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Lengua Extranjera

Implementing Comics as a Strategy to Develop Writing Skill in Ninth-Grade  
Students at “Guapan” High School.

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## Resumen

Los cómics son una herramienta y una técnica innovadoras que muchos educadores de todo el mundo están utilizando en la actualidad. En el estudio de cómo mejorar la escritura en los estudiantes de esta nueva generación, los cómics parecen ser un generador de nuevas ideas al usar la imaginación y la creatividad de los estudiantes. Este estudio enfatiza los beneficios y las luchas que no solo los maestros sino los estudiantes pueden enfrentar al aplicar cómics en el aula. Además, este estudio quería desarrollar las habilidades de escritura y un poquito de la creatividad de los estudiantes a través de los cómics. Este estudio de investigación-acción en el aula emplea métodos cuantitativos de recopilación de datos. Este estudio fue un cuasi experimental a través de un diseño de prueba previa y posterior, donde las rúbricas ayudaron a determinar la importancia del mismo. La población objetivo de esta investigación fue el noveno grado del Bachillerato “Guapan” con 22 participantes. Los resultados mostraron que los cómics mejoran las habilidades de escritura y, en algún momento, la creatividad. En consecuencia, se puede concluir que los cómics tienen un impacto efectivo en la mejora de las habilidades de escritura de los estudiantes de secundaria.

**Palabras clave:** Comics. Creatividad. Escritura. Investigación en el aula.



### Abstract

Comics are an innovative tool and technique that many educators around the world are using nowadays. In the study of improving writing on students of this new generation, comics appears to be a new idea's generator by using pupils' imagination and creativity. This study emphasizes on the benefits and struggles that not only teachers but students can face when applying comics in the classroom. In addition, this study wanted to develop students' writing skills and a little of creativity through comics. This classroom-based action research study employs quantitative methods of data collection. This study was a quasi-experimental through a pre-test and post-test design, where rubrics helped to determine the significance of it. The target population for this research was ninth-grade at "Guapan" High School with 22 participants. The results showed that comics improve writing skills and at some point, creativity. Consequently, it can be concluded that comics have an effective impact in improving writing skills of secondary school students.

**Keywords:** Comics. Creativity. Writing. Classroom-based research



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## CHAPTER I

### 1. Introduction

#### 1.1. Background, Rationale and Research Purpose

According to a report presented in 2012 by Education First English Proficiency Index (EF EPI), Ecuador ranked 50 out of 60 countries around the world, in the English proficiency level evaluation. Also, this international education company showed that Ecuador obtained a low English proficiency in comparison with other Latin America countries.

When those results appeared, the Ecuadorian government evaluated the Ecuadorian students' English proficiency by choosing randomly different educational institutions. The selected group of students were in tenth year of general basic education and third year of high school. The results show a low English language performance in all skills (MINEDUC, 2016). Furthermore, a study carried out by Malik, Esaki-Smith, Lee and Ngan (2015) pointed out an intermediate students' average score for reading and listening but a fair average score for speaking and writing. These results also confirmed that Ecuadorian English proficiency level, especially writing skill is under the average score.

The students' low English proficiency, made the Ministry of Education in agreement with the National Secretary of Education Science and Technology (SENESCYT) to work on new strategies to change and improve school and high school students' English level (MINEDUC, 2016).

In this way, different training programs such as "Go Teacher" and "Enseña Ecuador" were implemented to support English teachers to acquire new skills that they might use in their classroom to help their students to improve their English



skill. Likewise, the Ministry of Education implemented the National English Curriculum based on different approaches, included new English textbooks, and modules for different levels. Those were intended to allow students to get a B1 level according to the Common European Framework for Language Reference (CEFR) (MINEDUC, 2016). It means that, high school students' writing skill exit level consists in being able to use initial literacy and text production (MINEDUC, 2016).

Despite the above-mentioned actions were carried out, the writing skill low proficiency still remained since students' difficulty in developing and performing ideas into written form is due to their limited vocabulary or no vocabulary, their hesitation in using punctuation or not mastering grammar, and their low motivation (Pratiwi, 2016).

Due to the above reasons, this study focuses on the implementation of comics in a rural EFL classroom at "Guapán" High School in order to help students enhance their English writing skills. According to Ozdemir and Ertugrul (2017), comic strips are good tools to enhance students' English skills, specially writing skills because comics makes learning an entertaining activity as well as increases students' interest in learning. Moreover, Morrison, Gregory and Chilcoat (2002) state that comics can be modified according teachers' purposes depending to the needs presented in their classrooms. Comics let students enjoy literature, engage them in the learning process and help English teaching. As well, comics help students to develop their creativity and motivation which can serve as a tool to obtain better writing tea results (Pouroutidi R and Deligianni A., 2016).



## 1.2. Research Questions

To what extent does the use of comics improve students' writing skill in ninth grade at "Guapán" High School?

What are the ninth-grade students' insights and viewpoints after they experience a classroom instruction based on comic-oriented lessons as a way to enhance their writing in the English language?

## 1.3. Objectives

### 1.3.1. General Objective

To improve students' writing skill in ninth grade at "Guapán" High School through the implementation of lessons based on comics.

### 1.3.2. Specific Objectives

- To determine the ninth-grade students' English writing level, before the application of comic-oriented lessons, by means of a pre-test.
- To design and implement a series of lessons based on comics intended to enhance ninth grade students' writing during the treatment phase.
- To determine the effects of lessons based upon comics on ninth grade students' writing skill through the administration of a post-test.
- To identify the ninth-grade students' insights and viewpoints with regard to the use of comics as a medium of instruction for the development and enhancement of English writing skill by means of interview.



## CHAPTER II

### 2. Theoretical Framework

#### 2.1. Definition of Writing

##### Writing Skill

Writing is defined as the system of written symbols which represent the meaning of sounds through the use of syllables and words. These syllables and words are written under the basis of different grammar mechanisms such as capitalization, spelling, punctuation, word form, and function (Rao & Durga, 2018). The process of writing allows people to express their ideas or opinions arranging them firstly into simple sentences and after into clearly paragraphs Nunan (2003). Therefore, writing is an essential factor of language since it is a relevant skill for language production and peoples' communication (Fareed, Ashraf, & Bilal 2015).

#### 2.2. The Writing Learning Process

Brown, (2001) claims that writing is a thinking process since it can be planned and given with an unlimited number of revisions before its final product. This is also supported by Urquhart and McIver (2005) who states that writing is a recursive process. It means that students carried out multiple revision throughout the process of their works until to have their final production. This revision consists frequently on moving back and forth the written pieces to review their comprehensiveness and coherence. In this way, students can organize and express their ideas clearly.

Thus, it is important for students to learn strategies to write understandable writings along with the help of their teachers. For that reason, it is important for



teachers to provide students with the appropriate strategies to enhance their writing skills so that they produce good writings (Slavin in Brown, 2007)

### **2.3. Process of Writing**

Harmer (2004) states that writers have to consider six stages in the process of writing. They are planning, drafting, editing, reflecting, revising and creating a final version of a written piece.

In the planning stage, they must consider what to write, the purpose of the writing, the type of text, the language to be used, the information to be chosen, the type of audience, the content structure and the sequence facts, ideas or arguments to be included. Once they have finished this stage, it is important to move to the second stage which consist on the drafting stage. and write the first version of a written text, which is named the drafting stage. The editing, reflecting, and revising stages, according to the author are also basic steps that are commonly followed by writers. In these stages, writers need to read through what they have written in order to see where it works and where it does not or probably the order of the information is not clear. In this stage, writers can also receive comments and suggestions from others.

After considering all the writing steps Harmer remarks that the final version is absolutely necessary to look at because there will be a huge difference from both the original and the final draft. This is due to that there had been changes in the editing process.

Besides, Meyers (2005) point out that the process of writing is not the same in all writers and he suggests some steps. The first step refers to the exploration of ideas which involves discovering ideas before starting to write. A writer has to explore their mind and write down as many ideas as possible in order to save



those that can be used in their writings.

Also, the pre-writing step where the writer can write their ideas without worrying about grammar, diction, spelling or punctuation because they will revise it later. There are three steps in pre-writing: brainstorming, clustering and free writing. Brainstorming means listing thoughts as they come to mind. Clustering allows the writer to write the subject in the middle of the page, circle it and then write down the ideas around the main circle. The free writing let a writer simply to write about a topic without worrying about the sentence structure, spelling or grammar.

The other writing step is the organization step, which allow the writer to start organizing the ideas after writing down their ideas into words. This process involves selecting, subtracting, adding ideas, and then outlining.

Also, there is the first draft writing step where the writer writes quickly to record his or her thoughts and then put notes and new ideas in the margins. After this step, it comes the revise draft step consisting on adding, omitting, moving and removing ideas of material that is irrelevant. The writer can revise it several times until to have the final product. It is considered the part of the writing process that may take the most time to do.

Finally, the final copy production step which allows the writer rereads a copy over or prints a clear final copy after they have reviewed the drafts. It is important to notice that the final copy is more understandable than the original one because all of its content reflects the main point and the sentences details are clear.



## 2.4. The Roles of Teacher in Writing

Teaching is not only transferring knowledge from teachers to students, but it is also a process where students show their attitudes and changes. As Brown (2000) states, learning is a permanent process of changes in behavioral tendency as the result of a reinforcing practice. In addition to his statement, teachers must be aware what students show while facing the appropriate changes.

At the same time, teachers need to give students something beneficial, something that can be really important for their future. This can be possible by fortifying their teaching practice. During the teaching process, educators must consider their roles towards their students' development in learning, particularly in students' writing skill development. The enhancement of this skill is considered more difficult than the others because this skill is more formal and expectations are much higher for it than other skills where some mistakes are allowed (SM Ariana, 2010).

Because of this, various strategies and materials must be prepared by teachers to help students to integrate and develop their writing skills. Harmer (2004) proposes some tasks which must be done by teachers before, during and after the writing process. These tasks are demonstrating, supporting, responding and evaluating. The first one, which is demonstrating, helps students to understand writing conventions and genre constraints of particular types of writing. Both aims must be drawn to attract students' attention. After demonstrating, at some point students still face some difficulties; consequently, teachers must apply and show students similar tasks to support them through examples.



The author also mentions that when students have finished their writing, they have a requirement which is to see how are their writings. They need to see if their work is right or wrong. Is that moment, where teachers must go to the third task which is responding to their necessities. As long as students work in their papers, they need their teachers' responses. Most of the time, pupils tend to ask for help, but they will do it in the right time. Teachers have to give them clear guidelines at the beginning of every task if they want to help their students to go further. In other words, this task shows how teachers react to students' writing work. The responses or reactions to the student's work can be in the form of feedback or suggestions.

Lastly, the evaluating and grading students' work tasks. These ones help teachers to see how is the progress of their students in writing and how far they really are in the teaching writing process. The author explains that, through this task teacher self-evaluate their teaching and at the same time their students' performance.

## **2.5. Comics as an Educational Resource**

Teachers and students agree that motivation is fundamental in education; therefore, in teaching English language, it means everything. Teachers actually know that a way to stimulate students' attention is bringing amazing and new elements into the classroom. That is why comics arise in the English language teaching process, they are usually hilarious. When comics have a methodological purpose, they will have the same effect as using games in teaching-learning process since they also bring a joyful atmosphere into the lessons (Csabay, 2006).



Csabay (2006) exposes that it is easier for students to learn a language when they use a coherent organization in a story, instead of using divided sentences. The author affirms that students can easily make a dialogue if logic helps them and that logic can be found in comics. Brown (2007) asserts that comics have a story line that push the reader to continue reading them and the creator to continue writing them. Comics catches the reader attention and the writer interest for writing because the focus of them are more in the content rather than in the language. Subsequently, the student can be enthusiastic to add facts, reasons, examples, and gives end to a story. As a matter of fact, students will remember the words, expressions, and grammatical forms more easily by using comics Csabay (2006).

## **2.6. Definition of Comics**

The traditional definition of comics is the one made up by Waugh (1947) who says that comics is a media that expresses stories or other ideas using a series of pictures combined with text. The author, also mentions that comics typically takes the form of sequence boards of images and textual devices such as speech balloons, legends and onomatopoeia that represent dialogue, narration, sound effects, or other information.

Other scheme representing comics is the division of spaces and sizes depending on the representation of the characters and their actions (Hayman & Pratt, 2005). Another important factor are vignettes which transmit ideas and stories through drawings. They transmit what the character says or thinks turning these spaces into a dialogue (Del Rey Cabero, 2013).



The guidelines that make up a comic are text and images which in terms of the texts should be developed in a clear and colloquial language. They create an iconic sense of what they mean to the character and even generate codes that must be deciphered by the reader through the help of images, words and symbols (Segovia, 2002).

## **2.7. Types of Comics**

According to Corner (2020), the most common comics that writers tend to use nowadays are comic books, comics strips, and webcomics. The first one is a type of art comic which is represented in a sequence and horizontally way. The second comic consists of brief pieces of comic arts that are printed in newspapers or magazines. They are most often presented in a horizontally way, too. Finally, the webcomics which are created and published on the internet.

## **2.8. Comic Groups**

According to those types of comics, Olvera (2017) makes a group division as the following:

The sleeve comics group which include manga and anime that are made by Japanese people. These types are set to people who like to read narrative stories. Also, the graphic humor group comics that are a type of journalistic genres that give readers a different view of their daily life, show jokes in vignette and show comic strips or simple images that have a second meaning.

The adventurous humor group that calls the attention to young readers who look for realism, action and heroes. This type seems to be so realistic that engage readers until they find their desire end. The marvel superheroes group that is the comic genre that include marvelous characters that seem to be heroes. These



heroes are especially directed for children who remind them in their memories. These comics are written in a narrative way. Finally, the e-comic group which is related to the digital era. People find them in an electronic format to be displayed in any electronic device.

