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Improving Skill in Writing Inspirational Story Text in Quantum Learning using Comics

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Abstract

This study was conducted because difficulties to write inspirational story text were found by students in Ninth grade of SMP SMP Plus Maulana Malik Ibrahim. It was caused by less of understanding related to the structure of inspirational story text. This study aimed to explore the improvement of students' skill in writing inspirational story text in quantum learning using comics. This study was classroom action research which was conducted in two cycles. Each cycle had four stages, namely planning, acting, observing, and reflecting. Results of study showed that in pre-treatment, students' average scores were 53 with classical completion rate of 14,28%. In cycle I, students' average scores were improved to be 72 with classical completion rate of 66,6%. Moreover, in cycle II, it was improved to be 84 with classical completion rate of 90,4%. It could be concluded that students' skill in writing inspirational story text was improved after being taught using comics as media in quantum learning.



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Introduction

Indonesian language learning has a basic goal to increase students' skill to communicate well in Indonesian language (Ali, 2020). Moreover, this learning process is designed to facilitate students to develop their effective and efficient communication skill

(Munthe et.al, 2023). It also provides opportunity for students to utilize and develop literary works as a tool to enrich their perceptions of life (Hoerudin, 2023). Therefore, Indonesian language learning is purposed to equip students with good Indonesian language skills. This is important to support the need of daily communication as media to develop literary works.

Furthermore, Indonesian language learning has significant purpose to enhance students' reading interest and appreciation to literary works in order to develop their individuality aspect (Hayati and Yamin, 2023). This learning has important role to increase students' literacy (Simbolon, 2023). In addition, Eriansyah and Baadilla (2023) state that this learning aims to enrich students' critical thinking skill.

Therefore, it can be said that Indonesian language learning has important role for students. They are expected to recognize Indonesian and other cultures (Misriani et.al, 2023), and master language structures (Sari, 2024). In this case, they are able to increase verbal and written communication skills (Hendrayana dan Alfaeni, 2024).

There are many previous studies related to Indonesian language learning because it is very crucial. Another study that is conducted by Nanda Dewi Saputri, Septi Yulisetiani, and Sarwji Suwandi in 2024 has examined the innovation of digital-based Indonesian language learning which is implemented in SMP Tiga Bahasa Bina Widya Surakarta. Other study has been conducted by Sofia Godeliva Un Lala and Alswareni Nomnafa in 2024 related to the implementation of role playing mode as one of language aspects to improve students' speaking skill. It has been conducted in SD Negeri Oetona Kota Kupang. Fitria Dwi Widiastuti utilizes YouTube as audio-visual media to increase writing skill as one of important language aspects.

Based on previous studies, the researchers examine the aspects of language skill. The process of Indonesian language learning includes four aspects of language skills, namely listening, speaking, reading, and writing (Nurafiani and Hindun, 2023). However, Sukirman in Yeli, et.al (2023) states that writing skill is more difficult than other skills because the students have to understand various language elements in a text. According to Tarigan in Ibda (2020), writing skill is said to be more complicated than other language skills. This is because writing process involves graphic symbols which represent the language. These symbols have to be understood by readers, so they can read and understand its expressions.

Tarigan in Siregar (2024) argues that writing is a language skill which enables people to communicate indirectly. In other words, writing is activity that is full of creativity in which ideas are expressed to be meaningful written texts (Barus dkk, 2024). Alwasilah in Amelia and Hasanudin (2022) explains that writing is regular process involving the use of sound symbols. Based on previous opinions, it can be concluded that writing is language skill used to communicate indirectly. This activity is full of creativity and involves sound symbols.

Writing has many advantages for students. One of it is to improve their intelligence, bravery (Faizah et.al, 2023), and create deep knowledge (Rakiyah, 2024). Widyaiswara et.al

(2024) conduct writing activity in which students share their ideas in written form. Many studies related to writing skill have been conducted. A research which is conducted by Tanfa, et.al in 2024 utilizes mind mapping method to improve students' skill to write poetry. In addition, Nikmah et.al in 2024 implement project based learning and pictures to increase students' skill to write news.

There are many writing skill materials for ninth grade students in Merdeka curriculum, namely explanation text, report text, argumentative text, discussion text, and inspirational story text. However, this study only focuses on the material of writing inspirational story.

