	3	9	8	13
		Content	13	15	14	16	17	17	18	22	20	47	54	74
		Organization	13	15	14	16	18	17	19	19	19	48	52	74
16	Ex-16	Grammar	14	15	15	16	17	17	18	18	18	48	50	73
		Vocabulary	15	16	16	17	18	18	18	19	19	50	53	77
		Punctuation	3	2	3	3	3	3	3	3	3	9	8	13
		Content	13	16	15	15	17	16	18	23	21	46	56	74
		Organization	13	14	14	16	17	17	18	20	19	47	51	73
17	Ex-17	Grammar	12	12	12	13	16	15	17	15	16	42	43	64
		Vocabulary	13	15	14	16	17	17	17	20	19	46	52	72
		Punctuation	2	2	2	3	3	3	3	3	3	8	8	12
18	Ex-18	Content	15	16	16	16	17	17	17	13	15	48	46	71

		Organization	12	13	13	14	15	15	17	15	16	43	43	65
		Grammar	12	14	13	16	17	17	18	14	16	46	45	69
		Vocabulary	15	16	16	17	18	18	18	16	17	50	50	75
		Punctuation	2	2	2	3	3	3	3	2	3	8	7	12
		Content	15	16	16	17	18	18	18	23	21	50	57	79
		Organization	13	14	14	16	17	17	18	22	20	47	53	74
19	Ex-19	Grammar	12	13	13	14	16	15	17	17	17	43	46	66
		Vocabulary	14	15	15	16	17	17	18	19	19	48	51	74
		Punctuation	3	3	3	3	3	3	3	4	4	9	10	14
		Content	13	15	14	17	17	17	18	21	29	48	53	75
		Organization	17	18	18	19	20	20	21	16	19	57	54	84
20	Ex-20	Grammar	13	14	14	15	17	16	18	18	18	46	49	71
		Vocabulary	14	15	15	16	17	17	17	20	19	47	52	73
		Punctuation	2	2	2	3	3	3	3	3	3	8	8	12
		Content	14	15	15	17	18	18	19	20	20	50	53	77
		Organization	13	14	14	17	19	18	19	20	20	49	53	76
21	Ex-21	Grammar	14	16	15	18	18	18	19	20	20	51	54	78
		Vocabulary	17	17	17	18	19	19	20	21	21	55	57	84
		Punctuation	2	3	3	3	4	4	4	4	4	9	11	15
		Content	17	18	18	18	18	18	18	20	19	53	56	81
		Organization	17	18	18	18	21	20	21	19	20	56	58	85
22	Ex-22	Grammar	13	15	14	17	18	18	22	17	20	52	50	77
		Vocabulary	17	17	17	18	19	19	19	18	19	54	54	81
		Punctuation	2	3	3	3	4	4	4	4	4	9	11	15

From the table above, it can be seen that the students' writing were gradually improved in terms of 5 writing element assessed in the scoring rubric. Particularly, there are 9 students whose writing content improve from product 1 to product 3.There were 5 students whose writing organization improve from product 1 to product 3, there were 6 students whose writing grammar improve from product 1 to product 3,

there were 8 students whose writing vocabulary improve from product 1 to product 3 and there 7 students whose writing punctuation improve from product 1 to product 3.

B. The Result of Data Analysis

1. Testing Hypothesis Using Manual Calculation

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the standard error of X_1 and X_2 . It was found the standard deviation and the standard error of post test of X_1 and X_2 at the previous data presentation. It could be seen on this following table:

Table 4.4 the Standard Deviation and the Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X ₁	7.902	1.724
\mathbf{X}_{2}	8.268	1.274

Where:

 $X_1 = Experimental Group$

 $X_2 = Control Group$

The table showed the result of the standard deviation calculation of X_1 was 7.19and the result of the standard error mean calculation was 1.2. The result of the standard deviation calculation of X_2 was 7.35and the result of the standard error mean calculation was 1.3.

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 as follows:

Standard Error of Mean of Score Difference between Variable I and Variable II:

$$SE_{M1} - SE_{M2} = \sqrt{SEm1^{2} + SEm2}^{2}$$

$$SE_{M1} - SE_{M2} = \sqrt{1.724^{2} + 1.274^{2}}$$

$$SE_{M1} - SE_{M2} = \sqrt{2.972176 + 1.623076}$$

$$SE_{M1} - SE_{M2} = \sqrt{4.595252}$$

$$SE_{M1} - SE_{M2} = 2.14365389 \text{ or } 2.144$$

Then, it was inserted to the t_oformula to get the value of t observe as follows:

$$t_{o} = \frac{M_{1} - M_{2}}{SE_{M1} - SE_{M2}}$$
$$t_{o} = \frac{75.86 - 62.79}{2.144}$$
$$t_{o} = \frac{13.07}{2.144}$$
$$t_{o} = 6.0960821 \text{ or } 6.096$$

With the criteria:

If t-test (t-observed) \geq t_{table}, it means Ha is accepted and Ho is rejected.