### **2.9. Comics in classrooms**

When teachers and students use comics in the classroom activities, both are engaged in the language process acquisition and have fun at the same time. In addition, they raise constructive stimulus, low students' affective filters, and maximize their imagination through the use of language and art. Indeed, comics increase communication into the language classroom. They promote students 'cooperation and allow the practice of all English language skills (Whiting, 2016). Definitely, they are a useful source of pleasure analysis producing motivation to read and write. No matter the age, students of all ages find comics fun, interesting, and motivating. Additionally, comics give teachers opportunities to bring to the class something really valuable to their students that can be used by inside and outside of it.

According to Whiting (2016), students will use the target-language culture and authentic language. In this way, comics offer an entertaining way to teach because they inherently stimulate higher level thinking skills such as analyzing, evaluating and creating that are some of the principles on Bloom's Revised Taxonomy (Bloom, 1956). Comics will also focus on critical thinking skills and on educational objectives which are tools used to link thinking skills with outcomes. Del Rey Cabero (2013) declare that over the years it has been shown that comics



can be a way to encourage reading since the use of legends should be considered as reading and writing material.

Comics activities allow students to work various aspects beyond the written texts because they create consistency with the language, graphic expression and the code of comics. The use of the latter two schemes helps to understand the legend and relate it to the target language (English language).

Other aspect is the simplicity of the texts produced in this type of resource and the brief and concise linguistic contributions that facilitate reading. This component makes the writing to show the most compelling content (Guadamillas, 2014). Moreover, the diversity of genres that can be set to this classification includes the broad winnowing of interest that may present students. This diversity and flexibility provide opportunities to address all kinds of issues.

Guadamillas (2014) declares the possibility that comics offer to form and to constitute a suitable teaching element in which teachers can include material according to their learners 'needs. These settings also present different scenarios of vocabulary through which students can work in the classroom. They are usually supported by the contribution of visual learning.

Similarly, comics promotes literacy, artistic capacity and is a way to bring culture to the classrooms. The proper use of them trains students` certain abilities like reading skills, creativity, reflective knowledge of the reality and the development of laterality and management (space and time) of narratives (Barrero, 2002).

The linguistic contribution of comics mainly encourages to work with learners' listening, reading, writing, and speaking skills. This will also lead to take turns to



speak and to listen. Moreover, if teachers encourage students to develop their own comic, it will help them to work with their writing skills (Guadamillas, 2014). Furthermore, the author indicates that comics will keep the cultural component since students can relate them to historical or cultural context. Besides, in comics is used formal language work by describing or narrating events through informal language related to students 'every day vocabulary.'

In addition, teachers can generate interest and motivation of students because comics are of easy access. In this way, the interest for writing is stimulated, which significantly facilitates the learning of a language (Del Rey Cabero, 2013). However, Segovia (2002) indicates that to work with this resource, there must be some preparation. Comics establish conditions that students need to follow in order to work with this material, optimally. It is important that students review the necessary steps to express themselves through graphic language skills, to master aspects for making written texts expression, to know comic book conventions like those which apply to the use of onomatopoeia and to know how to construct space depending on the framing and perspective.

Likewise, Barrero (2002) indicates that comics allow to know the concepts related to the comic and its mechanisms, to understand their relation with culture, to teach how to use drawings to tell a story, to promote critical thinking, to try both narrative and art, and to know the role of the characters. In conclusion, comics are not just a material for recreational use, but also a material of great significance for syntactic culture. Comics can be used for educational purposes in the language classroom because teachers can use them to develop narrative aspects and graphic expressions (Del Rey Cabero, 2013).



Comics show that the spoken language is conveyed in the images through sections. Generally, it is different from books. Usually, a comic book provides the spoken language related to reality, complete with gaps, hesitations, and slangs. Cary (2004) states that “comics strips can be used to help students deal with difficulties in complex language learning because students can use visuals as a support and they can infer the meaning of certain words or phrases” (p. 33). Moreover, Ranker (2010) defines the use of comics as reading and writing materials for English as a Foreign Language (EFL) students because of the input obtained through written texts and visual form.

On one hand, Mallia (2007) limits the use of comics in textbook design entirely to the affective domain, especially in the classroom. Clearly, the effective role of instructions is in comics strips since their aim is to attract and motivate less-able learners. Often cartoon strips are used to present a simplified form of instruction, but there has been little research on their effectiveness in this respect. The general picture that emerges from studies of text with cartoon embellishments is that cartoons often enhance motivation, but they do not often increase comprehension. On the other hand, Liu (2004) showed in a study that comics are an excellent input and tool that increases students' motivation and also helps to raise students' proficiency in the English language. By the use of them students' comprehension increases and facilitates the acquisition of the new language and therefore its production.

It is stated that comics strips are a sequence of pictures that have a meaningful message conveyed in some words related to the theme of the graphic. Comics are like supplementary cues that provide a conceptual basis for organizing the input. Thus, the second language comprehension process would be facilitated.



By considering them in the classrooms, learners might make better predictions about words and expressions in a passage which they are unfamiliar with. Consequently, comic strips can be considered as a potential material in the teaching and learning process to get students' interest. Among visual genres, comics strips are more communicative, popular, accessible and readable. In short, comics as educational media in the English writing teaching process will be more effective in students' comprehension (input) and production (output) (Farinella, 2018).

### **2.9.1. The use of comics in the Writing Learning Process**

Considering the standard of writing skills competence established by the Ministry of Education, students at the end of ninth grade need to be able to accomplish the basic writing competences in short simple passages and functional written texts accurately, fluently and acceptably (MINEDUC, 2016).

According to Morán (2015), "comics constitute a narrative modality expressed through a graphic support, usually accompanied by a verbal text in which the ideas, feelings, and dialogues of the characters are reproduced" (p. 11). It means that images and words are used to communicate a message. This correlation between pictures and words help students to have a better understanding of the language since they have the opportunity to use the language in context. Consequently, the use of comics in an English classroom is very useful because comics help students to develop communicative competences (Whiting, 2016).

Istiyani (2013) demonstrated in her research study results that students' writing skill had a huge improvement by using comics. Their improvements were in the acquisition of content, vocabulary, language use, and organization. The study



also showed that the use of comics improved students' interest and motivation involving them in the writing teaching-learning process.

Moreover, Ranker (2007) in his study found that comic books helped his students to produce better written texts since their motivation and understanding increased. It was due to that pictures helped them to have a better content comprehension in texts and the acquisition of grammar was unconsciously. Similarly, comics helped to increase students' motivation, and as a consequence their creativity. This facilitated that students were more engaged in literacy and were able to produce written texts.

Likewise, Norton (2003) states that comics help students' increase their vocabulary acquisition and help them to learn new grammar structures because they can acquire new words and structures by using pictures in context. In the same way, the author exposes that comics help introduce new colloquial expressions that are commonly used in the target language. Comics not only help to develop writing skills but also reduce students' anxiety when using English language in a written form (Leber-Cook y Rov Cook, 2013).

Consequently, Megawati and Anugerahwati (2012) recommends the use of comics for teaching writing skills not only for their prominent forms but also for its unique characteristics to present content, organization and grammatical aspects of the texts. Comic strips include the use of visuals which give students a guide for good production in any context. On that way, they can use their imagination and creativity to express their ideas through writing.

Finally, comics are a very useful enhancing writing skill tool because they present content in an orderly and sequential manner. The images in the comics



can be used to teach different grammatical structures that can be learnt in a better way by students. This means that comics make the writing process easier. The ideas presented in them are organized in a sequential set of pictures that students can look at and write down what they see using the grammatical structure that has been studied (Megawati & Anugerahwati, 2012).

## **2.10. Recount Text**

### **2.10.1. Definition**

According to Hyland (2009), the recount is the ability to retell events on sequence using the correct elements which are vocabulary and grammar structures, in both spoken or written skills. Fundamentally, a recount text is written down to create a description about a familiar topic or series of events that are connected to the past. It is written to report an event or to entertain people, giving to this a social function. Moreover, Rosyadi (2011), states that recount is a piece of text that restates previous actions which are frequently presented in the order that they occurred. It gives the viewers an explanation of what and when some events took place. Generally, recounts relate experiences or deliver events to inform, entertain or reflect.

### **2.10.2. Purpose**

Anderson (1988) explains that the purpose of this type of text is to present an episode or experience to inform or delight readers. It is a type of narrative where events are shown in a sequential order. When writing this kind of writing, writers need to know that the purpose is to restate. Therefore, they need to skill their retelling skill to present catching pieces of writing to their readers. It does not refer to repeat every insignificant aspect of the story but the writer needs to choose



important material or events and magnify them in a fascinating way. The purpose can be developed by asking some questions like what would be highlighted from the story? how a person could feel when you tripped just before the finish line? Did anything funny or surprising occur?

#### **2.10.3. Types**

Hyland (2009) explains that writers base their writing on these three types of recount. They are personal recount, factual recount, and imaginative recount. The first one is a recount that restates an activity that writer or speaker has been personally involved in. The second recount records essential details of an accident. Finally, the imaginative recount takes people to an imaginary situation where they are protagonists.

Dewi and Iswandari (2016) add two more recounts to the ones mentioned above. They are the procedural recount that refers to the record of the steps in an investigation or experiment. They provide the basis to report results or findings. The literary recount is used to retell a series of events for the purpose of entertaining.

#### **2.10.4. Generic Structure of Recount Text**

Anderson (2003) remarks that recount follows three important steps. The first step refers to orientation. It is given in the first part of the paragraph and tells all the background information such as when the events take place, who are the participants and what are the scenarios. The second step is the series of events. In this section students have to recount the event or events in a chronological order. As the last step is the evaluative comment which is an optional step. This belongs to the last part of the paragraph and is used to finish the story considering



the given information in comics or the writer's personal comments.

#### **2.10.5. Language Feature of Recount Text**

As stated by Hyland (2009), the language features are the nouns and pronouns which are used to identify people, animals or things. For example, Mr. Gonzalez, the milkman, our cat, he. The action verbs that are used when discussing events. For instance, he jumps, she walks, they sleep. Etc. The connection words that are used to give sequences to events. They are first, second, then, also, finally, etc. The combine clause that can be written through the use of conjunction like when, then, and, but, etc. At last, the adverbs which are used to indicate place and time such as after lunch, to the beach, at my house, at the market.

To conclude, students need to be very motivated to acquire and produce the target language in a fun and authentic way. According to the reviewed research studies, the implementation of comic strips in teaching writing lessons has a central role. It is an effective way to facilitate the development and production of EFL learners' writing skills. Therefore, the application of comic strips-oriented lessons expects to have a positive impact on ninth graders at "Guapán" High School by allowing them to be part of an engaging, fun, and meaningful teaching-learning process.



## CHAPTER III

### 3. Literature Review

#### 3.1. Writing and Comics

Muhajirin (2018), in his research study describes the importance of using comic strips to develop students narrative writing skills. He applied a quantitative research conducted to thirty-six eighth graders. The author describes that after some stages of planning, implementing, observing, reflecting and putting students` into the writing process, an average percentage of students achieved 74.4% of the writing skill and 79.9 % increased their motivation to write. The results revealed that the use of comic strips is effective not only to develop learners' writing skills but also it helps to enhance their motivation.

López and Varón (2018) as well made an analysis on the process of creative writing and its impact in students' writing skills. The study was carried out with a group of twenty-eight fifth graders from a public school located in Colombia. It was carried out in order to develop writing skills in an imaginative way. The author used qualitative and measurable methods such as surveys, checklists and field notes to collect data. The results demonstrated that through the application of several creativity writing strategies like acrostics, calligrams, comic strips and posters, children connected fiction and concrete information that moved them to write in English. The writings were related to topics taught at school or diverse topics related to their lives.

Tok and Kandemir (2014) also investigated the effects of using creative writing activities such as comic strips, posters, and others to enhance learners' writing skills. The participants in this study were seventh graders who study in an



elementary school located in a city center of Turkey. The study group were a mixed gender group with 17 females and 14 males. The results of the study showed that the application of creative writing activities such as comic strips increased 7th graders' English writing performance. Based on the results, it can be said that this type of activity helps students to achieve a good writing skill.

Some researchers such as Widiseta (2013) have found connections between comic strips and writing skills. The author carried out a study with sixty-two eighth graders who participated in a study were two study groups were considered. The ones who were taught by the use of comic strips and the ones who were taught by using conventional media or simple pictures. The results showed a significant difference between the two groups. The students who used comic strips were able to improve their English writing ability and the other groups not. Thus, the use of comic strips makes a difference when teaching the writing English skill because they are teaching tools that can enhance this type of skill.

In the same line, Ujiie and Krashen (1996) in their study mentioned that comics do not replace other kinds of written papers. They carried out a research where participated two groups of seventh graders from two different schools. One group were assigned to read comic strips books and the other were assigned to read other types of books. The authors final reports showed that the students who participated as comic strip book readers enhanced their writing abilities in comparison with those who were non-comic strip book readers. Comic book reading and other kinds of light reading may serve as an important bridge from every day conversational language to academic language (Krashen, 2004). It can be concluded that using comic strips to read can also contribute in the progress of developing writing skills since both skills in some way are correlated.



In accordance with the aforementioned studies, Megawati and Anugerahwati (2012) described in their research study the use of comic strips to help students with their writing skills. The study was carried out with thirty-one students who attended XII-Language Program at MAN Bagil. The authors considered an action research methodology to carried out their study. It consisted in basing the research in the implementation of lesson plans that were elaborated under the consideration of four phases: planning, implementing, observing and reflecting. The lesson plans included writing comic strips activities. The results demonstrated that teaching writing using comics strips could successfully improve students' writing ability. Additionally, the results revealed that comic strips could work more effectively when the stories are related to students' everyday situations and also if there is sufficient teacher's guidance during the writing process.

Another study aimed to investigate whether the comic strips can help students to enhance their English writing skills was the study conducted by Humola and Talib (2016). The study participants were twenty-five tenth graders who studied at SMA Negeri I Tapa. The study used an action research by using Kemmis and Taggart's design that involves four steps planning, acting, observing, and reflecting. The data were collected from observation and written test. On one side, the data from observation was obtained while teacher and students performed the comic strips writing activities in each class. On the other side, the data from the written test were obtained from the students writing tasks. Some aspects were taken into account to analyze the students writing ability such as the content, organization, vocabulary, language use and its mechanics. The study results indicated that despite some aspects that still need improvement, the use of comic



strips enhanced students writing skill in narrative texts. In additions, from the observation data the authors exposed that students were motivated to write English narrative texts when using comic strips both in group and individual works. In general, based on the results of the study, it can be concluded that comic strips can be implemented in classrooms to develop learners' writing skills and also to rise their motivation to write in English.

