

The Effect of Silent Comic “Next Door Country” on Students’ Ability in Writing Dialogue of Procedural Text

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ABSTRACT

The purpose of this study is to find out the effectiveness of using Silent Comic “Next Door Country” in writing dialogue of procedural text. The method used in this study was a quasi-experimental research. The study was carried out in two classes of research, namely experimental and control classes. The subject of this study was the Eleventh – Grade students of SMK Pariwisata Imelda Medan in which samples class of this research were XI – Jasa Boga – I as experimental class and Jasa Boga – II as control class. The result of the study showed that the use of Silent Comic “Next Door Country” in writing dialogue of procedural text showed significant effect. It could be seen from the result of calculation that the students’ score in experimental class was higher than the students’ score in control class. The mean score of post-test in experimental class was 90.08. Meanwhile, the mean score of posttest in control class was 56.69. Furthermore, based on the statistical calculation with the significance level of 5%, it showed that t was higher than t_t , that was $1.68 < 4.90$. Therefore, it proved that there was significant difference between the students’ score by using Silent Comic and the students’ score without using Silent Comic at the eleventh-grade students of SMK Pariwisata Imelda Medan.

Keywords: Silent Comic, Writing Dialogue, Procedural Text.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan komik bisu “Next Door Country” dalam pembelajaran menulis dialog teks prosedur. Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen semu. Penelitian dilakukan dalam dua kelas penelitian, yaitu kelas eksperimen dan kontrol. Subjek penelitian ini adalah siswa kelas XI SMK Pariwisata Imelda Medan yang kelas dari sampel penelitian ini adalah XI – Jasa Boga – I sebagai kelas eksperimen dan XI – Jasa Boga – II sebagai kelas kontrol. Hasil penelitian menunjukkan bahwa penggunaan Komik Bisu “Next Door Country” dalam pembelajaran menulis dialog teks prosedur menunjukkan efek yang signifikan. Dapat dilihat dari hasil perhitungan bahwa nilai siswa di kelas eksperimen lebih tinggi dari nilai siswa di kelas kontrol. Nilai rata-rata post-test di kelas eksperimen adalah 90,08. Sedangkan nilai rata-rata post-test kelas kontrol adalah 56,69. Selanjutnya berdasarkan perhitungan statistik dengan taraf signifikansi 5% menunjukkan bahwa t lebih besar dari t_t , yaitu $1.68 < 4.90$. Oleh karena itu, terbukti bahwa terdapat perbedaan yang signifikan antara nilai siswa yang menggunakan Komik Bisu dengan nilai siswa yang tidak menggunakan Komik Bisu pada siswa kelas XI SMK Wisata Imelda Medan.

Kata Kunci: Komik Bisu, Menulis Dialog, Teks Prosedur.

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1. INTRODUCTION

Writing is an activity of pouring ideas, feelings and opinions into media such as paper or computer. By writing we can convey what we want to express without having to speak or repeat what is not heard clearly. In this era of globalization, writing becomes a mean and crucial part of

communication that is used to interact and share information with many people around the world for any purposes.

The main purpose of writing itself is to make the writer creates or expresses ideas into a written form on paper to give information to readers. It is similar with the purpose of communication, that is to deliver information from senders to receivers, like speaker to listener and writer to reader. In writing, when the reader can understand the meaning that consists of the words and sentences, it means that communication has occurred and success. Therefore, writing is also called as a written communication.

Writing is not an easy matter for young learners, including senior high school students. They usually get nervous and panic when they were asked by the teacher to write some sentences or paragraphs in English. Nonetheless, it does not mean that writing emphasizes the use of correct grammar and vocabulary, but it concerns to how the students can write freely based on their ability and knowledge. In this case, however in the school, the students are demanded to be able to write in English effectively and pay attention to the significant part of it.

