

## **Enhancing Competence in Writing Narrative Texts Using the Project-Based Learning Method Assisted by Comic Media**

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### **ABSTRAK**

Menulis teks naratif adalah keterampilan penting dalam pendidikan bahasa Inggris yang menggabungkan kreativitas dan kemahiran berbahasa. Penelitian ini mengevaluasi efektivitas metode Project-Based Learning (PJBL) dengan dukungan media komik dalam meningkatkan kemampuan menulis teks naratif siswa Kelas XI-9 di SMA Negeri 2 Semarang selama tahun akademik 2023/2024. Studi ini menggunakan pendekatan campuran dengan pengumpulan data kuantitatif dan kualitatif. Siswa Kelas XI-9 dibagi menjadi dua kelompok: satu kelompok eksperimen yang mengikuti PJBL dengan media komik, dan kelompok kontrol yang menerapkan metode tradisional. Penilaian pra-tes dan pos-tes, serta analisis portofolio menulis dan survei siswa digunakan untuk mengumpulkan data. Hasil awal menunjukkan bahwa penggunaan PJBL dengan media komik secara signifikan meningkatkan kemampuan menulis teks naratif dibandingkan dengan metode pengajaran tradisional. Selain itu, data kualitatif dari portofolio siswa dan survei memberikan wawasan tentang pengalaman belajar siswa dan persepsi terhadap pendekatan pengajaran inovatif ini. Penelitian ini memberikan kontribusi pada diskusi tentang metodologi pengajaran bahasa inovatif dan aplikasinya dalam meningkatkan kemampuan menulis siswa, yang dapat berdampak pada kemahiran berbahasa siswa dan hasil pembelajaran secara keseluruhan.

**Kata kunci:** menulis teks naratif, Pembelajaran Berbasis Proyek (Project-Based Learning), media komik, pendidikan bahasa, peningkatan kompetensi.

### **ABSTRACT**

*Narrative text writing is an essential skill in English language education, requiring students to employ creativity and language proficiency. This research aims to investigate the effectiveness of a Project-Based Learning (PJBL) approach supported by comic media in enhancing the narrative text writing competence of Grade XI-9 students at SMA Negeri 2 Semarang during the academic year 2023/2024. The study employs a mixed-methods research design, incorporating both quantitative and qualitative data collection techniques. A sample of students from Grade XI-9 was divided into two groups: an experimental group receiving instruction through the PJBL method with comic media, and a control group using traditional methods. Pre-test and post-test assessments, as well as writing portfolio analysis and student surveys, were employed to gather data. Preliminary results indicate that the PJBL approach supplemented by comic media significantly improves students' narrative text writing skills compared to traditional teaching methods. Additionally, the qualitative data from student portfolios and surveys provide valuable insights into the students' learning experiences and perceptions of the innovative teaching approach. This research contributes to the ongoing discourse on innovative language teaching methodologies and their applicability in improving students' writing skills. The findings have practical implications for educators seeking effective strategies to enhance narrative text writing competence, with potential benefits for students' language proficiency and overall learning outcomes.*

**Keywords:** narrative text writing, Project-Based Learning, comic media, language education, competence enhancement.

## 1. INTRODUCTION

Education can be defined as the process of guiding the various potentials that individuals possess until a complete personality is formed, both physically and spiritually, allowing for a harmonious, happy, just, and prosperous life, both in this world and the hereafter. It can be said that education is an effort to prepare the next generation (students) with the skills and abilities required so that they have the capability and readiness to engage in the community, thus being beneficial for their own well-being and that of others (Masykur, 2019). Through education, students can develop their character, both physically and spiritually, towards a better direction in all aspects of life that are continuously evolving.

In an era of rapid scientific development, the implementation of education is greatly influenced. Teacher professionalism is not only about the ability to teach students but also about being able to manage information and an environment that facilitates enjoyable learning activities. The concept of the environment encompasses the learning space, methods, media, assessment systems, and the facilities and infrastructure needed to package learning and guide students in a way that makes learning a happy and prosperous experience.

The improvement of narrative text writing competence in the education environment has become a primary concern for English language educators worldwide. Narrative writing skills play a crucial role in the development of students' language skills because it requires a deep understanding of narrative structure, vocabulary, and creative thinking. These skills also have significant implications for students' communication and literacy, which are highly important in today's era of globalization.

Furthermore, with the advancement of technology and media development, educators are striving to utilize innovative teaching methods to create more engaging and effective learning experiences for students. One promising approach is the Project-Based Learning (PJBL) method

supported by comic media. The combination of PJBL and comic media is becoming increasingly interesting in the context of English language education because it has the potential to provide authentic learning contexts, enhance student motivation, and facilitate visual understanding of concepts.