Moreover, Hamidah (2015) conducted a research study in order to prove whether the use of comic strips was effective or not. For this study, there was the participation of eighth graders from SMP Negeri 9 Palu. The researcher used a pre-experimental research design. The data of the research were collected by means of a pre and post-test. Based on the results of the pre-test and post-test, it was found that the use of comic strips is effective to improve students' writing narrative text skills. Therefore, the author suggests them to improve the English writing teaching-learning process. Therefore, English teachers should implement comics strip because students can enjoy them, get motivation to learn the language and to get more ideas and stock of vocabulary that can be described in written pieces.

The next study also proved the importance of using comic strips to develop writing kills. It was based in a collaborative classroom action research. The researcher along with the help of the English teacher designed the lesson plans. The research was conducted in two cycles. Each cycle consisted of two periods which covered: planning an action, implementing the action, observing the action, and reflecting on the observation. The participants were thirty- eight students from VIII-E in SMP Negeri 2 Malang who participated during the school year 2009-2010. The data was gathered by means of interview guides, questionnaires,



observation checklist, field notes, and student's final product. The result of the research displayed that comic strips successfully upgraded the student's ability in writing recount text especially in terms of content, language use, and spelling. Founded on the result of this study, it is suggested that English teachers use comic strips in teaching recount writing and other kinds of text types and on different grades and levels of education (Purwanitasari, 2010).

Finally, Anggraeni, Martono y Rais, (2015) carried out a research to identify how the use of comic strips can improve students' writing skill on narrative text and to describe the class climate when they are implemented in English writing classes. The participants were eighth graders from SMP Negeri 5 Surakarta. The method used in this research was a collaborative action research which was conducted in two cycles. The first cycle consisted of three meetings and the second one included two meetings. Each cycle included four steps: planning, implementing, evaluation, and reflection. The research data were collected from direct observation, questionnaires, interviews, field notes, photographs, and tests. The research findings showed that comic strips could improve students' writing skill and create a better English classroom environment.

To conclude, considering the previous information comic strips are important teaching methodology that help students to develop their writing skills, increase their motivation and help them to acquire vocabulary.



## CHAPTER IV

### 4. Research Methodology

#### 4.1. Overview

This chapter is projected to explain the methodology applied to carry out this research study. It provides complete information about the methods, the institution in which it was applied, the participants involved, the instruments used to collect data, and finally, the actions tracked to complete this research work.

#### 4.2. Research Design

The study employed action research approach and was centered on quantitative research. According to Burns (2010), action research is a study which has purposes to identify problems and to find solutions in order to bring about variations and better developments for the problems. It is imperative to point out that a classroom-based action research study involves researching in a classroom where teachers try to enhance students' performance, taking into account the quality of input and output during the teaching-learning process (Convery, 2016).

According to Mertler (2016), this design is defined as a type of study where no comparison is made between groups; therefore, there is no a control group. In the study, the intervention or treatment, consisting of lessons based on comics, was applied to one group only. The group, which received the treatment, was comprised of 22 public rural English language learners.



### 4.3. Research Setting

#### 4.3.1. Place

The research was carried out in one-night grade in a public rural school. It is named “Guapán” High School which is located in Guapán, Azogues, Cañar, Ecuador. The school has acceptable facilities including classrooms, offices, a library, laboratories of Chemistry and Biology, Mathematics and Physics, Computation, Physical Education, but there is no English Laboratory. Also, it has a cafeteria for students and teachers, and some school yards. Moreover, all of the classrooms are adequate for students. There are two classrooms that are facilitated with LCD because they are for the students who are part of International Baccalaureate. The environment is really comfortable for both students and teachers. There are many teachers who have completed their bachelor degree, and there are also teachers completing their master degree program.

#### 4.3.2. Time

The study was carried out in the first semester of the academic year 2018-2019 from March to May 2019. The working hours were subject to class schedule and school calendar. The 22 English language learners took part in the study for twelve weeks in a timeframe of 12 hours, 9 hours and 6 hours by each application of the lesson plans with a total of 40 hours. The 36 hours were destinated as follows:

- Topic introduction, signing of consent forms by parents or legal tutors:  
2 hours.
- Comics activities intervention 36 hours



- Pre-test: 1 hour
- Post-test: 1 hour
- Questionnaire: 2 hours

#### **4.3.3. Participants**

The subjects of this research were students of ninth grade of “Guapán” High School in the academic year of 2018-2019. In this classroom grade, there were 22 English learners who came from low- and middle-class families 12 female and 10 male students. The students’ first language is Spanish and their English proficiency level was A 1.2 within the Common European Framework of Reference for Languages (CEFR); the students’ level was determined by the Ecuadorian Ministry of Education, but the students are not really at this level because in lower grades they did not have English. Additionally, the English teacher was the researcher.

### **4.4. Data Collection**

#### **4.4.1. Type of Data**

This action research study employed quantitative methods of data collection in order to achieve the established objectives.

#### **4.4.2. Data Collection Techniques**

Two techniques of collecting data were used by the researcher. The quantitative data was obtained from the students’ scores written tests and a questionnaire, consisting of open-ended questions.

Those techniques are explained as follows:

- a) Conducting Writing tests



According to Madsen (1983), test of language sub skill measures the separate components of English, such as vocabulary, grammar, content. Tests are used by writer to examine the result of subjects by using questions or other instruments which measure the students' results of lesson that is reached. The writing test used to assess the participants' writing skill before and after the treatment of this study.

The test was used to evaluate some important subskills: organization and content, vocabulary, grammar or mechanics, and creativity or style. The test structure was based on KEET (Key English Test) from Cambridge English. This KET exam tests A1 level according to the Common European Framework of Reference for Languages.

It is important to remark that the test used for the pre-test was the same used for the post-test application at the end of the intervention. The tests only had one part where students were asked to write about a topic like go camping or a family picnic. This enable researcher to analyze how much students progressed when they were familiar with the subskills that were evaluated.

b) Questionaries

A questionnaire consisting of open-ended questions, was used to get information from students about the implementation of comics during the English teaching writing skill. The researcher asked questions to students to collect the most complete data about their insights and viewpoints regarding teachers' use of comics as a medium of instruction in the English writing process.



#### 4.4.3. Materials

In this section, a detailed description of all the materials used to conduct the present research work is presented.

##### a) Course Text Book

During the time of this study project was carried out, “Guapán” High school used the *Text Book English Level A1,2 (teenagers) Ninth Grade-EGB* (Gonzalez et al., 2016) as the material for its regular classes. Each text book contained six units; three units for each semester. This text book provided very advanced activities for the real level of students, for this reason, the aim of this study is to enhance students to write by using comics proposed in this paper.

##### b) Lesson Plans

In order to carry out the study intervention in an organized form, four lesson plans were designed for 9 hour-class each. The lesson plans were divided into the start part or known as pre-task, process or task performance, and evaluation or post-task. Each lesson plan included the expected outcomes to be achieved after each application of lesson plan.

#### 4.4.4. Rubrics

Based on the administration of a pre-test and a post-test and a questionnaire, quantitative data were collected. A rubric was employed in order to obtain more reliable results from the two applied tests. Likewise, according to Reid (1993), a scoring rubric needs to follow an analytic method, so that language learners can elaborate “a piece of written communication by keeping in mind the



following five components: content, organization, vocabulary, grammar, and mechanic (p. 235)". Moreover, the consideration of using analytic scoring adapted from Cohen (1994) for writing test is because it provides simple and clear criteria of each aspect. Additionally, this rubric gives opportunity for the participants to receive feedback and lets for the positive washback effect of test to take place.

Furthermore, Haris (1969) suggested that a rubric need to have these five major components: Content, which refers to the substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer's purpose. Form, which deals with the organization of the content. Writing should content logical or associative connection and transition which clearly expresses the relationship of the idea described. Grammar, which focuses on the employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with the sequence of time. Style, which is the choice of structure of lexical items to give a particular tone or flavor to the writing. Writing should engage its reader through original insight and precise. Mechanic, which is regarded as the use of the graphic convention of the language. Writing must use good spelling, punctuation, and tidy and clean writing.

## 4.5. Research Procedure

### 4.5.1. Implementing Comics

The following is the explanation about the steps on how comics were implemented to achieve the objectives established in this research:

#### a) Reconnaissance



The researcher started the intervention by applying a pre-test as a way to identify the students' writing performance. In the test, students were asked to write a short piece of writing based on the comic on a family picnic. They should demonstrate they are able to write by using their previous writing knowledge. The product presented by students was assessed by using a rubric that involved organization and content, vocabulary, grammar or mechanics, and creativity or style. Through the application of the pre-test, the significant problems could be classified and formulated to be solved while comics are implemented.

**b) Planning Action**

After having applied the pretest the researcher started to develop lesson plans, handouts, worksheets, and practices performed in the classroom to bring improvements on the presented problems. This stage allowed teacher to guide students until they got very familiarized with new strategies. Comics were introduced to students after they were adapted according to their foreign language proficiency and context. The activities were organized as follows:

- a. Preparing the lesson plans and worksheets which are designed according to the students' level.
- b. Providing activities with comics included that permit students to enhance the vocabulary, construct sentences and arrange them into a good order.
- c. Implementing comics by asking students to write simple paragraphs by using simple present tense.

**c) Implementing the Action**



This stage took place after the planning-action phase in line with the aims of implementation of lesson based on comics. This phase had four phases:

- a. The first cycle allowed students to build their knowledge of paragraphs and simple present tense through explanations and demonstrations by using the vocabulary employed during the implementation or treatment of the study at hand. During this phase, comics were introduced. First, students have to read and give general ideas about the topic that is going to be studied. Then students read the comic and confirm their ideas. After that, they should analyze the grammar structure that is being used in each comic.
- b. The second segment let the teacher researcher teach how to write sentences using comics. After students have analyzed, together with teacher start studying the grammar structures, word order sentences and some basic linking words. Teacher uses power points to explain the class and students work in their own examples. First, only with sentences, and after joining sentences using linking words.
- c. In the third phase, in this phase the teacher researcher went on by modeling how to form paragraphs based on comics; these activities included collaborative learning and scaffolding, which were key to help the study participants to embark on the task of writing by using different comics that teacher provides as well as they can get by their own.
- d. In the last stage, students started writing independently under the monitoring of teacher, who also provided the necessary guidance and help when students needed, especially when students encountered difficulties in doing the writing tasks.



**d) Observing the Action**

The teacher researcher was actively involved in this step; this means she acted as the heart of class, monitoring and modeling how to write paragraphs. Students writing skill improvement was observed directly at the participants engaged in active in-class participation, discussion, vocabulary exercises, and test taking. In order to successfully carry out these three phases, lessons were designed and delivered based on selected comics according to the contents to be studied in ninth grade. It is also important to mention that in this treatment the comics served as a tool and input for students to write a paragraph. In other words, they were trained to recount the things they saw and read in the comics, which were introduced and analyzed in the classroom. Finally, in this stage the post-test was done as the end of the intervention. Researcher observed the results of the test conducted at the end of the study to know the progression of students.

**e) Reflecting the Action**

The researcher evaluated the activities that had been employed in the previous stages. After that, she described the effects of the actions and examined the complications found during the application. Additionally, she interviewed the students in order to know their insights and viewpoints toward the implementation of comics. The reflection showed whether the action was successful or not in improving the students' writing ability. Though, the unsuccessful activities would be adapted into the ones which were more appropriate in the subsequent activities.



#### 4.5.2. Questionnaire

At the end of the intervention, a questionnaire was administrated to the participants. The questions were destinated to find out students' insights and viewpoints about the implementation of comics in their English classes, and what benefits they perceived and obtained from these activities.

#### 4.6. Data Analysis

In this section, an explanation of all the data obtained during the pre-test, the post-test and questionnaire is presented. It shows the main results of the investigation by using data description, analysis and interpretation. To begin the data analysis, tables, charts, histograms, and pies are used to describe the data results (Xia, Gong, Kowalczyk and Buxmann, 2014). Therefore, the main discoveries will be arranged under new headings and interpretations.

#### 4.7. Results of the pre-test

**TABLE 1. SCORE OF STUDENTS' PRE-TEST**

<b>Participants</b>	<b>ASPECTS</b>					<b>Grades/10</b>
	<b>O/C</b>	<b>V</b>	<b>G/M</b>	<b>C</b>	<b>TOTAL</b>	
S1	3	2	3	1	9	5,63
S2	2	1	2	2	7	4,38
S3	1	3	1	3	8	5,00
S4	2	2	3	3	10	6,25
S5	3	1	1	2	7	4,38
S6	1	2	2	2	7	4,38
S7	2	3	2	2	9	5,63
S8	3	3	1	1	8	5,00
S9	1	1	2	1	5	3,13
S10	3	2	1	2	8	5,00
S11	2	3	2	3	10	6,25
S12	3	1	2	1	7	4,38



S13	2	2	1	2	7	4,38
S14	3	3	1	3	10	6,25
S15	2	2	2	2	8	5,00
S16	2	2	2	1	7	4,38
S17	1	1	2	1	5	3,13
S18	3	3	1	2	9	5,63
S19	2	2	2	1	7	4,38
S20	2	3	2	2	9	5,63
S21	2	2	1	1	6	3,75
S22	2	2	2	2	8	5,00

**Note.** The data in this table were obtained from the pre-test performed by students before the treatment.

From the table of pre-test above, it can be seen there are no student that passed the minimum required standard 7/10. This grade is a requirement that demonstrate a student reached the objective proposed in the Curriculum, and that he is ready to be promoted to the higher grade (Delgado s. f.). from the result above, it shows that the mean of pre-test was 5,00. It was not passed the minimum passing score, which means that all students fail in writing skill. The general mean is 8,5.