Based on the problems above, the researcher proposes to use a silent comic to help students writing dialogue by attracting the students' interest and motivation to fill in the comic bubbles that have been provided. It will stimulate students' ideas to arrange the dialogue they want to write. Even without text, the silent comic storyline that has been arranged can be used as a reference for students in writing dialogue, because students only need to observe the events and each characters that will be given in a dialogue through the comic in a bubble.

By adjusting the learning competencies in writing subject, one of the methods that can be used to increase students' writing ability in writing dialogue is by using silent comic. Writing dialogue is chosen because it is one of the principle or indirect approach of communicative language teaching. Based on the background above, the researcher conducted a research entitled, the effect of using silent comic "next door country" on students' ability in writing dialogue of procedural text.

The researcher formulated that the problem taken in this study is to ascertain whether there is significant effect of using silent comic on students' ability in writing dialogue of procedural text. Therefore, the objective of this study to investigate the effect of silent comic on students' ability in writing dialogue of procedural text.

The significant of this research can be concluded in the form of theoretical and practical advantages.

1. Theoretical

Theoretically, the result of this study will give contribution to the theory of teaching by using media, particularly writing.

2. Practical

Practically the results of this study will be fruitful:

For students:

- a. Students will get a new learning experience in using silent comic as a medium in writing dialogue of procedural text.
- b. This method will lead students' writing intention because of using interesting silent comic.

For teachers:

- a. Teachers can use the method of teaching writing dialogue by using silent comic.
- b. The results of this research can be compared to its effectiveness by using other media.

For researcher:

The results of this study can help other researchers as a reference in conducting further research, both similar research and approaches'

2. LITERATURE REVIEW

A. Writing

Writing is one of four skills in English, the other three skills are reading, speaking, and listening. Writing skill is important in education because in most exam whether testing foreign language or other skill, one of the benchmarks for assessing students knowledge is writing an essay. Being able to write is a vital skill for people who learn a foreign language. (Harmer : 2007)

Writing is a process to expressing ideas, information, knowledge, or experience. Understand writing to gain knowledge or information to share and learn (White, 1986:10). Writing can also be a medium of communication, such as writing letters or notification letters. According to Rivers (1981: 294), writing is transmitting information or actual expression ideas consecutively in a new language.

Writing is a thinking process that can be planned and provided a limitless number of modifications before its release (Brown, 2001: 336). The writing ability must be possessed by anyone, so that people can deliver what they want to say properly and have to think about it before writing. In writing skill is also talk about conceptual, judgement elements, grammar, and vocabulary (Heaton, 1975: 135).

B. The Purpose of Writing

The purpose of writing is the thing that is intended or to be achieved in writing. Hugo Harting (Tarigan, 1994:24-25), categorizes:

a) Assignment Purpose

The purpose of this writing is usually done because of an order in the form of college assignments or job demands. For example, a student writes a paper as an assignment in a course.

b) Altruistic Purpose

Writing aims to entertain, draw readers out of their dark times, and heal the sorrows of readers. One example, a motivator who wrote a book on how to get up for a better life.

c) Persuasive Purpose

Writing with the aim of convincing the reader of the truth of an idea. For example, the truth about the existence of the island of atlantis.

d) Informational Purpose

Writing with the intention of providing a description or information to the reader. For example, doctors write to dispel health myths and provide truth to the information.

e) Self Expressive Purpose

Writing with the aim of expressing what is in the heart that wants to be expressed so that readers know what the author is really facing, such as writing opinion or biography.

f) Creative Purpose

Writing to achieve artistic or artistic values. One example is writing a drama script.

g) Problem-solving Purpose

Writing with the aim of solving a problem. The author pours the contents of his own thoughts and ideas carefully to explain the solution to the problem that is currently happening.

C. Comic

According to Marcel Danesi (2004:223) comics are several images arranged in horizontal lines, strips or boxes (panels), as well as verbal text from left to right which are combined into a narrative. Basically, dialogues in comics are written into text bubble. They are combination of works of art and literature which contained images with text.

