

TRANSMITTING LOCAL WISDOM CULTURE BY APPLYING LOCAL WISDOM-BASED COMIC STRIPS IN TEACHING WRITING

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Abstract

The present paper aims to know whether there is any influence of using local wisdom-based comic strips in teaching writing for the junior high school students. Local wisdom-based comic strips is a developed comic strips that contain local wisdom as the knowledge of the local people which is inherited hereditary. Creating the local wisdom-based comic strips and applying them as media to teach writing aims to facilitate the students and teacher to do the teaching and learning process. Besides, they also can create the education which can provide the meaning for local people's life. In other words education can be the spirit which colors the local people's life. The research design is quasi experimental with two group as experimental group and control group which uses t-test to analyze the data and compares the results. The researcher used a test in form of writing test as the instrument of getting the data. There were 70 students which were taken as sample from a junior high school in Nganjuk which are separated into two groups of experimental and control. The research result was shown by the mean score of experimental class is 78.19. It also can be seen that the value of Sig. (2-tailed) is 0.000 which means that the value of Sig. (2-tailed) < 0.05. So the alternatives hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. The conclusion is the use of local wisdom-based comic strips has a significant influence to the students writing skill.

Keywords: Local Wisdom-based comic strips, writing, quasi experimental research

Introduction

Writing for junior high school students is a difficult skill which little of the students attracted to learn about it. As one of the four skills in English actually writing is also crucial to be learn because students need to communicate with the other people not just using oral way but also written. But students have difficulties to draw their idea into the written form because they cannot organize their idea in a good order. Murcia (2000: 261) shares an idea that it is needed a higher level of skill to write a good text. In other words writing is the most difficult skill to be learnt because students have to have a good knowledge about English to master writing well. Then from the

observation of students in class of writing, there are some problems faced by both the students and the teacher.

Students of junior high school are those who have a good opportunity to master writing skill as good as they can because they are a fresh graduate from elementary school so it is so easy to build their mindset about learning English especially writing, the skill which are not often taught to them. The paradigm of writing comes from a thought that mastering English is about speaking and reading which means if the students want to get a good score at school so they have to answer some questions and practice speaking in front of the class with their partner. It pushes the students to focus on the both reading and speaking because the need to have good final result of their learning report.

The problem above results a low motivation of learning writing of students. Motivation is an impulse which comes from inside of people to complete an action and it is very important for the students because by having a high motivation to learn they will struggle for their success (Celdan, 2017). In the other hand, low motivation can affect the students writing learning result because they have no push from their selves to complete the task. The use of limited media in teaching learning process is also a factor which influences the students' motivation writing well. Media in teaching learning process is an important part to stimuli students to build students' curiosity about the material. In fact, the use of media in teaching writing is still ineffective. Teacher sometimes provides materials from the textbook, explains it, and asks the students to do the task. This kind of activity delivers a boring atmosphere in the classroom.

Besides, it is needed to teach the students with the local knowledge especially which comes from the local area. It is good for the students to know the local knowledge because they need to develop their characters. Indonesian students as EFL learners are directed by an English teacher to learn English by showing its culture, in fact, it is done to make students take deeply learning about the target language. Pratiwi (2013) states that learning second language (L2) does not mean learning the culture, both of them are different or in other words to learn the language the students do not need to learn the culture. The

culture of the target language is just an additional knowledge for the students. In fact, the use of media which consist about the local culture or local wisdom are still lack. In teaching writing the teachers shares the materials from the textbook then asks the students to practice by their own without giving any direction to organize their idea. The combination between writing and local wisdom material are useful to build students' skill in developing their idea in writing activity.