**TABLE 2. CRITERIA OF STUDENTS' ACHIEVEMENT OF PRE-TEST**

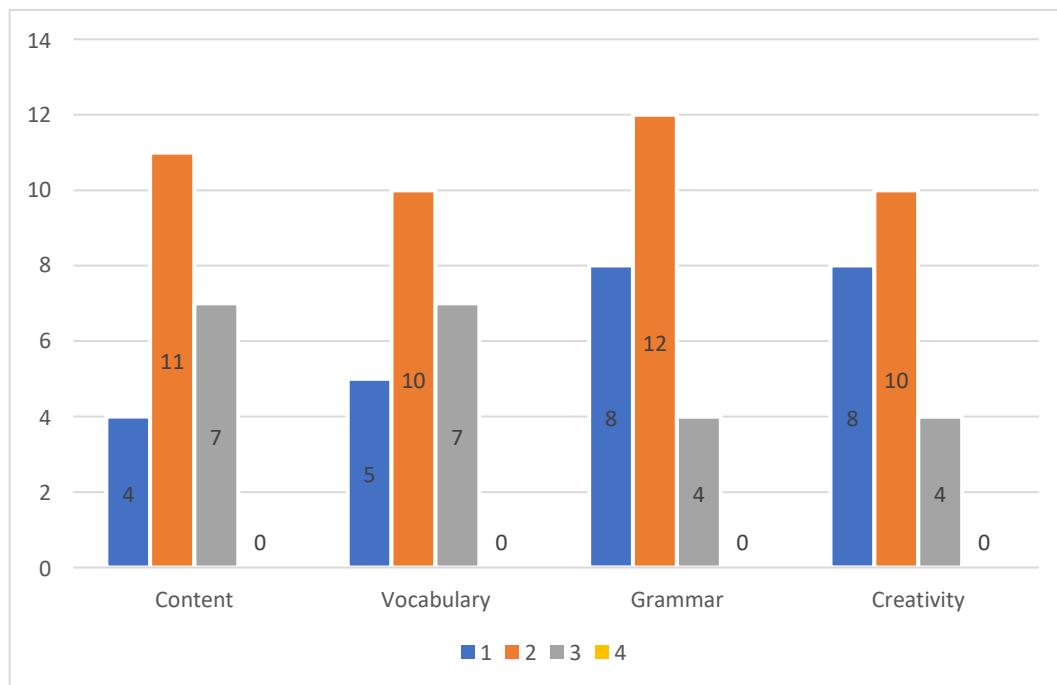
Score	Categorization	Frequency	Percentage
14-16	Excellent	0	
11-13	Very Good	0	
8-10	Good	12	54,55
5-7	Poor	10	45,45
0-4	Very Poor	0	

**Note:** Percentages of students' results based on the rubric

Table 2 shows that the students' writing ability was low. The scoring aspects include organization/content, vocabulary, grammar/mechanics, and creativity. The result is that around 54,55% of the students are in good category;

however, it is not necessary to pass the semester. The rest of the class or about 45,45% got poor scores. Additionally, there were not any student who reached the very good or excellent Therefore, it could be concluded that students of ninth grade at “Guapán” High School had some problems in writing described texts related to include organization/content, vocabulary, grammar/mechanics, and creativity.

**FIGURE 1. RESULTS OF PRE-TEST BY ELEMENTS**



**Note:** Specific pre-test results of elements assessed by the rubric.

The table 3 reflects the results that students got in each element assessed by the researcher during the pre-test by using the rubric. Related to the element of content and organization 18,18% of students showed very poor ability at the moment of presenting their ideas logically. The 50% of students demonstrated that they are able to present their ideas logically, although they are still starting. Moreover, the 31,81% of students have an idea of how write well sentences in order to help readers follow easily the paragraph. Unfortunately, there are not any



student who were able to organize correctly the ideas in a paragraph or show a logical organization of ideas.

The results for vocabulary showed that the 22,72% of students have a lack of variety at the moment of writing. The 45,45% of students demonstrated that they are able to use a limited vocabulary while they write paragraphs. Moreover, the 31,81% of students proved they are capable of use a variety of adjectives and sensory words during the elaboration of paragraphs. On the other hand, none of students showed they have a wide vocabulary that help readers wake up the imagination.

For grammar and mechanics, the pre-test results showed that 36,36% of students did not write complete sentences, did not have knowledge of proper spelling or punctuation. The 54,54% of participants demonstrated they had a little knowledge about grammar, spelling, and punctuation rules. The 18,18% of students possessed a considerable ability to write more complete sentences as well as they were able to follow punctuation and spelling rules more accurately. According to the results for this element, any student was able to follow correctly the grammar, punctuation and spelling rules while they perform the test.

For the last element assessed, creativity, 36,36% showed they have not developed their artistic sense. The 45,45% of students provided some evidence they were able to write creatively in order to engage the reader. While the 18,18% of participants exhibited strong use of artistic abilities, during the process of



writing. Finally, any student demonstrates the ability to use creative strongly to engage readers.

#### 4.8. Result of the post-test

**TABLE 3. SCORE OF STUDENTS' POST-TEST**

Participants	ASPECTS					Grades/10
	O/C	V	G/M	C	TOTAL	
S1	4	3	4	2	13	8,13
S2	3	2	3	4	12	7,50
S3	3	3	3	3	12	7,50
S4	4	2	3	4	13	8,13
S5	3	3	3	3	12	7,50
S6	3	3	3	3	12	7,50
S7	3	4	3	4	14	8,75
S8	3	4	2	3	12	7,50
S9	2	3	3	4	12	7,50
S10	4	3	2	3	12	7,50
S11	3	3	3	3	12	7,50
S12	3	2	3	3	11	6,88
S13	3	4	4	3	14	8,75
S14	3	3	3	4	13	8,13
S15	3	3	3	3	12	7,50
S16	2	3	3	3	11	6,88
S17	1	3	2	3	9	5,63
S18	3	3	2	3	11	6,88
S19	3	4	4	3	14	8,75
S20	4	3	3	4	14	8,75
S21	2	3	3	3	11	6,88
S22	3	3	3	3	12	7,50

**Note.** The data in this table were obtained from the pre-test performed by students before the treatment.

At the end of the research, a post-test was conducted in order to measure the students' writing ability after the implementation of comics strips. Based on the table above, there was improvement of the student's writing in all the aspects of writing assessed when the study started. The general mean was 12,5, and the



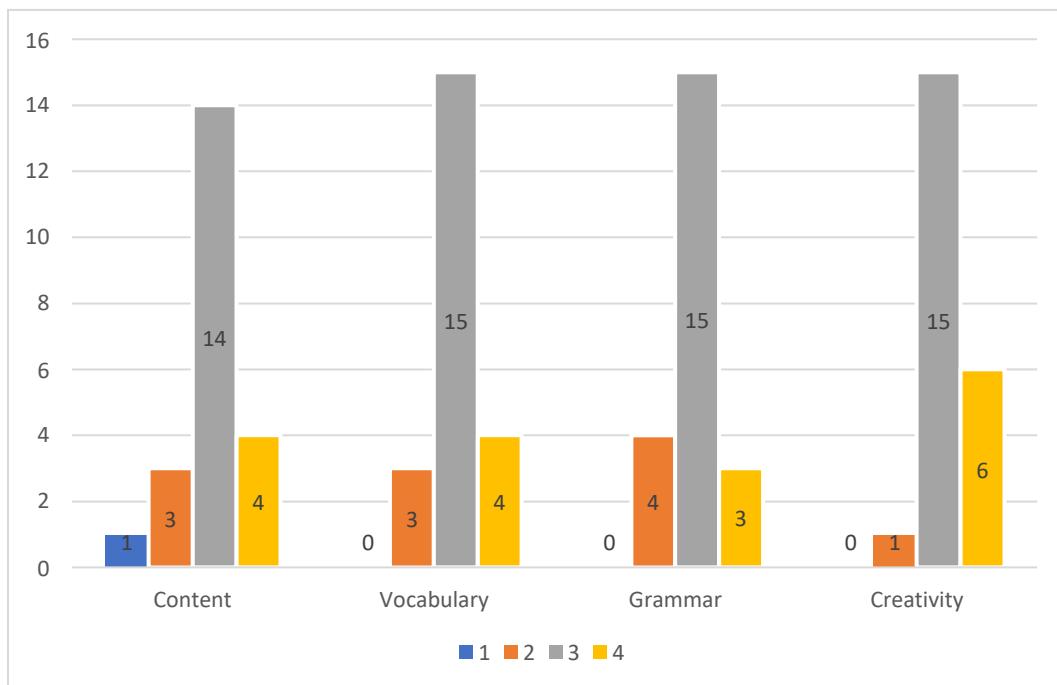
mean over 10. It is still low, but it changed after teacher gave treatment and students can reach a grade that, for the Ministry of Education could be acceptable.

**TABLE 4. CRITERIA OF STUDENTS' ACHIEVEMENT OF POST-TEST**

Score	Categorization	Frequency	Percentage
14-16	Excellent	4	18,18
11-13	Very Good	14	63,63
8-10	Good	4	18,18
5-7	Poor	0	
0-4	Very Poor	0	

Table 4 shows that the students' writing ability had improved. The scoring aspects include organization/content, vocabulary, grammar/mechanics, and creativity. The result is that around 18,18% of the students are in good category. The rest of the class or about 63,63% got very good scores. The excellent aspect reached the 18,18% of students. Therefore, it could be concluded that students of ninth grade at "Guapán" High School had overcome some difficulties in writing skill related to include organization/content, vocabulary, grammar/mechanics, and creativity, after they have received the treatment.

**FIGURE 2. RESULTS OF POST-TEST BY ELEMENTS**



**Note:** Specific pre-test results of elements assessed by the rubric.

The figure 2 reflects the results that students got in each element assessed by the researcher during the post-test by using the rubric. The content and organization element still show that 4,54% of students continued having problems with the organization of the paragraph. The 13,63% of participants showed they have incremented the ability to star organizing ideas when they write. Meanwhile the 63,63% of students moved to the higher level because they showed they were able to organized better their ideas, following a logical order. Additionally, the 18,18% of learners showed that after the treatment, they were able to write more interesting and precise sentences engaging the reader.

Related to vocabulary aspect, the results are the following, the 13,63% provided evidence they were able to use more accurate vocabulary in the required task. Meanwhile, the 68,18% of students showed they were capable of using appropriate words according to the asked task. The 18,18% demonstrated



that used correctly words in order to catch readers' attention and wake up imagination.

Grammar and mechanics aspect' results demonstrated that 18,18% students were able to follow grammar, spelling and punctuation rules in order to improve their writings. The 68,18% of participants showed less errors on punctuation, spelling and grammar when they wrote sentences and paragraphs. The 13,63% of participants showed they were able to engage readers doubt to they make less mistakes in sentence structures, spelling and punctuation.

Related to the last element, vocabulary, the results demonstrated that the 4,54% of students were still having problems with providing neatness and basic creativity. The 68,18% of participants showed they were able to use strongly their creativity while they write. Finally, the 27,27% of students represent the powerful usage of creativity and the ability to engage readers.

To sum up, the table three and six demonstrated that students had progressed in their writing skill, the evidence is that after post-test most of the students obtained good, very good, and excellent level in the different elements assessed by the writing rubric.

#### **4.9. Contrasting the results of the pre-test and the post-test**

Percentages were used for the testing of the results, based on the established scales, which were analyzed in both groups after the administration of the pre-test and post-test. The results were as follows:

**TABLE 5. STUDENTS' SCORES PRE-TEST AND POST-TEST**

Participants	PRE-TEST	POST-TEST	Gained Scores
S1	9	13	4
S2	7	12	5
S3	8	12	4
S4	10	13	3
S5	7	12	5
S6	7	12	5
S7	9	14	5
S8	8	12	4
S9	5	12	7
S10	8	12	4
S11	10	12	2
S12	7	11	4
S13	7	14	7
S14	10	13	3
S15	8	12	4
S16	7	11	4
S17	5	9	4
S18	9	11	2
S19	7	14	7
S20	9	14	5
S21	6	11	5
S22	8	12	4
<b>Total</b>	<b>171</b>	<b>268</b>	<b>97</b>
<b>Mean</b>	<b>8,5</b>	<b>12,5</b>	<b>4</b>

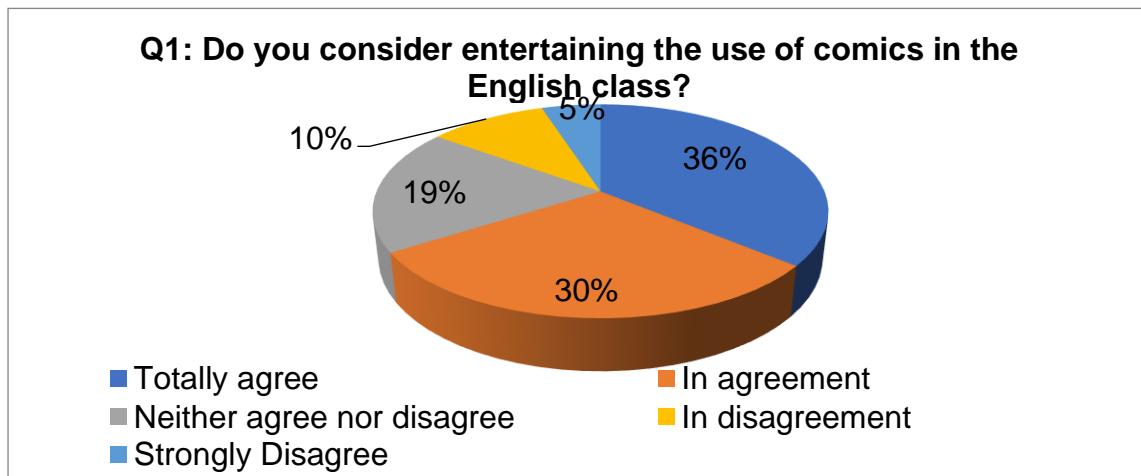
Based on the table above, the mean of students' score in pre-test is 8,5 with the lowest score, 5, and the highest score, 10. Meanwhile, the mean score of post-test was 12,5, with the lowest score, 9, and the highest score, 14. Based on the data in the tables above, it showed that students were able to write paragraphs better; therefore, results exhibited they could improve their writing skill by using English comic strips.