According to Sudjana and Rifai (2011) comics can be used as teaching materials that make the teaching and learning process more effective and motivate students to provide feedback.

According to M.S. Gumelar (2011:7) comics are pictures that are arranged sequentially according to the purpose and philosophy of the maker so that a cheerful message can be conveyed, comics are usually given lettering as needed.

a) Types of Comic

There are several types of comics that we can find, according to Daryanto (2010: 27) distinguishes comics into 2 types based on their function, namely:

1. Commercial Comics

Commercial comics are very much needed in the market because of their personal nature, the humor in commercial comics tends to be harsh, dialogue and language are marketable. Commercial comics have the simplicity of soul and moral contained in them.

2. Educational Comics

Educational Comics presents informative stories. Usually educational comics are published by non-profit institutions, industry or the health service. Educational comics are intended to educate through the information presented but in a more fun way so that young people are interested in reading them.

b) Form of Comics

Based on the form, comics are divided into 2 types:

1. Comic Strips

Comic strips are serial comics with a small number of panels, usually comic strips published in newspapers or magazines. So comic strips are only published on newspaper pages. One example of comic strips is a silent comic.

2. Comic Book

Comic books are various picture stories that are put together in a book. Comic books are a collection of picture stories with more panels than comic strips, comic books contain one or more titles, then compiled into a book.

Along with the development of technology, both comic strips and books are available in digital form that can be accessed via smartphones using the internet network. There are many platforms that publish digital comics with different genres, art styles and stories. Nowadays, comic strips can be published in the form of the silent comics.

D. Silent Comic

Silent comic or wordless comics which described a story, but unlike usual comics. These comics had to tell the story without any use of words. According to Postema (2016), wordless genre allows the comic to create a space that pushes the visual register to communicate in more intricate and varied ways. Wordlessness can allow the image to push beyond representing the visual diegesis in some kind of mimetic way.

Silent comic features:

1. It has no dialogue (bubble)
2. The story presented is simpler
3. Have a deep moral message
4. Usually in the form of comic strips

E. Next Door Country

Next Door Country is the title of silent comic which is created by Mas Aditya, with the theme slice of life. It was published on Webtoon with more than 500 episodes. The first episode was uploaded on 6th February 2017. Next Door Country tells about tourists' reaction to Indonesian culture that surprises and amaze them. The title episode that will be used for writing dialogue in this research is "Making

tempe” which existed in the 16th episode. The characterization in this comic are random in every episode.

1) Writing dialogue in Silent Comic

Dialogue is a communication process in the form of a conversation involving two or more people. Etymologically, dialogue comes from the Greek *dia* meaning “through” and *legein* referring to “speech”. From that word it’s translated into English become action taken through words as opposed to deeds. (Mckee, 2016)

In accordance with the research theme and the media used, the researcher sequences several steps in writing silent comic dialogue:

1. Pay attention to the panel from beginning to end, this makes it easier for readers to understand the storyline.
2. Make sure the words to be written are in accordance with the situation described in the comic. This can be seen from the facial expressions and behavior of the characters who play a role in the comics.
3. Use simple and easy-to-understand language, don't use language that is out of context.
4. Fill in the dialogues in bubbles text that have been provided.

F. Conceptual Framework

Writing is one of the skills that must be possessed by students, but researcher found problems that occurred when students were given writing assignments. Students have difficulty in determining the content of their writing, besides that they also have difficulties in arranging words into a sentence. It can be seen from the problem faced by students in writing that it is difficult to think and compose sentences, therefore researcher uses silent comic as a medium to increase their writing ability because silent comics make students visually interested.