Previous research, as highlighted by Hmelo-Silver (2004), has shown that the PJBL approach can improve students' understanding of concepts and critical thinking skills. Additionally, Schmitt and Carter (2000) emphasized the importance of using visual media, such as comics, in language learning to facilitate the understanding of word meanings and concepts.

However, despite its promising potential, the application of PJBL with comic media in narrative text writing education remains limited within the context of high schools in Indonesia. Therefore, this study aims to investigate the effectiveness of the PJBL method supported by comic media in enhancing narrative text writing competence among Grade XI-9 students at SMA Negeri 2 Semarang for the academic year 2023/2024. This research attempts to answer questions regarding the extent to which this approach can assist students in developing their narrative writing skills and whether it can be successfully integrated into the educational curriculum at high schools.

The development of narrative writing competence in English education is of paramount importance. According to Wiggins and McTighe (2005), narrative is a form of communication that creates emotional and cognitive bonds with the reader. Therefore, a profound understanding of narrative theory becomes essential. Narrative theories, as postulated by Propp (1968), investigate the fundamental elements in narratives, such as characters, plot, and conflict, which form the framework for creating a strong narrative. Furthermore, genre theory (Swales, 1990) plays a significant role in the context of narrative composition, identifying typical patterns in specific narrative texts.

The Project-Based Learning (PJBL) approach is a method that encourages students to actively engage in authentic learning projects. According to Thomas (2000), PJBL provides a relevant context and allows students to develop critical thinking, problem-solving skills, and collaboration. This approach also creates a student-centered learning experience in which students play an active role in the learning process.

Comic media also hold relevance in the context of language learning. Scott McCloud (1993), in his book "Understanding Comics," states that comics are a media form that utilizes a combination of images and text to convey a story. Comic media has the potential to depict stories in a visually captivating manner, facilitating concept understanding and information retention. Research by Fuchs (2013) shows that the use of comic media in education can enhance students' interest and understanding of the material being taught.

The integration of PJBL, comic media, and narrative writing is an innovative approach that may have the potential to enhance students' narrative writing competence. In this context, students can develop narrative projects supported by comic media, enabling them to apply narrative theories in real practice. Comic media can be used to illustrate and visualize stories, while PJBL provides an authentic context in which students can create narratives that have meaning and relevance.

This research aims to bridge the gap in the use of the PJBL approach supported by comic media in enhancing narrative text writing competence among high school students. By combining narrative theory, comic media, and PJBL, it is expected that this research will provide new insights into more innovative and effective English language learning. In line with the constructivist approach to learning, it is hoped that the results of this research will provide practical guidelines for educators to design more engaging and meaningful learning experiences for students. This relates to the development of narrative text writing skills in English, prompting

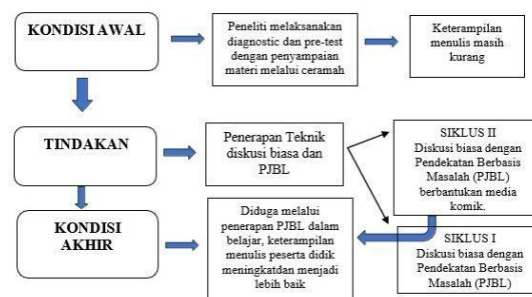
researchers to further their studies with the title "Efforts to Improve Narrative Text Writing Competence Using the Project-Based Learning Method Supported by Comic Media in Grade XI-9 of State Senior High School 2 Semarang for the Academic Year 2023/2024."

## 2. METHOD

The type of research used is classroom action research. This research was conducted at SMAN 6 Semarang. The subjects of this study were 36 students of grade XI-9 consisting of 11 boys and 25 girls. The time for conducting research in the even semester of the 2023/2024 academic year.

Research activities are carried out through four stages, namely learning planning, learning implementation, observation and reflection.

**Picture 1.** Classroom Action Research Cycle



The data collection techniques used are tests, observations, and documentation. The test is conducted to determine the level of ability and understanding of students during learning progress. The observation used is passive participation where the researcher is not involved and only as an independent observer. In this study what will be observed is the source. The documentation of this study is learning tools and test results in English subjects in writing analytical texts using mind mapping techniques.

Research instruments in the form of teacher observation sheets during the learning process and test instruments. Observation sheets are used by teachers in assessing student activities during learning each meeting for three cycles on narrative

text material. Test instruments are given to students at the end of each cycle. The test instrument aims to determine the picture of student learning outcomes in narrative text material using mind mapping techniques.

Data analysis techniques in this study use qualitative descriptions and quantitative descriptions. Assessment for test instruments uses the average of individual learning completeness and classical learning completeness.