#### 4.10. Descriptive Analysis of the Participants' insights and points of view towards Comics Strips.

This segment purposes to offer information about insights and points of view that the use of comics strips brought to the participants. The information that is displayed in this section was obtained from the questionnaire administered to the students at the end of the intervention stage. The questionnaire was designed to collect information about insights and viewpoints that participants had towards the use of comics strips. It was estimated important to find out directly from the protagonists how they felt during the treatment and if they thought they had benefited or not from the implementation of comics in their English classes.

##### 4.10.1.Q1: Do you consider entertaining the use of comics in the English class?

**FIGURE 3.** Do you consider entertaining the use of comics in the English class?



This question was designed to obtain information from students about how they consider the use of comics in English class. A total of 22 students were asked. As shown on figure 3, 36% of the class strongly agreed with the

satisfaction of using comics, 30% said they agreed about comics were entertaining, 19% did not agree nor disagree, 10% responded they thought comics were not entertaining, and finally, 5% stated they strongly disagree about entertaining of comics.

**4.10.2.Q2: Do you consider that your English lessons are more interesting when comics are used?**

**FIGURE 4. DO YOU CONSIDER THAT YOUR ENGLISH LESSONS ARE MORE INTERESTING WHEN COMICS ARE USED?**

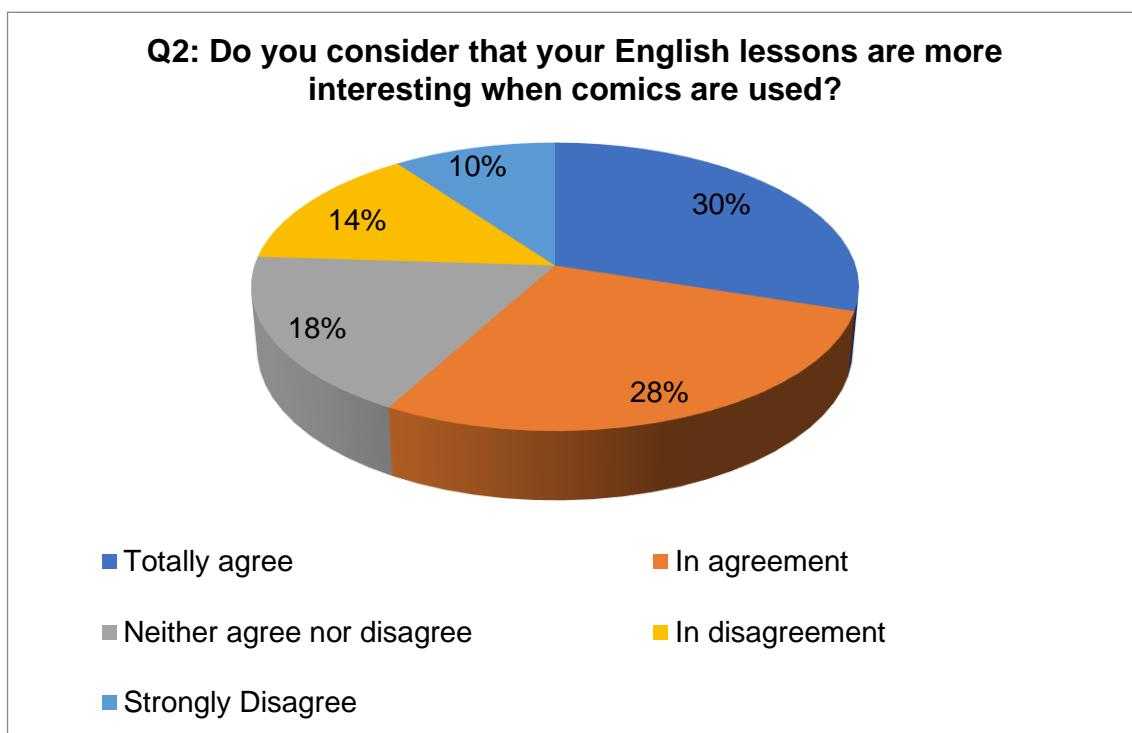
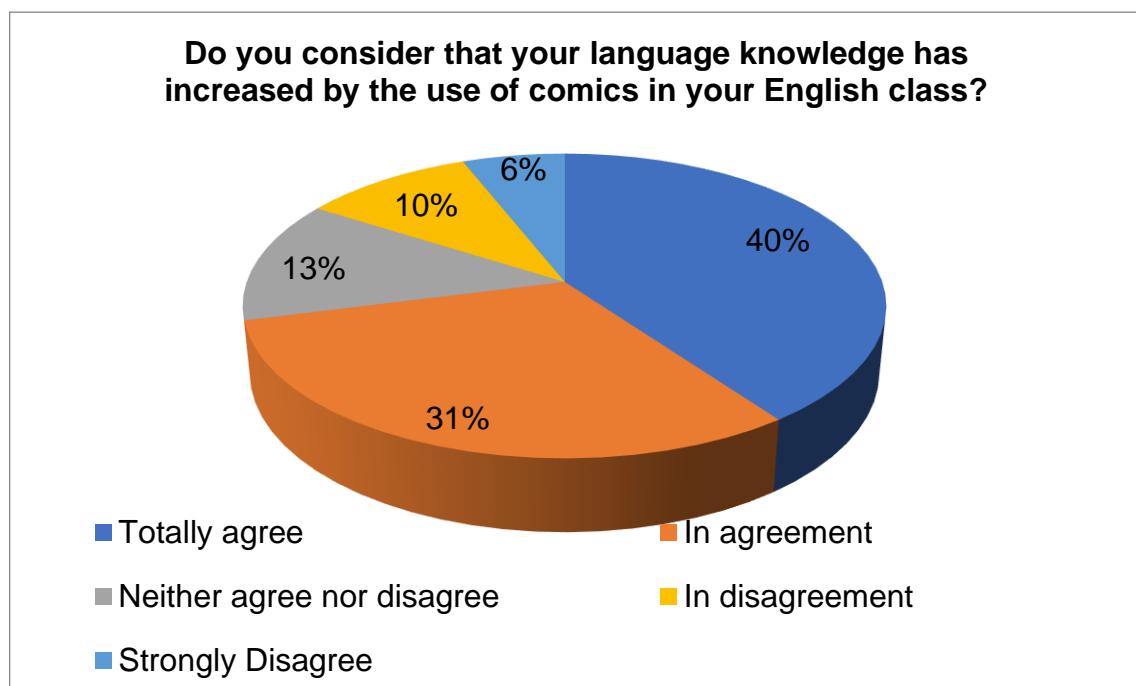


Figure 4 displays the participants' answers to the second question of the questionnaire. In this question, students were asked to express how the classes have changed with the use of comics. As is shown in the figure, from the total of 22 students interviewed, 30% strongly agreed about the classes became more

interesting during the intervention, 28% said that they agreed about their classes were more interesting when comics were introduced, 18% of participants showed they did not agree or disagree about the implementation of comics, 14% disagreed about the usage of comics in class increased their interest, and 10% of participants strongly disagreed that class became more interesting.

**4.10.3.Q3: Do you consider that your language knowledge has increased by the use of comics in your English class?**

**FIGURE 5. DO YOU CONSIDER THAT YOUR LANGUAGE KNOWLEDGE HAS INCREASED BY THE USE OF COMICS IN YOUR ENGLISH CLASS?**

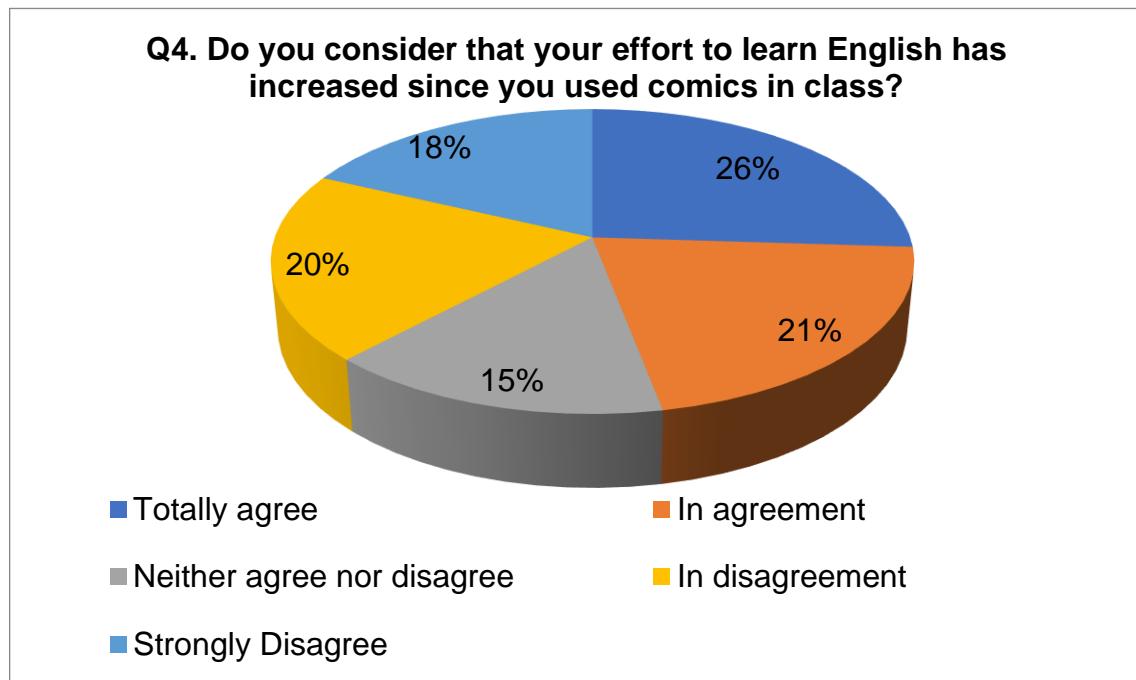


In this question students were asked to determine whether students have acquired more English knowledge using comic. From the total of 22 students who participated in the interview, the 40% pointed out they strongly agreed about how comics helped with their learning, the 31% of participants expressed they agreed about comics helped to increase their knowledge, 13% said they did not agree or disagree about the increment of their knowledge through comics, while

10% of students expressed they were not agreed, while 6% strongly disagreed that their knowledge has increased by using comics.

**4.10.4.Q4. Do you consider that your effort to learn English has increased since you used comics in class?**

**FIGURE 6. DO YOU CONSIDER THAT YOUR EFFORT TO LEARN ENGLISH HAS INCREASED SINCE YOU USED COMICS IN CLASS?**

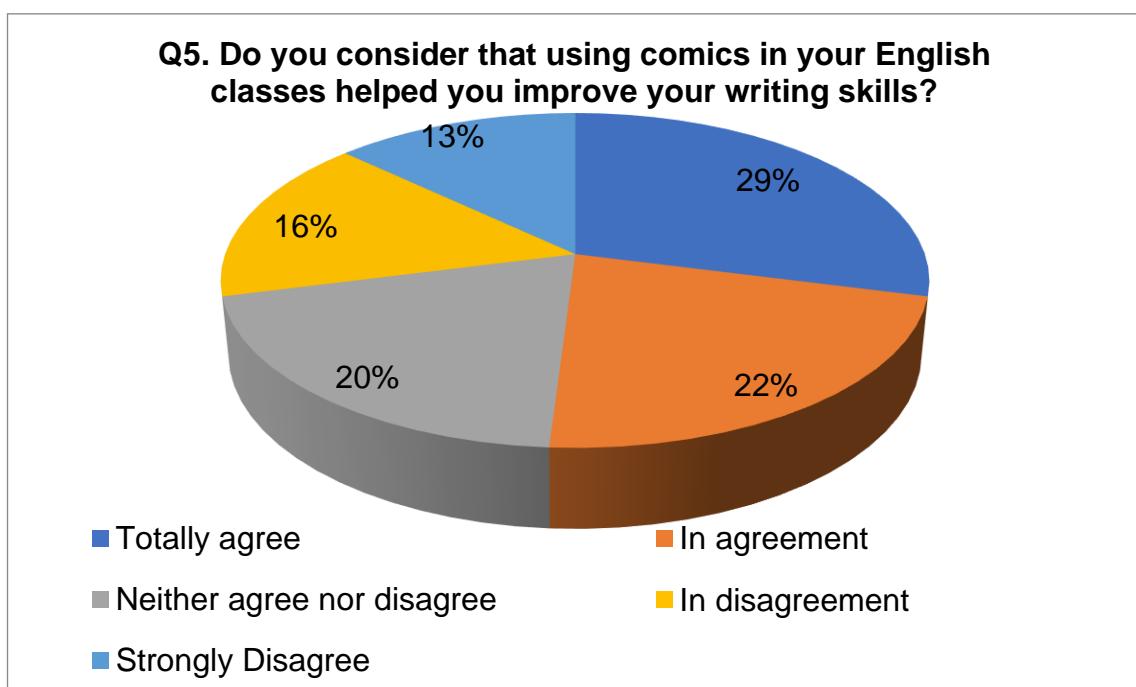


Regarding Question 4, where students were asked about their insights about the effort they made or not with the implementation of comics in their English classes. The total of 22 students' responses were distributed as follows, 26% of students expressed they strongly agreed that they had to effort more during their English classes with the application of comics, 21% stated they agreed their effort had increased with comics, 15% did not to agree or disagree about the question, 20% said that they were disagreed about the increment of

their effort in class by using comics, and 18% expressed strongly disagree they had to do more effort in learning with the implementation of comics.