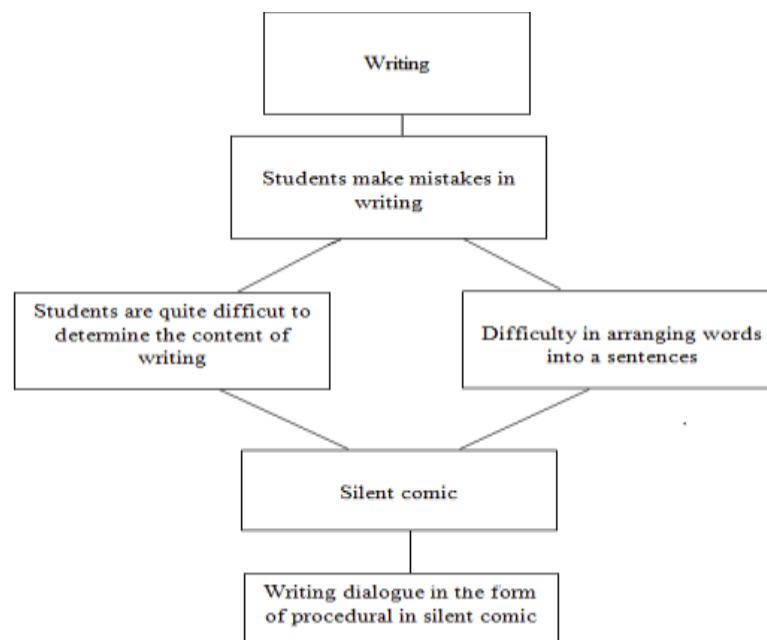


Figure 1. Conceptual Framework

In overcoming the problem, based on problem above the researcher wants silent comic to be used as a media for writing dialogue on text bubbles. Silent comic is very suitable to practice writing dialogue in the form of procedural text in English. Students can add new vocabulary while writing dialogue on text bubbles. In writing dialogue, what is needed is not only vocabulary, but grammar as

well. Learning to use silent comics will make it easier for students to write. Practice writing dialogue by using silent comic will not make the students bored and more interested to express their ideas. So, the researcher assumes that silent comic can be effective for writing dialogue.

G. Hypotesis

Based on the conceptual framework, the hypothesis of this study is as follows:

Ho = "There is no significant effect of silent comic as the medium in writing dialogue".

Ha = "There is significant effect of silent comic as the medium in writing dialogue".

-METHOD

A. Research Design

The experimental method can be interpreted as the most complete quantitative research approach, in the sense that it fulfills all the requirements to test cause-and-effect relationships (Sukmadinata, 2017). In this research, researcher used quantitative research method according to the research objectives.

According to Sugiyono (2017, p.13) Quantitative method is a research method used to examine random samples, the data are collected to test the established hypothesis. This research was conducted in school by using a quasi-experimental design with a non-equivalent control group design pattern. Quasi experimental design is a development of true experimental design. Researcher used experimental research to assess and test whether there is an effect of the use of treatment. Treatment is a special action given to the experimental group to compare the results with the control group that is not given action.

B. Population

According to Suharsimi Arikunto (2016:30) the population is the entire research subject. The population in this study were all grade XI students at SMK Pariwisata Imelda Medan. There were 172 students at XI grade in SMK Pariwisata Imelda Medan.

Table 1. Total of Population

No.	Class	Student
1.	XI – Jasa Boga– I	23
2.	XI – Jasa Boga– II	23
3.	XI – Akomodasi Perhotelan	17
4.	XI – Kecantikan – I	38
5.	XI – Kecantikan – II	34
6.	XI – Tata Busana	37
Total		172

The sample is part of the number and characteristics possessed by the population (Sugiyono 2017:118). Based on the understanding according to experts, it can be seen that sampling must use several existing considerations. This research was conducted at SMK Pariwisata Imelda Medan which located on Jl. Bilal Ujung No. 24. The main reason for choosing this school is because the researcher had made observations at SMK Pariwisata Imelda Medan while undergoing the internship program. The sample is selected by using cluster sampling technique.