If t-test (t-observed) <t_{table}, it means Ha is rejected and Ho is accepted.

Then, the writer interpreted the result of t- test. Previously, the writer accounted the degree of freedom (df) with the formula:

df =
$$(N_1 + N_2 - 2)$$

= $(22 + 24 - 2)$

 t_{table} at df 44 at 5% significant level = 2.015

The calculation above showed the result of t-test calculation as in the table follows:

Variable	t observe	t ta	ble	Df/db
		5%	1%	
X ₁ - X ₂	6.078	2.015	2.692	44

Table 4.5 the Result of T-test

Where:

X_1	= Experimental Group
X_2	= Control Group
t observe	= The calculated Value
t table	= The distribution of t value
df/db	= Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of t_{observed} was higher than the value of t_{able} at 1% and 5% significance level or 2.015<6.096>2.692. it could be interpreted that alternative hypothesis (H_a) was accepted. It meant there is significant difference between students' ability using English Comic Strips and without using English Comic Strips in writing narrative text of the tenth graders of SMA Muhammadiyah Palangka Raya. On the other hand, there is no significant difference between students' ability using English Comic Strips

and without using English Comic Strips in writing narrative text of the tenth graders of SMA Muhammadiyah Palangka Raya was rejected. Simply, it could be interpreted that null hyphothesis was rejected.

Teaching writing using comic strips gave significant effect on the students' writing ability of the tenth graders of SMA Muhammadiyah Palangka Raya. It meant students who are taught by using English Comic Strips have better writing achievement than those taught by non English Comic Strips.

C. Testing Hypothesis Using SPPS Program

The writer also applied SPSS 16.0 program to calculate t test in testing hypothesis of the study. The result of t test using SPSS 16.0 was used to support the manual calculation of the t test. The result of the t test using SPSS 16.0 program could be seen as follows:

Group	Ν	Mean	Std. Deviation	Std. Error Mean
Experi ment	22	75.09	8.591	1.832
Control	24	62.42	8.219	1.678

Table 4.6 the Standard Deviation and the Standard Error of X₁ and X₂

The table showed the result of the standard deviation calculation of X_1 was 8.219 and the result of the standard error mean calculation was 1.678. The result of the standard deviation calculation of X_2 was 8.591 and the standard error mean calculation was 1.678.

Table 4.7 the calculation of T-test Using SPSS 16.0

		Leve Tes	ene's t for								
	Equality		1								
	of		1								
		Variances		t-test for Equality of Means							
		Ī !	Īļ	Ī					95	;%	
	ļ								Confi	dence	
	ļ							Std.	Interv	val of	
	ļ							Error	th Diff.	ie	
l		_ !		_		Sig. (2-	Mean	Differenc	Diffe	rence	
<u> </u>		F	Sig.	Т	Df	tailed)	Difference	e	Lower	Upper	
Group	Equa l varia nces assu	.191	.664	6.09 6	44	.000	12.674	2.479	7.678	17.67 0	
	med Equa l varia nces not assu med			6.05 7	43.23 4	.000	12.674	2.484	7.666	17.68 3	

Independent Samples Test

Based on the result of t-value using SPSS 16.0 program. Since the result of post test between experimental and control group had difference score of variance, it found that the result of t observed was 6.096, the result of mean difference between experimental and control group was 12.674.

To examine the truth or the null hypothesis stating that there is no significant difference between students' ability using English comic strips and without using comic strips in writing narrative text at tenth grade of SMA Muhammadiyah Palangka Raya was rejected, the result of post test was interpreted on the result of degree freedom to get t *table*. The result of degree freedom (df) was 44. The following table was the result of t *observed* and t *table* from 44 df at 5% and 1% significance level.

Table 4.8 the Result of T-test

Variable	t observe	t tab	Df/db	
		5%	1%	
X ₁ - X ₂	6.096	2.015	2.692	44

D. Interpretation

The interpretation of the result of t-test using SPSS 16.0 program, it was found the t_{observe} was greater than t_{table}at 1% and 5% significance level 2.015<6.096> 2.692. it could be intepreted based on the result of calculation that Ha stating there is significant difference between students' ability using English comic strips and without using English comic strips in writing narrative text at tenth grade of SMA Muhammadiyah Palangka Raya was accepted and Ho stating that there is no significant difference between students' ability using English comic strips and without using English comic strips in writing narrative text at tenth grade of SMA Muhammadiyah Palangka Raya was accepted and Ho stating that there is no significant difference between students' ability using English comic strips and without using English comic strips in writing narrative text at tenth grade of SMA Muhammadiyah Palangka Raya was rejected.Teaching writing using comic strips gave significant effect on the students' writing ability at the tenth grade students of SMA Muhammadiyah Palangka Raya. It meant students who are taught by using English comic strips have better writing achievement than those taught by non using English comic strips.