#### 4.10.5.Q5. Do you consider that using comics in your English classes helped you improve your writing skills?

**FIGURE 7.** DO YOU CONSIDER THAT USING COMICS IN YOUR ENGLISH CLASSES HELPED YOU IMPROVE YOUR WRITING SKILLS?

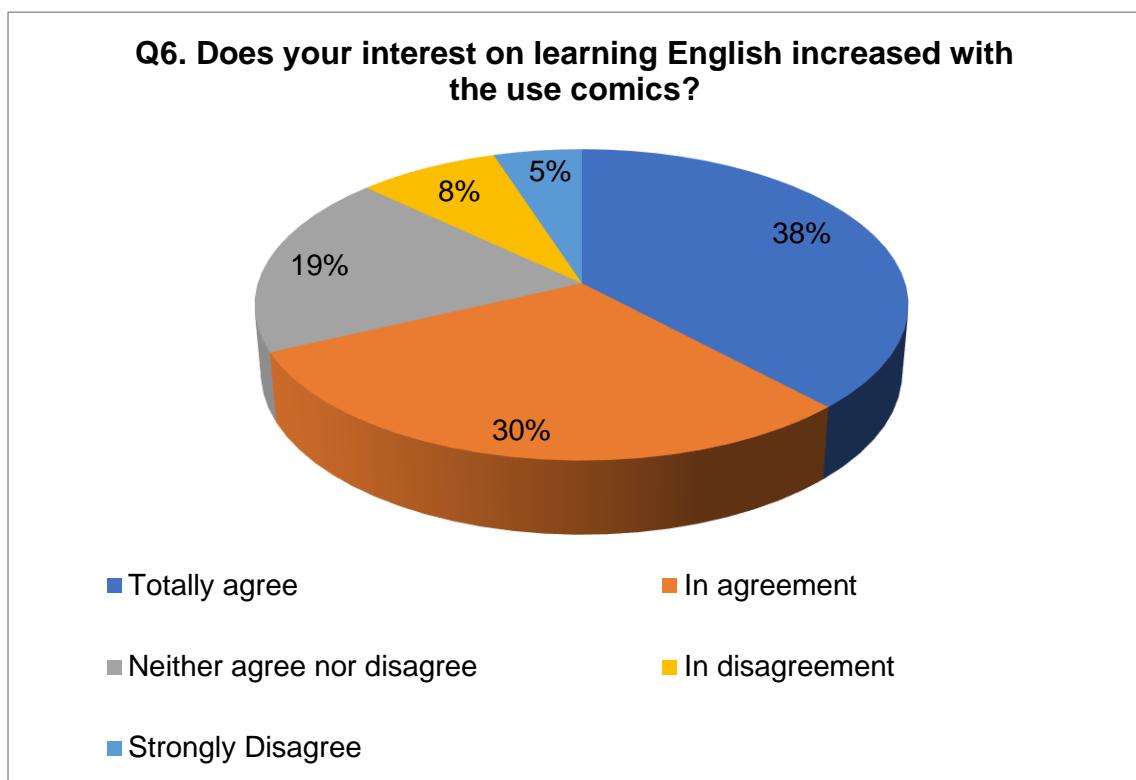


The figure above displays students' answer to question 5 of the questionnaire. In this section, participants were asked if, in their opinion, their writing skill improved by using comics or not. Regarding to question, of the 22 students interviewed, 29% strongly agreed with their writing skill got better with comic's implementation, 22% said they agreed about their writing increased by using comics, while 20% did not agree nor disagree.

about this question, 16% disagreed with the improvement of writing, and 13% strongly disagree about their writing skill had progressed.

#### 4.10.6.Q6. Does your interest on learning English increased with the use comics?

**FIGURE 8. DOES YOUR INTEREST ON LEARNING ENGLISH INCREASED WITH THE USE COMICS?**



In question 6, students were asked if their interest in learning English increased or not. As is displayed in figure 8, of the 22 students interviewed, 38% strongly agreed that their interest in learning English increased with the application of comics, 30% said they agreed about their interest got bigger, 19% did not agree or disagree, 8% disagreed about the increase of interest, and 5% totally disagree about their interest grew up with the implementation of comics.



## CHAPTER V

### 5. Discussion

Based on the findings of the current study, the implementation of comics in this research brought some successful improvements in the students' ability in writing. The results of pre-test and post-test demonstrated students' writing skill improved in all the elements evaluated by the rubric: vocabulary, grammar and mechanics, creativity, and organization and content.

But, the results of post-test show that the students demonstrated more advance in; first, in content and organization. Students could organize ideas into a good sequence regarding to the generic structure of paragraphs and in chronological order. By creating sentences students became able to generate paragraph in good sequence, conveying ideas for readers.

Another improvement was related to vocabulary aspect. Repetition and presentation of words on picture sequences inside comics convert the words into sight words for most students. By looking at the pictures that had been identified into words and looking up at the dictionary, students could use more appropriate words in their writing. Therefore, their vocabulary words were more varied.

The next noticeable improvement was grammar and mechanics aspect, presentation of grammar structures with pictures help students to remember the sentences order and the punctuation. Students demonstrated they were able to minimize misspelling by checking the words in or asking teacher. Moreover, the paragraphs presented in the post-test showed they are able to write sentences with no errors or small errors by using the simple present tense. After the



treatment also is evident students now can use the correct form of verbs depending on the subject they are working with.

To help students improve their writing skill, several factors made this research successful. First, students started to work independently by brainstorming their own ideas, organizing them, and creating their own stories using comics. They were introduced important techniques at the beginning of this small-scale study, which included brainstorming, planning and observing before they were requested to write. Students became familiar with the aforementioned techniques and some of them started to apply them by themselves. This is supported by the research conducted by Muhajirin (2018), who apply some stages like planning, implementing, observing, and reflecting to make writing possible. In his study an average percentage of students started to write and work alone, which makes this study effective at “Guapán” High School.

The second factor was collaboration along with creativity. Here, students wrote their comics by themselves using their imagination when looking at some pictures. In addition, students wanted to see what the others were doing and, in that process, they provided and received ideas. This makes students to interact and collaborate without teacher enforce. The study findings by López and Varón (2018) are in line with the results obtained by means of the research study conducted, since participants were encouraged to write in English when they were given diverse topics in the learning process. Students use English to write in context about any topic they wanted or imagined by exchanging ideas with their peers.



Third, comics allowed students to have their own insights and viewpoints when using comics. Students had the opportunity to work in a different way. Here, students were not just writing about something irrelevant. They looked at pictures that could represent their lives as a way of something new. In addition, they wrote about situations that they will face in their daily lives. This encouraged students to have a positive attitude toward English language learning. This is confirmed by a research study carried out by Tok and Kandemir (2014), where their results showed that creative writing activities helped language learners more than traditional activities.

Therefore, the researcher concluded that Comics could improve the students' ability in writing texts of ninth class at Guapán high school.

### 5.1. Ethical Issues

First, the researcher asked the principal of high school for permission to develop the study at "Guapán" High School. The researcher and the authorities signed a document where the main characteristics of the study were stated like the exact dates of implementation of the investigation and how the study would be carried out. Second, the researcher elaborated an informed consent to be signed by the participants' legal representatives. This document helped to prevent some legal issues during and after the intervention. The consent stated the main rules for both parts before, during and after the investigation. During the socialization and signing of this document, the researcher explained clearly that students' names would be changed for fictitious ones or nicknames or they would be assigned to a number in order to keep their identities anonymous.



## 5.2. Limitations

In the development of the study, I encountered some limitations, which, did not prevent the development of the planned research activities. The first limitation that I found was the delivery of the tasks, which greatly delayed the progress of comics; this resulted in the rescheduling in some activities designed for a certain time. Another limitation was the little collaboration of students during the development of certain activities, since they stated that those were somewhat difficult. In spite of this problem students fulfilled the activities. As a consequence of the previous difficulty, there was less time remaining to complete the different activities, which produced a delay in the entire timetable. Moreover, students did not bring the needed materials, like dictionaries, notebooks, pens and pencils.

## 5.3. Conclusions

Comparing the results between the pre-test and post-test, it can be concluded that the use of comics is effective at "Guapán" High School to increase learners' motivation and further comprehension of written communication, which facilitates the acquisition and production of the target language. Moreover, the students who used comics had higher motivation to be active in giving ideas in the delivered English classes. On the other hand, most students felt more enthusiastic, did not get bored and had high interest when learning vocabulary by means of the implementation of comics.

Therefore, the implementation of comics improved students' writing ability at "Guapán" High School. Comics have absolutely been an important part in the process of teaching a foreign language because they help students to develop their creativity easily, specifically organizing their writing. They demonstrated it



by identifying pictures and coming up with short paragraphs based on them. In addition, students encourage themselves by brainstorming their ideas into a story, undeniably using their writing skills.

Comics have helped students to develop their visual communication. In addition, they have improved their social interaction skills within their school setting. English classes became more dynamic, which increase their self-motivation and help them to work in an enrichment environment. At the same time, students were aware of their writing, they help one another to create new stories by taking into account and applying key terms and features related to comics.



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**APPENDIX I**  
**CARTA DE CONSENTIMIENTO**

Yo..... con CI ..... representante legal del-  
la estudiante ..... del noveno año de Educación General  
Básica paralelo “B” de “Guapan” High School. Luego de haber sido informada  
acerca del tema de estudio, **IMPLEMENTACION DE COMICS PARA EL  
DESARROLLO DE LA DESTREZA DE ESCRITURA EN ESTUDIANTES DE  
USO BASICO DEL INGLES** sus ventajas y desventajas. Como representante  
legal del-la estudiante antes mencionada(o) autorizo que participe del proyecto  
de investigación que la Lcda. María Montero G como estudiante de la maestría  
Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera Cohorte  
II aplicara en el segundo quimestre del lectivo 2018-2019. Así mismo me  
comprometo a velar por el cumplimiento de todas las actividades propuestas en  
el estudio, y mantener a mi representada siempre motivada.

Dado y firmado

Guapan ..... de ..... de 2019.

Sr. ....

Lcda. María Montero

CI. ....

CI: 0302158746

REPRESENTANTE LEGAL

DOCENTE INVESTIGADOR



## APPENDIX II

### WRITING RUBRIC

Student: \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

		1	2	3	4
<b>Organization/Content</b>		No evidence of a purpose or logical ideas that help the reader see what is being described.	Hints at using organized ideas to describe people, places, and things.	Well-focused sentences and paragraphs are logical and helps readers see what is being described.	Interesting and precise sentences and paragraphs tell a descriptive story with metaphor.
<b>Vocabulary</b>		Lacks of evidence of sensory words and adjectives.	Provides some sensory words and adjectives.	Uses well-crafted sensory images and appropriate adjectives that describe.	Engages the reader in the story by making people, places, and objects come alive with sensory details, comparisons, and powerful adjectives.
<b>Grammar Mechanics</b>	<b>and</b>	Lacks evidence of proper use of complete sentences, proper spelling, punctuation, or grammar.	Exhibit some understanding of sentence structure; many spellings. Punctuation, and grammatical errors.	Shows sentence variety, with few spellings. Punctuation, and grammatical errors.	Offers readers engaging and compelling sentences without spelling. Punctuation, and grammatical errors.
<b>Creative Presentation and Art (Style)</b>		No sense of artistic concern or care for neatness: no attempt to interest the reader through sensory detail.	Provides some concerns for artistic techniques and neatness: offers basic description.	Exhibits strong use and understanding of artistic concepts: details figure strongly in the work.	Creative use of materials to tell and engaging story artistically; powerful details and description.

#### KEY

14-16 points: excellent

11-13 points: Very good

8-10 points: Good

5-7 points: Fair

0-7 points: Poor

SCORE \_\_\_\_\_



NOTES:

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## APPENDIX III

### PRETEST



### GUAPAN HIGH SCHOOL

**Activity made in the didactic intervention using comics in the process of writing**

#### QUESTIONNAIRE (Pre-Test)

**Name:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Write a story in English about a Family picnic. You will use 50 words to complete the story. You can use simple present tense.





## APENDIX IV

### POST-TEST



### GUAPAN HIGH SCHOOL

**Activity made in the didactic intervention using comics in the process of writing**

#### QUESTIONNAIRE (Post-Test)

**Name:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Write a story about going camping with friends. Write a story in English. You will use a maximum of 100 words. You can use simple present tense.





## APENDIX V

### LESSON PLANS

#### LEARNING SESSION # 1

##### I. INFORMATIONAL DATA

1. **HIGH SCHOOL:** "Guapan" High School
2. **TOPIC:** Learning to swim
3. **AREA:** English
4. **TEACHING:** Maria Montero G.
5. **DATE:** 07/03/2019 – 22/03/2019 (9 hours)
6. **COURSE:** 9th EGB "B"
7. **Level:** Secondary
8. **DURATION:** 40 minutes training session 1
9. **PARTICIPANTS IN THE SESSION OF LEARNING No. 1:** 22 students
10. **TOTAL TIME SESSION:** Minimum 32 hours or more

##### II.-EXPECTED LEARNING

COMPETITION	CAPABILITIES	INDICATOR	KNOWLEDGE
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- Knowledge of texts.
- Word processing.
- Recognize "Learning to swim" in the texts.
- Structure ideas based on sentences referenced in the text.
- Recognize "Learning to swim" in a word list

**GRAMMAR**

- Simple present
- Simple past
- Affirmative and negative sentences.

**VOCABULARY**

- Adjectives
- verbs

**III. DIDACTIC SEQUENCE**

LEARNING ELEMENTS	ACTIVITY / STRATEGY	TIME	DIDACTIC RESOURCES
<b>START:</b>	<ul style="list-style-type: none"><li>➤ There is a discussion about a story "Learning to swim", recreated in design and content by teachers with the aim that students engage their interest and coordinate sentences using appropriate grammatical structures and vocabulary.</li></ul>	fifteen	Voice of students and teacher
	<ul style="list-style-type: none"><li>➤ Students are given a comic about a comic book "Learning to swim", the comic has 2 scenes where 8 images seen on 4 children: Joseph, Elena, Inés and Juan dialogues in his cartoons. in the 1st scene Joseph says to his other friends about the experiences of having learned to swim; while in the 2nd stage there are comments on the situations and emotions swimming in the river. Students have to observe each image of each scene and dialogues undertaken by children Joseph, Elena, Agnes and John and brainstorm.</li><li>➤ On the blackboard, teacher display the 4 dialogues in English that are in the comics: "Already Jose had experience in swimming; Ines was a little scared but also, she wanted to take the risk; I Realized my dream, to be</li></ul>	<ul style="list-style-type: none"><li>➤ comics</li><li>➤ Voice of students</li><li>➤ Teacher Voice</li></ul>	

**PROCESS**

swimming; It has been easy to swim in a river".