The other problems are about the materials which are provided by the teacher. In providing writing materials teacher concerns to the grammatical structure even there are five indicators of writing which becomes the writing scoring rubric. It means to pass the writing task students should master the indicators then apply them in the text. In fact, most of the materials that students get for writing material are grammatical structure about making a good sentence, tenses, modal, etc. Based on the result of experts' construction there are five indicators for writing, they are content, organization, grammar, vocabulary, mechanics (Ekorini & Rosiana, 2018). From this explanation it can be seen that the teaching and learning process of writing which is done by the teacher is not effective. There are some missing point which actually very crucial to improve students' writing skill.

To complete all the cases, researcher uses local wisdom-based comic strips as media to teach writing for junior high school students. Local wisdom-based comic strips itself is a developed comic strips which consist of local wisdom as the knowledge for the students and the writing materials to cover all the writing indicators (Ekorini & Rosiana, 2018). Gonzalez-Espada (2003) explains comic strips as sequences of picture panels which complete with narration and dialog among the characters. Comic strips sometimes are used to sound crucial issues to be published in newspaper. But nowadays, comic strips are also used as teaching media because students are more attracted to the picture and the content of the dialog. The local wisdom-based comic strips are developed to minimize the teaching and learning problem of writing. By using this media students can get idea from the picture then they can try to develop their idea. Besides, the sentences in this media are delivered using appropriate

grammatical structure and good mechanics so teacher can lead students to understand the use of punctuation, capital letter, and the rule of making a right sentence.

Hutchinson (2005: 5) states that writing is just a way to express ideas in written form by developing the skill of grammatical structure and generating thought to put some meaningful words into a text. Nadler, *et al.* (2005: 128) state that writing is about using letters and symbols of language which are written in good form based on the language rules. Lieberman and Wood (2003: 19) say that writing produces a text which consist any idea from the experiences, internal lives, or idea from the other exploration results.

Rochberg (2004: 2) states that writing is related the constellations to cuneiform signs from which one could read and derive meaning, and thus express the idea so that written messages were encoded in celestial phenomena. Besides, writing can be said to be the act of forming graphic symbols, arranging the symbols, arranging the symbols according to certain conventions, forming words, arranging the words to form sentences. O'Malley (1996:136) defines writing as a personal performance in which writers get ideas and transform it into the topic. Ekorini & Rosiana (2018) conclude that writing is a form of expression, a personal performance which is forming graphic symbols, arranging the symbols, forming words by using appropriate letters and symbols, and arranging the words to form sentences by putting them into written form according to the standard usage of a given language in order to record, shape, and analyze experiences, to express internal lives, to derive meaning, and to explore ideas learned from others.

Writing is a skill which is very complex to be learnt. Students who want to master writing skill must have a good ability in vocabulary mastery that can support them to deliver all their ideas to the written text through the words. Suppose if students have low vocabulary mastery, they must not know what they want to write to express their idea. Besides, to write a text in a good sequence they need to do more practice of organizing the idea. It is the crucial part of learning writing because most of the students just learn about how to construct a good sentence without arranging an appropriate idea to share so that

is why writing becomes a complex learning process of English. Writing is about expressing idea freely by an author. It means teacher should lead their students to open their thinking that writing is not as difficult as they think. For addition, writing can help them to share what they think and feel about something. Asking students to analyze any issues around them can take them to the creative thinking. Issues around the students are the stimulus for them to be responded by creating a sequence of idea to be shared in a form of written text which concern to the organization, content, grammatical structure, vocabulary, and mechanics.

Local wisdom-based comic strips are kind of comic strips to teach writing skill to the junior high school students which consist of writing material and of course the local wisdom as students' knowledge about the local culture and value. This media are developed to cover all the problems which come from the older comic strips. Comic strips itself is sequences of picture inside of boxes which tell a particular story based on an actual issues (Liu, 2009: 224). Educational comic strips are provided by an illustrator in a educational website can used as the teaching media, but it must be noticed that the comic strips are made based on the real life of the native people. It other word the content of comic strips are not appropriate with the local condition. It is not easy to clarify to the students about the culture and the value from different country.