Inspirational story contains moral values for others (Setiani & Arifin, 2021). Therefore, it attracts and inspires others to do good things (Khotimah, 2024). This text is full of expressions that affect readers' feelings. The feelings are sympathy, empathy, care, sad, and other emotions (Budiastuti & Rosdiana, 2023). Therefore, it can be concluded that inspirational story text tells about exemplary story that affects readers' feelings to do good things.

Inspirational story text has certain characteristics. The main characteristic is that it has parts of story. Its theme is specific and becomes the main point of the text (Siregar, 2023). Furthermore, Mariyana (2022) defines other characteristics of inspirational story text is to describe the phenomenon and experiences of the main character. In addition, Sulistiani (2019) states that inspirational text is narrative or story.

Inspirational story text also has structures. It is build based on those structures (Marlanggen, 2023). Its structures and language have to be considered (Kenwening, 2023). The structures are orientation, events, complication, resolution, and coda (Arsan & Suhendra in Busthami et.al, 2024).

The initial condition of students' skill to write inspirational text is less satisfying. There are several factors causing it. First factor is that the students of ninth grade at SMP Plus Maulana Malik Ibrahim have low understanding on the structures of inspirational story text. Second factor is that there is no innovative and varied learning model to boost students' learning motivation. Third factor is that there is no learning media which supports students to find ideas to be written in inspirational story text. Therefore, learning innovation is needed by implementing quantum learning using comics as learning media.

Quantum learning is effective learning approach to increase students' learning motivation (Sampe and Rumondor, 2023) by providing learning syntax that can improve students' understanding, memories (Suryaningsih et.al, 2023) and creating fun learning (Tahir et.al, 2023). It can be said that quantum learning is learning method that improves students' learning motivation, memories, and creates fun learning.

Quantum learning has additional advantages. One of it is to create more comfortable and fun learning environments (Azkiatun & Dede, 2024), so the students do not feel bored in the learning process (Yustiyawati et.al, 2021). Moreover, quantum learning is able to simplify

the learning process by integrating the element of art and goal of various subjects (Wena in Titik & Nur, 2017).

There are many previous studies related to quantum learning. One of it is conducted by Kamalin Naufi Hidayat, Cahyo Hasanudin, and Sutrimah. It is relevant to this study because it implements quantum learning. However, it increases speaking skill. This study enhances writing skill. Moreover, Trisdianti in 2024 discusses about the implementation of quantum learning to increase students' cognitive achievement in Indonesian language subject. This study also implements quantum learning. However, the results of that research have more aspects because its focus is on the students' learning outcomes in general. This study is more focused on the analysis of students' skill to write inspirational story text.

Quantum learning method has many advantages. One of it is to facilitate students to create conducive learning environment and support them in the learning process (Harahap et.al, 2023). The interaction between teacher and students creates meaningful experience for students (Lutfiana et.al, 2023). According to Syahputra, et.al (2023), quantum learning emphasizes on the importance of students' activeness to interact with learning situation. This is conducted by utilizing five senses of sight, hearing, touch, smell, and taste.

Quantum learning can be collaborated with learning media to produce better result. Rismayanati et.al (2024) implement quantum learning and serial pictures to increase students' skill to write narrative poetry in SDN 03 Jati Kulon. Furthermore, Rahmawati et.al (2024) also collaborate quantum learning with big book media to increase students' skill to read fables at seventh grade of SMP PGRI Setu Bekasi. Therefore, this study collaborates quantum learning with comics as learning media.

Comics are interpreted as cartoon that shows characters and tells story in interrelated sequence (Sudjana & Rifai in Khasanah, 2024). Illustrated narratives use certain characters to convey information in interesting way for readers (Setiani, 2024). According to Subroto & Qohar in Shomad (2022), comics are set of images that are arranged in frames to make a structured sequence. Therefore, comics present story using pictures or cartoons that are interrelated and well-organized.

Comics are useful for students as learning media. This is one of visual communication tool that enables students to interact with learning source (Junaidi et.al, 2023), so the use of comics can contribute to the improvement of students' skills (Muhaimin et.al, 2023). In addition, comics are able to create reader's imagination in providing more interesting reading experience (Kholifah, 2024).

There are previous studies that have been conducted related to this topic. A study conducted by Tisna Rizky Ramadhany, Lilik Binti Mirnawati, and Kunti Dian Ayu Afiani in 2024 utilizes comics and problem based learning to increase students' skill to write narrative text in fourth grade of SD Kusuma Putra. It reveals that the improvement is 15,63%. However, this

study is different from previous study because the research focus is on junior high school students. Target of this study is elementary school students.