Formula used for individual learning completeness:

$$\square\square\square = \frac{\text{Number of Correct Answers}}{\text{Total Number of Questions}} \times 100\%$$

The formula used for the completeness of classical learning:

$$\square\square\square = \frac{\text{Number of Proficient Students}}{\text{total number of students}} \times 100\%$$

*\*In this criterion, a class is considered proficient if the minimum score is 85.*

Formula to find the grade point average:

$$\square\square = \frac{\sum \square}{\square}$$

The improvement in student learning outcomes will be measured by comparing the initial scores of the students, the test results in cycle 1, and the daily assessments in cycle 2 that reflect progress. The success indicator of this research is met if a minimum of 85% of students achieve or exceed the Minimum Mastery Criteria (KKM) of 75 for narrative writing material.

### 3. RESULT AND DISCUSSION

To assess the students' ability to write descriptive texts, the researcher administered a pre-test before implementing the PJBL approach with online comic media. The test was conducted on August 1, 2023. Students were asked to create a brief one-paragraph story under the supervision of the teacher. Students were allowed to use a dictionary

during the test. The purpose of this test was to evaluate the students' initial proficiency in writing narrative texts before any intervention. The results of the students' pre-test can be seen in the following table:

**Table 1.** Students' Achievement in the Pre-Cycle

KKM	Frequency	Percentage	Description.
≥ 85	14	38,89%	Complete
< 85	22	61,1%	Incomplete
Total	36	100%	
Top score		95	
Lowest score		65	
Average		75	

The average writing proficiency of the students only reaches approximately 38.89% of the 100-point assessment scale. This indicates that the majority of students are facing challenges in developing strong narrative texts, organizing texts effectively, using appropriate vocabulary, and achieving the overall quality of narrative texts that align with the topic and purpose.

Thesis development in narrative texts is often unclear, and the text structure is frequently disorganized. Grammatical and spelling errors are also common in students' writing. While there are some efforts to compose narrative texts, most students still struggle to create a coherent flow of ideas and provide adequate details in their writing. The use of rich vocabulary and engaging expressions is also observed to be limited in students' writing.

#### Description of cycle I data

This research was conducted in two cycles. The implementation procedure of this classroom action research adopts the spiral model of classroom action steps developed by Wardhani (2007), comprising the following stages: planning, acting, observing, and reflecting within each cycle.

##### a. Step 1: Planning

In the planning stage, the researcher defines the research class, sets the research timeline,

determines the core subject matter, prepares teaching resources including textbooks and instructional tools (e.g., laptop, LCD projector, active speakers, learning slides, and instructional videos), organizes student learning groups, prepares teaching materials like syllabi and teaching modules, creates attendance and grading lists, designates observers, prepares observation sheets, and sets up assessment instruments.

b. Step 2: Acting

This phase involves the execution of all plans made during the planning phase within the classroom. The steps taken in the teaching and learning process incorporate the use of audiovisual media.

c. Step 3: Observing

Observations occur concurrently with the action during the teaching and learning process.

d. Step 4: Reflecting

Reflection takes place after the completion of the first cycle of teaching. The researcher evaluates the first cycle's action, discusses the evaluation results with the supervising teacher and peers, and makes necessary adjustments based on the evaluation findings to be used in the second cycle.

e. Step 5: Planning for Subsequent Actions

If the learning outcomes are not satisfactory, improvement measures are implemented to address existing issues. In other words, if the research questions are not adequately addressed, the action research continues in the second cycle with the same procedures as in the first cycle, and so on.

**Table 2.** Students' Achievement in the Cycle 1

KKM	Frequency	Percentage	Description.
≥ 85	23	63,89%	Complete
< 85	13	36,11%	Incomplete
Total.	36	100%	

Table above reveals a significant improvement in the students' writing abilities. Approximately 23 students (around 64%) successfully completed the given tasks with proficiency. This indicates a substantial enhancement in the students' writing skills following the implementation of online comic media in the learning process. Although the classical proficiency level, as per Depdiknas (2006) standards, which requires achieving a score of 85%, has not been reached.

**Description of cycle II data**

Cycle II showcases a noteworthy improvement over the outcomes observed in the initial cycle. In the instance that the objectives set forth in cycle I were not entirely met, particularly concerning the enhancement of students' narrative writing capabilities, the pivotal distinction in this study becomes evident during cycle II. Here, the integration of online comics has been introduced, and the results have proven to be notably satisfying, as illustrated in the table below.

This outcome underscores the value of integrating innovative multimedia resources, such as online comics, into the educational process, demonstrating their potential to significantly boost the overall effectiveness of teaching and learning strategies. Moreover, while the classical proficiency threshold of 85%, according to Depdiknas (2006) standards, has not yet been achieved, these results suggest a promising trajectory towards the desired educational objectives.