Local wisdom-based comic strips deliver materials which cover the five indicators of writing. As the first indicator of writing is content, local wisdom-based comic strips can lead students to make a sequence of story. Students can use the chronology of the comic strips to build their own text. Beside, student can organize their idea to be a clear story order. The other indicators which are covered by the local wisdom-based comic strips are vocabulary mastery, grammar, and mechanics. These comic strips provided appropriate sentences and mechanics to be learnt by students. The story is also understandable and attractive. Here the sample of the local wisdom-based comic strips which are applied in teaching learning process of writing:

Research Method

The method of this research is a quantitative method. It is kind of research that gives a pressure in systematic analysis, using statistic analysis toward the quantitative data that includes correlation study, experiment, and expo facto. For this research, researcher assesses two independent variables they are local wisdom based-comic strips and conventional teaching method with one dependent variable it is students' writing skill. The researcher uses an experimental design by using t-test to analyze the main effect of using local wisdom-based comic strips and conventional teaching method to teach writing for junior high school students. This research is a quasi research because random assignment is not applied because the researcher does not change the existing class. The researcher uses the classes which have been plotted by the school regulation. Furthermore, the independent variable is local wisdom-based comic strips for experimental class and conventional teaching method for control class (X) and the dependent variable is students' writing skill (Y).

The sampling technique used in this research is cluster random sampling because the population in this research consists of group. The population is the homogenous students of VIII class starting from class VIII A to G. The sample taken randomly by the researcher is class VIII B (experimental class) and VIII D (control class) which consist of 36 and 35 students.

For the data collection, the researcher uses test and documentation. The tests are given to the students in experimental class and control class after getting treatment using local wisdom-based comic strips for experimental class and conventional teaching method for control class. Before doing the test, the researcher has tried the instrument out to know the readability of it by providing readability instrument.

To score the students' writing skill researcher uses scoring rubric which there are five indicators of writing. The five major element of the scoring are content, organization, grammar, vocabulary, and mechanics. To analyze the data from the test result researcher uses t-test to know whether there is an

influence of using local wisdom-based comic strips or not to the students' writing skill and uses SSPS to compute the data

Results and Discussion

a. Normality test

To identify whether a population is normal or not, normality test is employed in this research. The normality test was applied to the writing scores of experimental and control groups. Then, *Kolmogorov Smirnov* test was employed to find out the normality of the population. The test result is presented in the following table:

Table 1. The Summary of Normality Test

		Experimental Class	Control Class
N		36	35
Normal Parameters	Mean	78.9	70.71
	Std. Deviation	8.796	7.872
Most Extreme Difference	Absolute	.165	.165
	Positive	.108	.165
	Negative	-.165	-.150
Kolmogorov-Smirnov Z		.988	.974
Asymp. Sig. (2-tailed)		.283	.298

Test distribution is Normal

Based on the computation above, it is shown that the value of *asymp. Sig. (2 tailed)* is 0.283 for the experimental class and 0.298 for the control class and the computation is more than 0.05. From the result it can be concluded that both experimental and control class are in normal distribution.

b. Homogeneity

The researcher analyzed the homogeneity of the data to know whether the data are homogenous or not. The summary of the test of the homogeneity is as follows:

Table 2. The Summary of Homogeneity Test of Variance

Level Statistic	df1	df2	Sig.
.177	1	69	.675

Based on the homogeneity testing the value of significance is $0.675 \geq 0.05$ so the sample of this research is homogenous.

c. Hypothesis Testing

To test the hypothesis of this research the researcher uses *t-test* to find whether the hypothesis is accepted or rejected. If $t_o < t_t$ then H_o is accepted, if $t_o > t_t$ then H_o is rejected. The rule of using significant value is if $sig. > \alpha$ then H_o is accepted, if $sig. < \alpha$ then H_o is rejected. The analysis of the students writing skill after taking writing test as follow:

Table 3. The Summary of t-test Computation

Class	N	Mean	Std. Deviation	Std. Error Mean
Experimental	36	78.19	8.796	1.466
Control	35	70.71	7.872	1.331

Value	Levene's Test for Equality of Variances		t-test for Equality of Means						
	f	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.217	.274	3.772	69	.000	7.480	1.983	3.524	11.436

Equal variances not assumed			3.778	68.539	.000	7.480	1.980	3.530	11.430
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Based on the table above, the mean score of experimental class is 78.19 with students of 36 while the mean score of control class is 70.71 with students of 35. It also can be seen that the value of *Sig. (2-tailed)* is 0.000 which means that the value of *Sig. (2-tailed)* < 0.05 so H_0 is rejected and H_a is accepted. It can be concluded that the mean score of the experimental class which is taught using local wisdom-based comic strips is higher than the control class which is taught using conventional teaching method. It means there is an influence of using local wisdom-based comic strips to the students' writing skill.

d. Discussion

Local wisdom-based comic strips are effective to teach writing for the students of junior high school because this kind of media is a visual aid which are very easy for students to access the information from the illustration. This media provide a good influence to the students. By learning writing using local wisdom-based comic strips students can explore the material that are provided using this media. Visual graphic aids can stimuli students' curiosity to know more about the materials. It is very useful for the teacher to lead the students to clarify the information inside the media. Besides, teacher can ask students to find an idea from the media. Teacher can help them to try to generate their idea to be a sequence of main idea of the text the students can continue their writing by themselves.

Students can learn about how to construct an ideal sentence by reading the prolog and dialog from these comic strips. As an applicative sample of the sentence use, it is easier for the students to understand all the material of grammatical structure. In addition, the media also provide material about mechanic of writing a text. Mechanic consists of the use of capital letter, punctuation, spelling, etc. Not all of comic strips made by the others using appropriate mechanics so that is why the use of local wisdom-based comic strips is effective for students to learn about mechanics. As media which

present a visual material, local wisdom-based comic strips are able to show the visual language which easier to be understood by the students. Cohn (2012: 2) mentions that the sequence of picture in this comic can create its' own visual language. To understand the content actually students do not need to read the dialog or prolog, they just need to see the chronological picture to understand it. But when comic strips come with the sentences as dialog and prolog, students can take a benefit to learn the sense of the story in these comic strips.

Davis (2006) states that there are some objects can be taught using comic strips such as practicing of describing object, learning about synonym and antonym to expand students' vocabulary mastery. This is really useful for the students in experimental class. When teaching and learning process they are read the sentence in the dialog balloon then they try to find the meaning from those that they do not know. The teacher also can lead them to find another similar words and the antonym of them. This activity is effective for the students because they can expand their vocabulary mastery to improve their writing skill.

In this developed comic strips, the teachers do not need to be worry about the content of the media because the media have been modified as appropriate as the condition of Indonesian students. Based on the students' need of English learning media which appropriate with the character of the local people, the comic strips are developed as media which consist of the local wisdom, local value, and local knowledge. This knowledge can push students to always remember that developing skill is very important but to keep down to earth is the most precious one. Teacher can always remind the students to learn anything in the world including the other languages and cultures but as Indonesian people they have to always be proud of their own cultures. This is appropriate with the government program about including character education in teaching and learning process as the government' program of strengthen the character education in Indonesia (Perpres No. 87 tahun 2017).

Conclusion

Local wisdom-based comic strips are developed comic strips used as teaching media of writing. This kind of media is very useful to be applied for the students of junior high school because this media provide visual graphic which can attract the students to join the teaching and learning process. The language visual of this media can help teacher to lead students understanding the use of appropriate sentences in English especially in written language. Students can expand their knowledge of vocabulary to improve their skill of writing. Besides, the use of local wisdom-based comic strips can remind students to always be humble about the local wisdom and always remember that to lean another language does not mean to act as what the culture of language comes.

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