E. Discussion

The result of analysis showed that there was significant effect of Using English Comics Strips in Writing Narrative Texts to the Tenth Graders of SMA Muhammadiyah Palangka Raya, It can be explained:

Meanwhile, after the data was calculated using manual calculation of t test .It was found the t observed was higher than the t table at 1% and 5% significance level 2.015<6.096> 2.692 It meant Ha was accepted and Ho was rejected. And the data calculated using SPSS 16.0 program, it was found the t observed was higher than the t table at 1% and 5% significance level 2.015<6.096> 2.692. It meant Ha was accepted and Ho was rejected. This finding indicated that the alternative hypothesis (Ha) stating that there was any significant effect of Using English Comics Strips in Writing Narrative Texts of the Tenth Graders of SMA Muhammadiyah Palangka Raya was accepted. On the contrary, the Null hypothesis (Ho) stating that there was no any significant effect of Using English Comics Strips in Writing Narrative Texts of SMA Muhammadiyah Palangka Raya was rejected. Based on the result the data analysis showed that using English Comics Strips in Writing Narrative Texts the Tenth Graders of SMA Muhammadiyah Palangka Raya.

After the students have been taught by using Comic Strips, the writing score were higher than before implementing Comic Strips as a learning media. It can be seen in the comparison of pre test and post test score of experimental group and control group (see p.63). This finding indicated that Comic Strips was effective and supports the previous research done by Fika Megawati, Norma Indah Lutfitati and Lili Purwanitasari that also stated teaching writing by using Comic Strips was effective.

There were some reasons why using comic strips media gave significance effect for the students' writing scores of Tenth graders students at SMA Muhammadiyah Palangka Raya. First, comic strips were effective in terms of improving the students' English writing score. It can be seen from the improvement of the students' score average in the post-test. From the mean score of control and experiment were 62.7 and 75.9. (See p.63).It supports the previous study by Fika Megawati and Lili Purwanitasari states that using Comic Strips increase in writing ability significantly intensified. (Chapter two page.10)

It was suitable with the result of pre-test and post test for Experiment and control Group. (See p.63 and 74). In the pre-test of experiment group there were fifteenstudents that got poor predicate. They were E-01,E-02,E-03,E-04,E-05,E-06,E-07,E-08,E-09,E-10,E-16,E-17,E-20,E-21andE-22. There were six students that got fair predicate. They were E-11,E-12,E-13,E-14,E-15 and E-18. There was one student that got good predicate. She was E-19Then, in the pre-test score of control group there were seven students that very poorpredicate. They were C-05,C-06,C-08,C-

13,C-19,C-22 and C-23. There were fourteen students that got fair predicate. They were C-02,C-03,C-04,C-10,C-11,C-12,C-14,C-15,C-16,C-17,C-18,C-20,C-21 and C-24. There were three students that got good predicate. They were C-01, C-07 and C-09.

Based on the result of post-test for experimental and control group, (See p.63 and 74). In the experimental group, there were eight students that got very good predicate. They were E-01,E-02,E-14,E-15,E-16,E-17,E-19 and E-21. There were nine students that got good predicate; they were E-03,E-05,E-09,E-11,E-12,E-13,E-18,E-20 and E-22. There were five students that got fair predicate. They were E-04,E-06,E-07,E-08 and E-10. In the control group, there were seven students that got poor predicate. They were C-03,C-07,C-08,C-13,C-16,C-17 and C-21. There were seven students that got good predicate. They were C-01,C-02,C-04,C-05,C-10,C-11 and C-23. There were ten students that got fair predicate. They were C-06,C-09,C-12,C-14,C-15,C-18,C-19,C-20,C-22 and C-24.

The theory supported by the study Fika Megawati Writing is an extremly complex activity requires the writer to control a wide variety of complex information. Writing considered the most difficult of the four basic language skills to master, both the first and for second language writer the result of the study shows that using of comic strips could improve the students' ability in writing a narrative text it was found that the use of comic strips for composing narrative texts through writing process in the study showed that the students' writing ability improved during the cycles conducted. Besides, the mean scores of each aspect of writing; content, organization, grammar, vocabulary, and mechanics also improved. (chapter two p.9).

The next reason was comic strips can motivate students in teaching learning process. It was suitable with the students response when learning process is going, they enthusiasm the activity make to documentation with their background knowledge. It was necessary to keep responses inside the topic. It indicated that using comic strips was effective in enhance writing motivation and encouragement. (See p.66). It supports with fika megawati and Noemi Csabay (chapter II page. 9 and p. 33) states that Comic Strips can motivate and given interesting the students to take a part in the teaching learning process effective to help the students understand the writing text.

Those are the result of pre-test compared with post-test for experimental group and control group of students at SMA Muhammadiyah Palangka Raya. Based on the theories and the writer's result, comic strips gave significance effect for the students' writing scores of tenth grader students at SMA Muhammadiyah Palangka Raya.