➤ Students have to analyze and structure new sentences in their own words based on the ones they see on the board.

- It relates dialogues in English with a proper grammatical analysis of each student participating in the learning session, displaying the image of each subsequent comic to be analyzed and read every story.
- (Comics) Jose Already has experience in swimming = (student) José had previously submerged himself in a river.
- (Comics) Ines is a little scared but also, she wanted to take the risk. = (Student) Following Joseph's path, Ines Also Proceeded to get into the river.
- (Comics) I Realized my dream, to be swimming. = (Student) I Accomplished my goal of swimming in the river.
- (Comics) It has been easy to swim in a river. = (Student) It has not Been complicated to learn to dive and swim.

➤ Back to students observe comic scenes and dialogues recognize that children do Jose, Elena, Agnes and John in every scene.

➤ Students are asked to change the sentences in their own words the result of reading 4 scenes, writing English dialogue made by children in 4 pictures, which should be as follows:

in the 1st scene interpret and write: José ADH Previously submerged himself in a river.

in the 2nd scene interpret and write: Following Joseph's path, Ines Also Proceeded to get into the river.

in the 3rd scene interpret and write: I Accomplished my goal of swimming in the river.

in the 4th scene they interpret and write: It has not Been complicated to learn to dive and swim.

Once completed comic read and recognize the title of the comic is "Learning to swim".

**twenty**

➤ Stickers on adhesive paper

➤ liquid ink whiteboard

➤ liquid marker

**EVALUATION**

Students are able to write simple sentences in simple present based on comics.

**5**

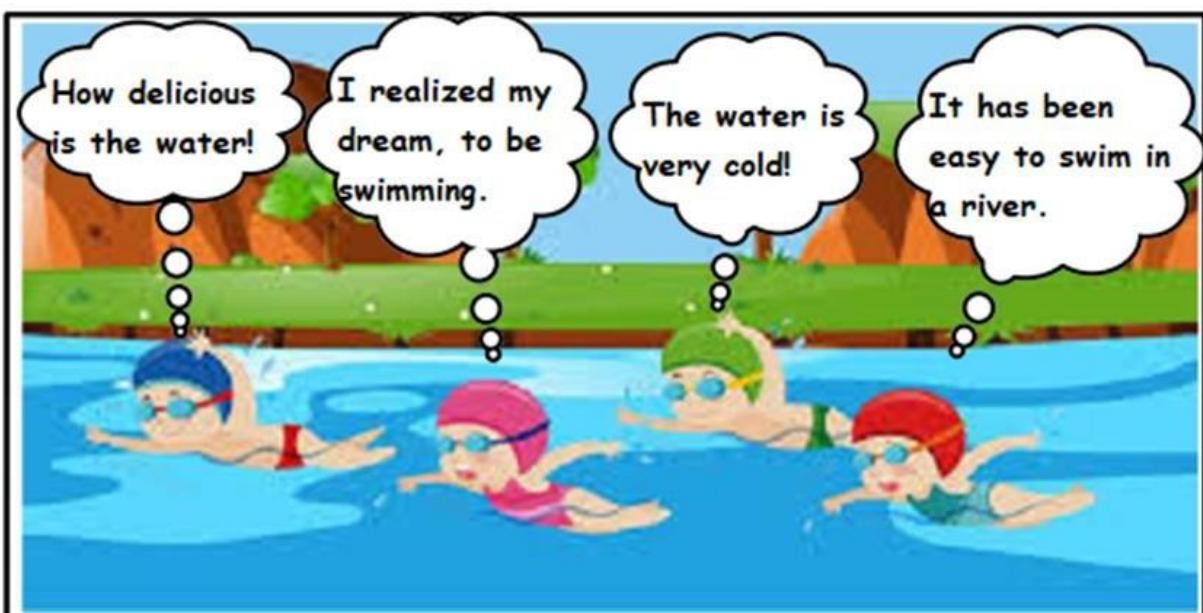
Application tab



#### IV LEARNING EVALUATION

CAPABILITIES	INDICATOR	INSTRUMENT
➤ Knowledge of texts.	➤ Recognizes simple present in the texts.	The student recognizes the different tenses and memorizing vocabulary used in the comic is.

## COMICS No 1 FOR ANALYSIS AND INTERPRETATION OF LEARNING No.1

**LEARNING TO SWIM**



## APPLICATION FORM No. 1

Name: \_\_\_\_\_

Course: \_\_\_\_\_ Date: \_\_\_\_\_

Section: EGB "B" Location: Farm

Topic: Learning to swim Main Characters: Jose, Ines, Elena y \_\_\_\_\_

Look at the images of the 4 quadrants, analyze and interpret the stories of the comics for each scene and protagonist and formulate them with your own sentences in English.

### Learning to swim

JOSE



José had previously submerged himself in a river

INES



Following José's path, Ines also proceeded to get into the river.

ELENA



I accomplished my goal of swimming in the river.

INES



It has not been complicated to dive and learn to swim.



## LEARNING SESSION # 2

### I. INFORMATIONAL DATA

**1. HIGH SCHOOL:** "Guapan" High School

**2. TOPIC:** Canoe ride on the river

**3. AREA:** English

**4. TEACHING:** Maria Montero G.

**5. DATE:** 26/03/2019 - 12/04/2019 (9 horas)

**6. COURSE:** 9th EGB "B"

**7. Level:** Secondary

**8. DURATION:** 40 minutes training session 2

**9. PARTICIPANTS IN THE SESSION OF LEARNING No. 2:** 22 students

**10. TOTAL TIME SESSION:** Minimum 32 hours or more

### II.-EXPECTED LEARNING

COMPETITION	CAPABILITIES	INDICATOR	KNOWLEDGE
<ul style="list-style-type: none"><li>➤ Knowledge of texts.</li><li>➤ Word processing.</li></ul>	<ul style="list-style-type: none"><li>➤ Recognizes "Canoe ride on the river" in the texts.</li><li>➤ Structure ideas based on sentences referenced in the text.</li></ul>	<ul style="list-style-type: none"><li>➤ Recognizes "Canoe ride on the river" in a word list</li></ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"><li>• Simple present</li><li>• Simple past</li><li>• Affirmative and negative sentences.</li></ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"><li>• Adjectives</li><li>• verbs</li></ul>



### III. DIDACT SEQUENCE

LEARNING ELEMENTS	ACTIVITY / STRATEGY	TIME	DIDACTIC RESOURCES
<b>START:</b>	<ul style="list-style-type: none"><li>➤ There is talk about a story "Canoe ride on the river", recreated in design and content by teachers with the aim that students pique your interest and coordinate sentences in that think using grammatical structures appropriate and the vocabulary.</li></ul>	<b>fifteen</b>	Voice of students and teacher
<b>PROCESS</b>	<ul style="list-style-type: none"><li>➤ Students are given a comic cartoon on a "canoe ride on the river", the comic has 3 scenes where 7 images seen on 3 children: Erika, John and Henry with dialogues in his cartoons. in the 1st scene John and Erika express who enjoyed much of the canoe ride; while in the 2nd scene they indicate the experience they had learning to row. In the 3rd. Scene as a spring came to show their happiness for adventure who lived and meet Henry.</li><li>➤ From a comic's dialogue, students observe each image of each scene and dialogues undertaken by children John, Erika and Henry who think with a brainstorm.</li><li>➤ It is written on the blackboard the 4 dialogues in English: 2The canoe ride was very pleasant; Yes, Erika we really enjoyed the ride.; Yes, John, we played and Learned to row; The current of the river was strong, but We went ahead".<ul style="list-style-type: none"><li>• Students have the job of analyzing and structuring sentences in their own words.</li><li>• It relates dialogues in English with a proper grammatical analysis of each student participating in the learning session, displaying the image of each subsequent comic to see analyzed and read every story.</li><li>• (Comics) The canoe ride is very pleasant = (student) The canoe tour is satisfying and fun.</li><li>• (Comics) Erika Yes, we really enjoy the ride. = (Student) Yes Erika, we enjoy this great tour.</li><li>• (Comics) Yes John, we play and Learn to row. = (Student) Yes John, we went through and experienced the sport of rowing.</li></ul></li></ul>	<b>twenty</b>	<ul style="list-style-type: none"><li>➤ comics</li><li>➤ Voice of students</li><li>➤ Teacher Voice</li><li>➤ Stickers on adhesive paper</li><li>➤ Slate liquid ink</li><li>➤ liquid marker</li></ul>



- (Comics) The current of the river was strong, but We went ahead. = (Student) In Spite of the adversities and the hardness of the river we got ahead.
- Back to comic scenes students observe and recognize the dialogues undertaken by children John, Erika and Henry in every scene.
- They are asked to interpret its sole discretion comic scenes with prayers on their own terms. The result of reading 3 scenes, writing English dialogue made by children in 4 pictures, which should be as follows:
  - in the 1st scene interpret and write: The canoe tour is satisfying and fun.
  - in the 2nd scene they interpret and write: Yes Erika, we enjoy this great tour.
  - in the 3rd scene they interpret and write: Yes, Juan We went through and experienced the sport of rowing.
  - in the 4th scene interpret and write: In Spite of the adversities and the hardness of the river we got ahead.
- Once completed comic read and recognize the title of the comic it is "Canoe ride on the river".

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<b>EVALUATION</b>	➤ Recognizes "Canoe ride on the river" on a list of words	5	Application tab
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#### IV LEARNING EVALUATION

CAPABILITIES	INDICATOR	INSTRUMENT
➤ Knowledge of texts.	➤ Recognizes vocabulary and grammar structure in sentences in the texts.	The student recognizes the different tenses and memorizing vocabulary used in the comic is.

## COMICS No 2 FOR ANALYSIS AND INTERPRETATION OF LEARNING No.2



**APPLICATION FORM No. 2****Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**Course:** Ninth**Section:** EGB "B"**Location:** Farm**Topic:** Canoe ride on the river**Main Characters:** Erika, Juan y Henry

Look at the images of the 4 squares, analyze and interpret the stories of the comics for each scene and protagonist and rewrite them with your own sentences in English.

**Canoe ride on the river**

**The canoe tour is satisfying and fun.**



**Yes, Erika we enjoy this great tour.**



**Yes, Juan. We go through and we experience the sport of rowing.**

María Lucía Montero Guallpa



**In spite of the adversities and the hardness of the river, we got ahead.**



## LEARNING SESSION # 3

### I. INFORMATIONAL DATA

- 1. HIGH SCHOOL:** "Guapan" High School
- 2. TOPIC:** Visiting the ice mountains
- 3. AREA:** English
- 4. TEACHING:** Maria Montero G.
- 5. DATE:** 16/04/2019 – 10/05/2020 (9 horas)
- 6. COURSE:** 9th EGB "B"
- 7. LEVEL:** Secondary
- 8. DURATION:** 40 minutes training session 3
- 9. PARTICIPANTS IN THE LEARNING SESSION No.3:** 22 students
- 10. TOTAL TIME SESSION:** Minimum 32 hours or more.

### II.-EXPECTED LEARNING

COMPETITION	CAPABILITIES	INDICATOR	KNOWLEDGE
<ul style="list-style-type: none"><li>➤ Knowledge of texts.</li><li>➤ Word processing.</li></ul>	<ul style="list-style-type: none"><li>➤ Recognizes "Visiting the ice mountains" in the texts.</li><li>➤ Structure ideas based on sentences referenced in the text.</li></ul>	<ul style="list-style-type: none"><li>➤ Recognizes "Visiting the ice mountains" in a word list</li></ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"><li>• Simple present</li><li>• Future will</li><li>• Affirmative sentences.</li></ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"><li>• Adjectives</li><li>• verbs</li></ul>



### III. DIDACTIC SEQUENCE

LEARNING ELEMENTS	ACTIVITY / STRATEGY	TIME	DIDACTIC RESOURCES
<b>START:</b>	<ul style="list-style-type: none"><li>➤ There is discussion about a story "Visiting the ice mountains", recreated in design and content by teachers with the aim that students get involved in class and their show interest and coordinate sentences using appropriate grammatical structures and vocabulary.</li></ul>	<b>fifteen</b>	Voice of students and teacher
<b>PROCESS</b>	<ul style="list-style-type: none"><li>➤ Students are given a comic about a story "Visiting the ice mountains", the comic has 6 scenes where 12 images seen on: 2 kids and a snowman with dialogues in his cartoons. in the 1st scene children reach the mountaintop and will camp at the site; while 2nd scene in the tent stands alone, then 3rd goodbye scene snow man found in his journey through the snowy; in the 4th scene they cannot believe they met a mythical character in the snowy high.</li><li>➤ From a comic's dialogue, students observe each image of each scene and dialogues undertaken by children visiting the mountains and think with a brainstorm.</li><li>➤ It is written on the blackboard 7 English dialogue: "Finally, we reach the top of the mountain; Yes, now we can camp in this place; Meanwhile, the tent was left alone; Goodbye, we'll meet again soon; yes, ice man take care; Was this a true character; Well, if it was a dream, we made it come true".</li><li>• Students have the job of analyzing and structuring sentences in their own words. It relates dialogues in English with a proper grammatical analysis of each student participating in the learning session, displaying the image of each subsequent comic to be analyzed and read every story.</li><li>• (Comics) Finally, we reach the top of the mountain; Yes, now we can camp in this place = (student) We have successfully Reached the top of the mountain ..... Yes. For now, we can overnight in the space.</li></ul>	<b>twenty</b>	<ul style="list-style-type: none"><li>➤ comics</li><li>➤ Voice of students</li><li>➤ Teacher Voice</li><li>➤ Stickers on adhesive paper</li><li>➤ liquid ink whiteboard</li><li>➤ liquid marker</li></ul>



- (Comics) Meanwhile, the tent is left alone.  
= (Student) For now, there is a lonely tent.
- (Comics) Goodbye, we'll meet again soon; yes, ice man take care. = (Student) See you forever, hopefully we can meet again That's how it is snowman
- (Comics) Was this a true character; Well, if it was a dream, we made it come true.  
= (Student) What really will be with the ice man! Perhaps, it was an imagination That we made real.