**Table 3.** Students' Achievement in the Cycle 2

KKM	Frequency	Percentage	Description.
≥ 85	32	88,89%	Complete
< 85	2	11,11%	Incomplete
Total.	36	100%	

From Table 3 above, we can observe a notable improvement in the students' learning outcomes during cycle II. In cycle 2, there was further enhancement in the students' writing abilities. Approximately 32 students (about 88.8%) successfully completed their writing tasks proficiently. This high percentage underscores a significant positive impact resulting from the implementation of online comic media in bolstering the students' writing skills. These numbers meet the classical proficiency requirement of 85%, in accordance with the mastery criteria.

Subsequent to the interventions conducted during both cycle 1 and cycle 2, a substantial improvement in student performance becomes readily apparent. Notably, as part of these interventions, students were entrusted with the task of crafting their own comic narratives, an exercise that resulted in them surpassing the predefined minimum proficiency criteria. The intriguing aspect of this progress lies in the remarkable diversity and originality found in the students' comic creations. The educators' decision to empower students with creative freedom allowed them to unleash their imagination, fostering the development of narrative writing in a comic style that exceeded expectations. This vividly illustrates the profound impact that pedagogical innovation, coupled with students' creative agency, can have on academic outcomes.

**Table 4.** Students' Achievement in Each Cycles Combined

Achievement	Pre Cycle	Cycle 1	Cycle 2
Complete	39%	64%	89%
Incomplete	61%	36%	11%
Total.	36	100%	100%

The examination of students' performance over the course of three cycles presents a distinct and favorable pattern. In the initial pre-cycle, merely 39% of students managed to successfully accomplish their assignments, while 61% fell short of the proficiency benchmarks. Nevertheless, as the study progressed through cycles 1 and 2, a noteworthy transformation occurred. In cycle 1, the completion rate surged to 64%, leaving just 36% of students with incomplete outcomes. This upward trend continued into cycle 2, with an impressive 89% of students proficiently completing their tasks, leaving a mere 11% with incomplete outcomes.

This dataset accentuates the effectiveness of employing innovative teaching methodologies, notably the incorporation of online comics, to enhance students' skills in narrative writing. The substantial surge in the completion rate, ultimately surpassing the classical proficiency threshold, underscores the significant educational impact of these approaches. Furthermore, it underscores the motivation and enthusiasm of students in their pursuit of English language mastery, as evidenced by their accomplishments. While a minority of students did not attain proficiency, the overarching trend underscores the potential for further pedagogical refinement and heightened student achievement.

#### 4. CONCLUSION

The results of this study underscore the effectiveness of the Project-Based Learning (PJBL) approach supported by online comics in enhancing the narrative writing skills of Grade XI-9 students at

SMA Negeri 2 Semarang. Prior to the interventions, only around 38.89% of students met the minimum proficiency criteria. However, after two action cycles, approximately 88.89% of students successfully achieved the Minimum Mastery Criteria (KKM) in line with the standards set by the Ministry of National Education in 2006.

Throughout the learning process, there was a notable and significant improvement in the development of strong narrative texts, text organization, the utilization of appropriate vocabulary, and the overall quality of the written work. Nonetheless, a few challenges persist, including the development of a coherent thought flow and the presentation of adequate details within their compositions, along with the need for richer vocabulary usage and more captivating expressions.

These findings provide compelling evidence that the integration of PJBL and online comics can bring about a transformative shift in students' writing abilities. The substantial increase in the percentage of students reaching or surpassing the KKM illustrates the substantial impact of this pedagogical approach. It is evident that this innovative teaching method encourages students to break free from their previous limitations, allowing them to explore more creative avenues and providing them with an enriched learning experience.

While there are areas that still require further development, such as strengthening the flow of ideas and fostering more advanced vocabulary usage, these results indicate a promising trajectory. They demonstrate the potential for continued pedagogical refinement and emphasize the significant influence that innovative, technology-enhanced teaching methodologies can have on enhancing students' narrative writing skills.

In conclusion, this research firmly establishes the effectiveness of the PJBL approach complemented by online comics in elevating students' proficiency in narrative writing. It demonstrates not only their academic growth but also the potential for further enhancement in their language and creativity. The journey

towards educational excellence continues, and these results serve as a testament to the promising future of innovative teaching methodologies.

Based on the study findings, here are some recommendations

1. Teachers should keep using the Project-Based Learning (PJBL) approach with online comics to teach English. They should focus on helping students improve their narrative structure, expand their vocabulary, and enhance their expression.
2. Students should practice writing narratives and continue learning. They can use resources like dictionaries and reading materials to boost their vocabulary and comprehension. Being open to feedback and improvements from teachers is important.
3. Future research could explore a wider range of methods and instructional media for teaching narrative writing. It should also involve larger sample sizes and longer evaluation periods for a more comprehensive assessment of teaching approaches.

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