Table 2. Total of Sample

No	Class	Student	Group
1.	XI – Jasa Boga– I	23	Experimental
2.	XI – Jasa Boga– II	23	Control
Total		46 Students	

The sample in this research is the XI grade students – *Jasa Boga* I and the XI grade students – *Jasa Boga* II, each class consists of 23 students. Researcher divided the sample into experimental and

control group. Students at those classes were very enthusiastic when they were given a new media as teaching materials. They were active students but need to increase their interest in writing English. This media is suitable for the needs of students at SMK Pariwisata Imelda Medan, based on previous research during the internship program, the students were enthusiastic when they were given a new learning media to increase their ability in English. So, the researcher decided to use silent comic as a new learning media to increase their writing ability.

1) Treatment

There were two groups in this study as a comparison. The groups were the control and experimental groups. In this research here is the group division:

Table 3. Group Division

Groups	Pre-test	Treatment	Post-Test
Experimental	√	√	√
Control	√	X	√

Methods and media used different during this research for each group in teaching process. Researcher chose experimental research that was given any treatment. The control group was the group that would be given the conventional media, in which the students make dialogues in English without comic. They had just given a picture and writing dialogue based on the situation in the pictures. While the experimental group received treatment with the method of writing dialogue using comic, the samples were required to write dialogue in bubble text related to the context.

Research instruments are tools or facilities used by researcher in collecting data (Arikunto, 2016: 203), In accordance with its function, the experiment at research design aims to test and see how much influence its use has, therefore a measuring instrument is needed for a condition that is being observed, this is called an instrument. Many research instruments in education have been tested for validity and reliability. In educational experiments, the things that are usually assessed are Intelligence Quotient (IQ), social abilities, talents, and others. The research instrument is determined based on the number of variables studied. In this study, there is one instrument to measure students' ability in writing dialogue of procedural text.

1. Pre-test

Pre-test was given to students for the first time before using treatment in experimental design. The aspects that measured pre-test are based on the following rules below:

- Students writing dialogue in the form of a procedural text.
- The dialogue consists of two or more people
- Students write dialogue individually
- Students writing dialogue without using the comic
- The time allotment is (1x45 minutes)

2. Post-test

Post-test was given to students in the experimental and control groups. The aspects that measured pre-test were based on the following rules below:

- Students writing dialogue with the same theme as pre-test.
- The dialogue consists of two people or more.
- Students write dialogue individually.
- Students writing dialogue without using the comic
- The time allotment is (1x45 minutes)

2) Reliability

Reliability is important thing to measure the instrument. The test is carried out in the form of the suitability of the test with something to be measured, both in terms of characteristics and objects, so that the value of a test can be trusted.

Reliability can be tested in two ways, both external and internal. According to Suharsimi Arikunto (2016:178) reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is already good. Related to the data generated,

a good instrument will produce reliable data. The data generated from this research are in the form of numbers.

An assessment is needed to see the effect of actions on behavior or conduct trials on the impact of using these actions. Assessment rubrics are needed to make it easier to assess and record student learning outcomes, besides clear assessment criteria that will produce precise and non-subjective data. Assessment rubrics make assessments more structured, shorter, and assessment rubrics can be a reference for improving teaching methods. Here is the writing assessment rubric.

The reliability technique that used in this study was the Alpha Cronbach technique.

Here is the formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum a^2 b}{a^2 t} \right)$$

Explanation:

r_{11} = reliability coefficient alpha

k = number of question items

$\sum a^2 b$ = number of item variants

$a^2 t$ = variants total

3) Validity

Validity refers to how accurately a method measures what it is intended to measure. If research has high validity, it meant that the research has produced result that correspond to real properties, characteristics, and variations in the physical or social world. The test instrument must have content of validity that is often used to measure the effectiveness of program implementation and objective (Sugiyono 2017: 172). In this research, researcher used pearson product moment to test the validity.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Explanation:

r_{xy} = colerration between x and y

$\sum x$ = number for each item answered by the respondent

$\sum y$ = score of all the items answered by the responndent

$\sum x^2$ = Total squares of x

$\sum y^2$ = Total squares of y

N = The number of students

If $r_{xy} > r_{table}$ then the instrument is valid, but if $r_{xy} \leq r_{table}$, the instrument is invalid.