➤ Back to comic scenes students observe and recognize the dialogues undertaken by children who visited the mountains in every scene.

➤ Students are asked to change the sentences in their own words the result of reading 4 scenes, each scene in English writing dialogues undertaken by children in 4 pictures, which should be as follows:

- in the 1st scene they interpret and write: We Have Successfully Reached the top of the mountain Yes. For now, we can overnight in the space.
- in the 2nd scene interpret and write: For now, there will only be the lonely tent.
- in the 3rd scene interpret and write: See you forever, hopefully we can meet again ... ... That's how it is snowman.
- in the 4th scene interpret and write: What really will be with the ice man ... ... Perhaps, it was an actual imagination That we made.

➤ Once completed comic read and recognize the title of the comic is "Visiting the ice mountains".

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<b>EVALUATION</b>	➤ Recognizes vocabulary, grammar structures	<b>5</b>	Application tab
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#### IV LEARNING EVALUATION

CAPABILITIES	INDICATOR	INSTRUMENT
➤ Knowledge of texts.	➤ Recognizes "Visiting the ice mountains" in the texts.	The student recognizes the different tenses and memorizing vocabulary used in the comic is.

## COMICS No 3 FOR ANALYSIS AND INTERPRETATION OF LEARNING No.3



## APPLICATION FORM No. 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: ninth

Section: EGB "B"

Location: Mountains

Topic: Visiting the ice mountains

Main characters: 2 little snowy climbers

Look at the images of the 4 quadrants, analyze and interpret the stories of the comics for each scene and protagonist and formulate them with your own sentences in English.

## Visiting the ice mountains



- We successfully reach the top of the mountain .....
- Yes. For now, we can overnight in this space.

For now, we set the tent. We see only one lonely tent.



- See you forever, hopefully we can meet again ...
- That's how it is snowman.

- What really will be with the ice man!
- Perhaps, it was an imagination that we made real.



## LEARNING SESSION No. 4

### I. INFORMATIONAL DATA

**1. HIGH SCHOOL:** "Guapan" High School

**2. THEME:** Family picnic

**3. AREA:** English

**4. TEACHING:** Atty. María Montero G.

**5. DATE:** 14/05/2019-28/05/2019 (9 horas)

**6. COURSE:** 9th EGB "B"

**7. Level:** Secondary

**8. DURATION:** 40 minutes training session 4

**9. PARTICIPANTS IN THE LEARNING SESSION No. 4:** 22 students

**10. TOTAL TIME SESSION:** Minimum 32 hours or more

### II.-EXPECTED LEARNING

COMPETITION	CAPABILITIES	INDICATOR	KNOWLEDGE
<ul style="list-style-type: none"><li>➤ Knowledge of texts.</li><li>➤ Word processing.</li></ul>	<ul style="list-style-type: none"><li>➤ Recognizes "Family Picnic" in the texts.</li><li>➤ Structure ideas based on sentences referenced in the text.</li></ul>	<ul style="list-style-type: none"><li>➤ Recognizes "Family Picnic" on a list of words</li></ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"><li>• Simple present</li><li>• Future will</li><li>• Affirmative sentences.</li></ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"><li>• Adjectives</li><li>• verbs</li></ul>



LEARNING ELEMENTS	ACTIVITY / STRATEGY	TIME	DIDACTIC RESOURCE S
START:	<ul style="list-style-type: none"><li>➤ There is a discussion about a story "Family Picnic", recreated in design and content by teachers with the aim that students show their interest and coordinate sentences in that think using grammatical structures appropriate and vocabulary.</li><li>➤ You are given a comic cartoon on a "Family Picnic", the comic has 4 scenes where 11 images about a family seen: Dad, mom, daughter and son with dialogues in his cartoons. in the 1st scene all family members are happy because they spend a nice afternoon of golf, eat at ease and seize the time to the maximum; while in the 2nd stage they are enjoying an outdoor grill organize to have a good time. in the 3rd scene all gone fishing in the 4th scene 3 members of father, mother and daughter are having fun with fishing.</li><li>➤ From a comic's dialogue, students observe each image of each scene and dialogue made by family members and think with a brainstorm.</li><li>➤ It is written on the blackboard three dialogues in English:<ol style="list-style-type: none"><li>1. Dad: Family, we will spend a nice afternoon in the country side. Mom: Yes. My love, we will try to spend time at maximum. Child: We Have fruits and sandwiches to have a great time; Girl: Yes. Dad, we will eat and have a lot of fun.</li><li>2. Dad: Well, we'll start lighting the fire on the grill. Mom: Until That, I will start preparing the table. Girl: Yes, mom, I will help you place the dishes. Child: Oops! What a delicious dad, that will be delicious barbecue.</li><li>3. Dad: Well, after we Have eaten, now it is time to fish! Girl: We will see WHO fishes first, mom or dad. Mom: Of course, I will!</li></ol></li></ul>	fifteen	Voice of students and teacher
PROCESS	<ul style="list-style-type: none"><li>➤ comics</li><li>➤ Voice of students</li><li>➤ Teacher Voice</li><li>➤ Stickers on adhesive paper</li><li>➤ liquid ink whiteboard</li><li>➤ liquid marker</li></ul>	twenty	



Students have the job of analyzing and structuring sentences in their own words the total pursues ideas of what prayer.

- the dialogue is in English with a proper grammatical analysis of each student participating in the training session are related, displaying the image of each subsequent comic to see analyzed and read every story.
- (Comics) Dad: Family, we will spend a nice afternoon in the country side. Mom: Yes. My love, we will try to spend time at maximum. Child: We Have fruits and sandwiches to have a great time; Girl: Yes. Dad, we will eat and have a lot of fun. = (Student) Dad: Family, let's try to spend a beautiful campestral day. Mom: Yes, honey with the boys we will do our best to have a great time. Child: In this picnic, We Have Brought all fruits and sandwiches and good fun. Girl: Of course, we will do everything to have fun. (Comics) Dad: Well, we'll start lighting the fire on the grill. Mom: Until That, I will start preparing the table. Girl: Yes, I will help mom you place the dishes. Child: Oops! What a delicious dad, that will be delicious barbecue. = (Student) Dad: Let's Prepare the grill for meats random. Mom: Meanwhile, I have everything ready on the table. Girl: Let me help you mommy to prepare and serve the food. Child: I'm tasting my lips for trying the roast.
- (Comics) Well, after we Have eaten, now it is time to fish! We will see WHO fishes first, mom or dad. Of course, I will! = (Student) Dad: We Have Once eaten, let's enjoy fishing. Girl: I want to know-who will catch the first fish. Mom: That I will definitely be fisherman.
- Back to comic scenes students observe and recognize the dialogues undertaken by family members in each scene.
- Students are asked to change the sentences in their own words the result of reading 3 scenes, each scene writing English dialogue



made by characters in the 3 images, you should go as follows:

in the 1st scene interpret and write: Dad: Family, let's try to spend a beautiful campestral day. Mom: Yes, honey with the boys we will do our best to have a great time. Child: In this picnic, We Have Brought all fruits and sandwiches and good fun. Girl: Of course, we will do everything to have fun.

in the 2nd scene they interpret and write: Dad: Let's Prepare the grill for meats random. Mom: Meanwhile, I'll Have everything ready on the table. Girl: Let me help you mommy to prepare and serve the food. Child: I'm tasting my lips for trying the roast.

in the 3rd scene interpret and write: Dad: We Have Once eaten, let's enjoy fishing. Girl: I want to know-who will catch the first fish. Mom: That I will definitely be fisherman.

Once completed comic read and recognize the title of the comic it is "Family Picnic".

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<b>EVALUATION</b>	➤ Recognizes "Family Picnic" on a list of words	<b>5</b>	Application tab
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#### IV LEARNING EVALUATION

CAPABILITIES	INDICATOR	INSTRUMENT
➤ Knowledge of texts. ➤ Recognizes vocabulary and grammar structures	The student examines the mixed tenses and learn the vocabulary used in the comic is.	Application tab

## COMICS # 4 FOR ANALYSIS AND INTERPRETATION OF LEARNING





## APPLICATION FORM No. 4

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course:** ninth

**Section:** EGB “B”

**Location:** Countryside

**Topic:** Family picnic

**Main characters:** A family: dad, mom and 2 children

**Look at the images of the 3 squares, analyze and interpret the stories of the comics for each scene and protagonist and formulate them with your own sentences in English.**

### Family picnic



**Dad:** Family, let's try to spend a beautiful campestral day.

**Mom:** Yes, honey with the boys we will do our best to have a great time.

**Child:** In this picnic, we have brought all fruits and sandwiches and good fun.

**Girl:** Of course, we will do everything to have fun.



**Dad:** Let's prepare the grill for random meats.

**Mom:** Meanwhile, I'll have everything ready on the table.

**Girl:** Let me help you mommy to prepare and serve the food.

**Child:** I'm tasting my lips for trying the roast.



**Dad:** Once we have eaten, let's enjoy fishing.

**Girl:** I want to know who will catch the first fish.

**Mom:** I will definitely be that fisherman.



### Pre-test Analysis

Participants	ASPECTS				TOTAL	Grades/10
	O/C	V	G/M	C		
S1	3	2	3	1	9	5,63
S2	2	1	2	2	7	<b>4,38</b>
S3	1	3	1	3	8	5,00
S4	2	2	3	3	10	6,25
S5	3	1	1	2	7	4,38
S6	1	2	2	2	7	4,38
S7	2	3	2	2	9	5,63
S8	3	3	1	1	8	5,00
S9	1	1	2	1	5	3,13
S10	3	2	1	2	8	5,00
S11	2	3	2	3	10	6,25
S12	3	1	2	1	7	4,38
S13	2	2	1	2	7	4,38
S14	3	3	1	3	10	6,25
S15	2	2	2	2	8	5,00
S16	2	2	2	1	7	4,38
S17	1	1	2	1	5	3,13
S18	3	3	1	2	9	5,63
S19	2	2	2	1	7	4,38
S20	2	3	2	2	9	5,63
S21	2	2	1	1	6	3,75
S22	2	2	2	2	8	5,00

**Post-test analysis**

Participants	ASPECTS				TOTAL	Grades/10
	O/C	V	G/M	C		
S1	4	3	4	2	13	8,13
S2	3	2	3	4	12	7,50
S3	3	3	3	3	12	7,50
S4	4	2	3	4	13	8,13
S5	3	3	3	3	12	7,50
S6	3	3	3	3	12	7,50
S7	3	4	3	4	14	8,75
S8	3	4	2	3	12	7,50
S9	2	3	3	4	12	7,50
S10	4	3	2	3	12	7,50
S11	3	3	3	3	12	7,50
S12	3	2	3	3	11	6,88
S13	3	4	4	3	14	8,75
S14	3	3	3	4	13	8,13
S15	3	3	3	3	12	7,50
S16	2	3	3	3	11	6,88
S17	1	3	2	3	9	5,63
S18	3	3	2	3	11	6,88
S19	3	4	4	3	14	8,75
S20	4	3	3	4	14	8,75
S21	2	3	3	3	11	6,88
S22	3	3	3	3	12	7,50



## APPENDIX VI

### Pre-test and Post-test Contrast

Participants	PRE-TEST	POST-TEST	Gained Scores
S1	9	13	4
S2	7	12	5
S3	8	12	4
S4	10	13	3
S5	7	12	5
S6	7	12	5
S7	9	14	5
S8	8	12	4
S9	5	12	7
S10	8	12	4
S11	10	12	2
S12	7	11	4
S13	7	14	7
S14	10	13	3
S15	8	12	4
S16	7	11	4
S17	5	9	4
S18	9	11	2
S19	7	14	7
S20	9	14	5
S21	6	11	5
S22	8	12	4
<b>Total</b>	<b>171</b>	<b>268</b>	<b>97</b>
<b>Pre-test mean</b>	<b>8,5</b>	<b>12,5</b>	<b>4</b>



## APPENDIX VII

### QUESTIONARIE:

**Course:** Ninth EGB “B”

**Date:** \_\_\_\_\_

**OBJECTIVE:** This document was developed to collect data about students' insights and viewpoints about the implementation of comics in their English classes.

**INSTRUCTIONS:** MARK with an X the option according your personal thoughts.

### QUESTIONS

**1. Do you consider entertaining the use of comics in the English class?**

- a)  I totally agree
- b)  I agree
- c)  I neither agree nor disagree
- d)  I disagree
- e)  I strongly disagree

**2. Do you consider that your English lessons are more interesting when comics are used?**

- a)  I totally agree
- b)  I agree
- c)  I neither agree nor disagree
- d)  I disagree
- e)  I strongly disagree

**3. Do you consider that your language knowledge has increased by the use of comics in your English class?**

- a)  I totally agree
- b)  I agree
- c)  I neither agree nor disagree
- d)  I disagree
- e)  I strongly disagree

**4. Do you consider that your effort to learn English has increased since you used comics in class?**

- a)  I totally agree
- b)  I agree
- c)  I neither agree nor disagree
- d)  I disagree
- e)  I strongly disagree



**5. Do you consider that using comics in your English classes helped you improve your writing skills?**

- a)  I totally agree
- b)  I agree
- c)  I neither agree nor disagree
- d)  I disagree
- e)  I strongly disagree

**6. Does your interest on learning English increased with the use comics?**

- a)  I totally agree
- b)  I agree
- c)  I neither agree nor disagree
- d)  I disagree
- e)  I strongly disagree

**THANK YOU FOR YOUR HELP!**

**Lcda. María Montero**