Nirwaningtyas and Gusti Yanti (2024) conduct a research using serial pictures to improve students' skill to write short story in the fourth grade of SDN Semper Barat Pagi 05. Its results show that it is successful in two cycles. However, it has no learning method. This study implements quantum learning as learning method.

Based on previous background, this study aims to implements quantum learning combined with comics to improve students' skill to write inspirational story text. This study provides innovation and new learning environment for students. Therefore, this study can be more considered to be conducted with a title 'Improving Students' Skill to Write Inspirational Story Text in the Ninth Grade of SMP Plus Maulana Malik Ibrahim in Academic Year 2024/2025.

Method

This study implemented classroom action research to improve one learning material that has not fulfilled the learning criteria. Subjects of this study are students in the ninth grade of SMP Plus Maulana Malik Ibrahim with total of 21 students. Stages of this study referred to the theory of Arikunto in Sumarah et.al. (2024) including four stages, namely planning, acting, observing, and reflecting. Those stages made a cycle consisting of pre-treatment, cycle 1, and cycle 2. Each cycle was correlated. When cycle 1 had not fulfilled the criteria, it conducted cycle 2.

The data was collected using test in writing inspirational story text. It included various techniques. Test was conducted to evaluate students' skill to write inspirational story text. Non-test technique included observation, interview, and documentation. Results of test were analysed quantitatively. The results of non-test technique were analysed using qualitative approach. Results of students' test were analysed and calculated using following formula:

$$\text{Nilai} = \frac{\text{Skor pemerolehan siswa}}{\text{Skor maksimal}} \times 100\%$$

The formula to calculate the completion of students' learning outcomes was as follow:

In this study, validity was examined using triangulation technique including observation,

$$\text{Nilai} = \frac{\text{Jumlah siswa yang tuntas}}{\text{Jumlah semua siswa}} \times 100\%$$

interview, and test.

Results

The implementation of quantum learning in this study aims to motivate students to learn autonomously and create appropriate solution. The quantum learning implements procedure of *TANDUR*, namely *Tanamkan*, *Alami*, *Namai*, *Demonstrasikan*, *Ulangi*, and *Rayakan*.

In the stage of pre-treatment, the researchers conduct interview to the teacher and provide initial test to write inspirational story text. It is conducted to determine the learning problems and students' skill to write inspirational story text.

In cycle 1, the researchers implement stage of classroom action. Planning stage is conducted by discussing the action with the teacher and compiling the needs to do it. In acting stage, the researchers implement the procedure of *TANDUR* to the students in two meetings. Moreover, in observing stage, the researchers observe students' skill to write inspirational story text in cycle 1. In reflecting stage, the researchers evaluate the learning process and conclude the problems in cycle 1. The solution is proposed to overcome it.

In cycle 2, the researchers implement the same stages. In planning stage, the researchers conduct discussion with the teacher to make a plan based on results of evaluation in cycle 1. *TANDUR* is implemented again in acting stage for two meetings. In observing stage, the researchers observe the result of students' test to write inspirational story text. In reflecting stage, the researchers analyse results of students' inspirational story text.

The improvement of students' writing skill is caused by the implementation of quantum learning using comics as learning media. It can be viewed from the students' scores in each cycle. In pre-treatment, students have average score of 53 in which the lowest score is 33 and the highest score is 83. The classical completion rate is 14,28%.

In cycle 1, students' scores are improved. The average score is 72. The lowest score is 33 and the highest score is 91. It can be said that not all students have passed the passing grade. The classical completion rate is improved to 66,6%.

In cycle 2, students' scores are improved. The average score is 86. The lowest score is 83 and the highest score is 100. It can be said that students have passed the passing grade with satisfied level. The classical completion rate is improved to 100%.

Table 2. Students' Scores in Each Cycle

No	Activity	Lowest Score	Highest Score	Mean
1.	Pre-treatment	33	83	53
2.	Cycle 1	33	91	72
3.	Cycle 2	66	91	84

Based on evaluation results, the implementation of quantum learning and comics drive students to have scores more than than 78. Table 3 shows the number of students who have passed the passing grade.