4) Technique of Data Collection

Data collection techniques were needed to compile data that had been obtained from the learning outcomes. The technique of collecting data used in this research was pre-test and post-test.

1. Pre-test

Pre-test was given to the second group, namely the control group and the experimental group. The test given used the same questions and methods to produce data on student abilities at the beginning.

2. Post-test

Post-test was given after the class divided into two and the control class was given treatment. The tests given to both groups were also the same. Giving of post-test aimed to compare learning outcomes using different methods. This will produce data on the effectiveness of the method that has been given to the experimental group.

3. RESULT AND DISCUSSION

A. Research Finding

Before doing the calculation by using t-test, the data of students' pre-test and post-test scores of experimental and controlled classes were described in the tables as follows:

Table 4. Students' Score of Experimental Class

No.	Name	Pre-test	Post-test	Gained Score
1	LGL	40	72	32
2	SA	44	88	44
3	BS	80	96	16
4	SR	48	80	34
5	NA	36	100	64
6	NS	64	84	20
7	FS	52	84	32
8	YS	52	72	20
9	RZ	48	96	48
10	FAK	64	92	28
11	NSB	92	100	8
12	NA	56	92	36
13	AH	60	92	32
14	NAS	76	92	16
15	ZA	36	92	56
16	AAZ	52	84	32
17	MA	80	100	20
18	F	60	100	40
19	FA	40	92	52
20	NZL	72	100	28
21	P	32	100	68
22	MHM	28	84	56
23	ENA	36	80	44
Total		1248	2072	826
Mean		54.26	90.08	35.91

Based on the table above, it could be seen that the score of students' pre-test and post-test in the experimental class were different. The mean of students' score in the pretest was 54.26 with the lowest score was 28, and the highest score was 92. Meanwhile the mean score of post-test was 90.08 with the lowest score, 72, and the highest score, 100.

Table 5. Students' Score of Control Class

No.	Name	Pre-test	Post-test	Gained Score
1	LGL	20	40	20
2	SA	36	72	36
3	BS	44	56	12
4	SR	46	56	10
5	NA	56	56	0
6	NS	48	68	20
7	FS	48	60	12
8	YS	40	48	8
9	RZ	32	44	12
10	FAK	36	68	32

11	NSB	46	56	10
12	NA	44	56	12
13	AH	40	32	-8
14	NAS	40	36	-4
15	ZA	40	40	0
16	AAZ	52	76	24
17	MA	36	72	36
18	F	56	76	20
19	FA	20	40	20
20	NZL	20	60	40
21	P	56	60	4
22	MHM	44	52	8
23	ENA	64	80	16
Total		964	1304	340
Mean		41.91	56.69	14.78

Based on the table above, the mean of students' score in the pre-test was 41,91 with the lowest score, 20, and the highest score, 64. Meanwhile the mean score of post-test was 56.69 with the lowest score, 32, and the highest score, 80.

Based on the data in the tables above, it showed that the students' achievement in writing dialog of procedural text by using silent comic in experimental class was higher than the students in controlled class without using silent comic.

B. Data Analysis

The data of students' score was analyzed by using t-test to prove whether there was any significant different between students' ability in writing dialog of procedural text in the experimental class as the X variable and controlled class as the Y variable. But, before using the formula of t-test, the students' score in the experimental and controlled class were tabulated to calculate the gained score of each class. It could be seen as follows:

Table 6. Students' Score of Control Class

Name	X	Y	X-MX	Y-MY	(X-MX) ²	(Y-MY) ²
LGL	32	20	-4	5	16	25
SA	44	36	8	21	64	441
BS	16	12	-20	-3	400	9
SR	34	10	-2	-5	4	25
NA	64	0	28	-15	784	225
NS	20	20	-16	5	256	25
FS	32	12	-4	-3	16	9
YS	20	8	-16	-7	256	49
RZ	48	12	12	-3	144	9
FAK	28	32	-8	17	64	289
NSB	8	10	-28	-5	784	25
NA	36	12	0	-3	0	9
AH	32	-8	-4	-23	16	529
NAS	16	-4	-20	-19	400	361
ZA	56	0	20	-15	400	225
AAZ	32	24	-4	9	16	81
MA	20	36	-16	21	256	441
F	40	20	4	5	16	25
FA	52	20	16	5	256	25
NZL	28	40	-8	25	64	625
P	68	4	32	-11	1.024	121
MHM	56	8	20	-7	400	49
ENA	44	16	8	1	64	1
Total	826	340	-2	-5	5.700	3.623
Mean	35.91	14.78			248	157

According to the data in the table above, the result of students' pre-test and post-test further in each class were calculated by using t-test in some steps as follows:

1. Determining mean variable X, with formula as follows:

$$M_x = \frac{826}{23}$$
$$M_x = 35.91$$

2. Determining mean of variabel Y, with formula as follows:

$$M_y = \frac{340}{23}$$
$$M_y = 14.78$$

3. Determining standard of deviation score of variable X, with formula as follows:

$$SD_x = \frac{\sqrt{5700}}{23}$$
$$SD_x = \sqrt{247.82}$$
$$SD_x = 15.74$$

4. Determining the standard of deviation score of variable Y, with formula as follows:

$$SD_y = \frac{\sqrt{3623}}{23}$$
$$SD_y = \sqrt{157.52}$$
$$SD_y = 12.55$$

5. Determining standard error of mean of variable X, with formula as follows:

$$SE_{Mx} = 15.72 / \sqrt{22}$$
$$SE_{Mx} = 3.35$$

6. Determining standard error of mean of variable Y, with formula as follows:

$$SE_{My} = 12.55 / 4.69$$
$$SE_{My} = 2.67$$

7. Determining standard error of different mean of variable X and variable Y, with formula as follows:

$$SE_{Mx - My} = \sqrt{11.22 + 7.13}$$
$$SE_{Mx - My} = \sqrt{18.35}$$
$$SE_{Mx - My} = 4.28$$

8. Determining t_0 , with formula as follows:

$$t_0 = \frac{35.91 - 14.78}{4.28}$$
$$t_0 = \frac{21.13}{4.28}$$
$$t_0 = 4.94$$

9. Determining t_{table} with degree of freedom (df) in significant level of 5% and 1% with formula as follows:

$$Df = (23 + 23) - 2$$

$$Df = 46 - 2$$

$$Df = 44$$

The value of df (degree of freedom) is 44. Based on the table of "t" score, there is no degree of freedom for 44, so the closer value to 44 is used, that is , 40. The value of 50 in the table of "t" score at significance level of 5% = 1.68 and 1% = 2.42

10. The comparison between t_o and t_t :

$$t_o = 1.68 < 4.90 > 2.42$$

C. Hypotheses Testing

After obtaining the data by using t-test formula, it is needed to prove the result of hypothesis as follows. Based on the description of data calculation, it showed that:

1. The value of t-observation (t_o) is 4.94
2. The degree of freedom (d_f) is 44, so the value of t-table (t_t) in the significance level of 5% = 1.68.

Because the value of $t_o \geq t_t$, it proves that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted which states that there is significant difference between the students' score in learning how to write procedural dialogue by using Silent comic and the students' score in learning how to write procedural dialogue without using silent comic at the XI grade students of SMK Pariwisata Imelda Medan ($\mu_1 \neq \mu_2$).