Table 3. Number of Students who Achieve Passing Grade

No	Activity	Complete d	Incompleted
1.	Pre-treatment	3	18
2.	Cycle I	8	13
3.	Cycle II	19	2

In table 3, it can be viewed that 1) in pre-treatment stage, there are 3 students who achieve passing grade and 18 students have not achieved it; 2) in cycle I, there are 8 students who achieve passing grade and 13 students have not achieved it; 3) in cycle II, the number of students who achieve passing grade is 19.

Discussion

The improvement of students' learning outcomes in writing inspirational story is in line with the learning syntax which is stated by Simanjuntak & Sitohang (2019). It is described as following description.

a) Orientation Aspect

The assessment criteria in the orientation aspect aim to evaluate students' skill in writing inspirational story text with special emphasis on character descriptions and setting of story. In this aspect, students' skill is improved significantly from pre-treatment stage to cycle I. This is because the students find the example of orientation which is suitable for inspirational story entitled "*Raja Ngeyel*" in a comic of "*Pengen Jadi Baik*". This statement is supported by interview result with one of students.

"Saya menemukan contoh orientasi tersebut ketika pak guru membacakan satu cerita inspirasi, dan saya langsung mendapatkan gambaran orientasi itu seperti apa [I find the example of orientation when my teacher read an inspirational story, and I just obtain it]"

A research related to orientation has been conducted by Dewi Roro Ireng et.al. in 2019. It emphasizes on the explanation of characters and setting of story in orientation aspect.

b) Complication Aspect

The assessment criteria in compilation aspect evaluate students' skill in writing inspirational story text with special emphasis on the problems or conflicts of story. In this aspect, students' skill is increased significantly from pre-treatment stage to Cycle I. This improvement is because the students find the example of suitable complication when reading an inspirational story entitled "*Keep Smiling*" in a comic of "*Pengen Jadi Baik*". This is supported by result of interview with one of students.

“Saya tidak sengaja menemukan contoh komplikasi ketika saya membaca salah satu cerita dalam komik ini. Komiknya bagus, saya suka. [I accidentally find an example of complication when I am reading one of the stories in this comic. The comic is good, I like it.]”

A research related to complication aspect has been conducted by Nabila Ika Santi et.al in 2022. It also emphasizes on conflict of story in the complication aspect. The conflict increases to reach its peak.

c) Resolution Aspect

The assessment criteria in resolution aspect aim to measure students' skill in writing inspirational story text with special emphasis on conflict resolution. In this aspect, students' skill is increased significantly from pre-treatment stage to Cycle I. This improvement is because the students find the example of suitable resolution when reading an inspirational story entitled *“Kalo Marah Jelek”* in a comic of *“Pengen Jadi Baik”*. This is supported by result of interview with one of students.

“Dalam komik pengen jadi baik ini, salah satu cerita yang saya sukai yaitu cerita kalo marah jelek, dan di cerita itu saya menemukan contoh dari resolusi. [In this comic, one of the stories I like is the story of kalo marah jelek, and in that story, I find an example of resolution]”

A research related to resolution aspect has been conducted by Poy Rejal R.M et.al in 2025. It also emphasizes on conflict resolution in the story.

d) Coda Aspect

The assessment criteria in coda aspect aim to evaluate students' skill in writing inspirational story text with special emphasis on the conclusion and moral value in it. In this aspect, students' skill is increased significantly from pre-treatment stage to Cycle I. This improvement is because the students find the example of suitable coda when reading an inspirational story entitled *“Layang-Layang Petaka”* in a comic of *“Pengen Jadi Baik”*. This is supported by result of interview with one of students.

“Saya menemukan contoh koda pada salah satu cerita yang berjudul “Layang-Layang Petaka” dalam komik ini. Saya membaca cerita itu dengan teman saya, dan menemukan contoh koda dalam cerita itu. [I find the example of coda in a story entitled Layang-Layang Petaka in this comic. I read it with my friends and I find the example of coda in it]”

A research related to coda aspect has been conducted by Nelawati Mokodongan et.al in 2021. It requires students to write the conclusion of story and its moral value, so it fulfils the criteria of coda aspect.

Conclusion

The students' skill in writing inspirational story text in quantum learning model using comics as learning media is able to improve. This is obtained from the students' average scores in each stage. In pre-treatment stage, students' average scores are 53 with classical completion rate of 14,28%. In cycle I, students' average scores are improved to be 72 with classical completion rate of 66,6%. Moreover, in cycle II, it is improved to be 84 with classical completion rate of 90,4%.

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