D. Research Finding

Based on the calculation of t-test, it is known that the result of t- observation (t_o) was 4.94, and the degree of freedom (d_f) was used in the significance level of 5% = 1.68 and 1% = 2.42. By comparing the value of t-observation (t_o) and t-table (t_t), it can be known that the result of calculation of t-observation (t_o) was higher than t-table ($t_o > t_t$), so the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Thus, there is significant difference between the students' score in learning dialogue of procedural text writing by using silent comic and the students' score in writing dialogue of procedural text without using silent comic at the XI grade students of SMK Pariwisata Imelda Medan ($\mu_1 \neq \mu_2$). It meant that the use of Silent comic "Next Door Country" in writing dialogue of procedural text to the XI grade students of SMK Pariwisata Imelda Medan was effective.

E. Discussion

This study reveals that the use of Silent Comic "Next Door Country" was effective to improve students' writing skill at XI grade students of SMK Pariwisata Imelda Medan. Therefore, the result had positively answered the research question stated in the beginning of the study. This result also supported the finding of previous studies conducted by Siti Muhajiroh, that the use of textless comic media affect students' learning especially in the term of developing speaking skill.

Actually, the procedure of this research was rather similar with the previous study conducted by Siti Muhajiroh, because in both studies, silent comic was the tool for improving writing skill. However, the design and the number of participants were rather different. The number of participants involved in the Muhajiroh's study was 30 participants. The participants consisted of eight-grade students of SMP N 2 Metro. The design for the previous study was different because there was no control class. Meanwhile, this study used quasi-experimental design. Therefore, this research divided sample into experimental class and control class which totally consisted of 46 students of SMK Pariwisata Imelda Medan. The experimental class did the treatment while the control class did not do the treatment.

Furthermore, the previous studies used observation technique and give treatment in every cycle after do the pre-test. In contrast, this research used students' score in pre-test and post-test as the prominent data sources. Therefore, the result of statistical analysis was used as the data for testing hypothesis and to get final result. According to the data analysis, the output from the score calculation showed that both experimental and control class get improvement. However, the improvement of control class was not as significant as experimental class. It was proven by the gained scores produced by each classes, that the mean of experimental class gained scores (35.91). It was higher than the mean of control class gained score (14.78). The statistical analysis also showed the same result. The t-observed was higher than t-table because t-observed was 4.94 and the t-table was 1.68 and 2.42.

In addition, this research also analyzed students' opinion after doing the task. However, the researcher only used the data from questionnaires as the secondary data source and supported the final result of statistical analysis. Most of the students gave positive responds to the use of silent comic in writing procedural text. They argued that the task was good, effective, unique, and interesting to practice writing.

The students also stated that the task helped them to practice writing to explore their writing and ideas to know their ability in writing, to express their idea with good arrangement of material and vocabulary, to improve their confidence, to understand new words and the way to write the words, and the last to have new experience in learning English.

4. CONCLUSION

According to the research analysis of the data of students score in experimental and controlled class, it shows that the value of t-observation (t_o) is higher than the value of t-table (t_t), that is $1.68 < 4.94$. So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant difference between the students' scores in writing dialogue of procedural text by using silent comic and the students' scores in writing dialogue of procedural text writing without using silent comic at the XI grade students of SMK Pariwisata Imelda Medan. It can be concluded that teaching writing dialogue of procedural text by using silent comic are effective and useful to be taught to the XI grade students of senior high school students at SMK Pariwisata Imelda Medan.

It can also be seen from the calculation and the table of students' achievement in experimental class from the students' writing scores in pre-test and post-test by using silent comic is higher than the students' writing score in control class. Post-test mean score of the experimental class was 90.08 and the post-test of the control was 56.69. Therefore, the average post-test score in experimental class is higher than the average post-test score in control class. The significant improvement of the experimental class can also be shown in the score that is obtained during pre-test (54.26) to post-test (90.08). It can be concluded that the application of silent comic is very effective in teaching writing dialogue of procedural text. Therefore, silent comic can be used as an appropriate media that can be used in teaching writing dialogue of procedural text. It can be concluded that there is significant effect of using silent comic for writing dialogue

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