The Effectiveness of Comic Strips and Flashcard to teach Writing from The Perspective of Students’ Motivation

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Abstract

Comic strips illustrate a sequence of events that usually contains, almost all the elements: character, plot, dialogues, conflict and climax. Comic strips have a story line which has a conclusion or at times a punch. This article refers to a quasi-experimental study on the effectiveness of Comic strips to teach writing at one of Junior High School in Bandar Lampung, Lampung Province. The sample was two classes labeled as comic strips class (which was taught using comic Strips media) and flashcard class (which was taught using flashcard media). Each class is initially divided into three groups according to the levels of Motivation: High, medium, and low. High group and low group are used as the research sample, each consisting of 10 students. The groups are obtained by using a questionnaire. Writing test used as an instrument of collecting data. The data were analysed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey test. Before conducting the ANOVA test, pre-requisite test namely normality and homogeneity test were conducted. The findings of this research are: (1) Comic strips are more effective than flashcard to teach writing; (2) The students with high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students’ motivation in teaching writing.

Keywords: comic strips, flashcard, motivation, quasi-experimental study, writing skill.

INTRODUCTION

Writing skill is very important skill in life, is not only important in educational life, but also very important in people's lives. Writing skill is very important because it is one of the language skills that must be acquired by students. Through writing, students can reveal or express ideas or opinions, thoughts, and feeling they have. Also, it can develop the power of thought and creativity of students in writing.

The government of Indonesia has decided to make English as a compulsory subject to learn by the students from junior high school up to senior high school. Further, since English is tested as the requirement of graduation, the students are supposed to understand both spoken and written English. Students need to know how to speak and write well. It will be more satisfying for them if they know not only how to speak but also how to write what they say. Therefore, the mastery of writing skill becomes important for students to acquire.

Writing in English seems to be a matter of complex issue. To acquire it, students should understand well several sub skills or components namely content, grammar, vocabulary, mechanic and organization. These components of writing will effect on the students' writing skill. Writing is a matter of habit. It needs long time and more practices for students to be good writers. Therefore, teaching learning process has the important role in EFL classroom.
Media of teaching applied in the classroom gives an effect on the class atmosphere and the writing result. The situation of classroom takes effect to the students in following the teaching learning process. Media is a tool used by teacher in explaining, delivering and transferring material in teaching learning process. Media is expected to give the teacher more helps in transferring the materials in a way with a hope that the students will be easy to understand the knowledge. The right choice of media will motivate the students in teaching learning process. The effectiveness a teaching media used by the teacher in the learning process can be seen from the students’ motivation in joining the learning activities. Consequently, students need attractive media to motivate them in writing. According to Arsyad (2013) the functions of media in teaching are as follows: (1) put on the concrete basics to think, so it decreases the verbalism; (2) improve the students’ attention; (3) put on the important basics for the development of study, so it makes the lesson more steady; (4) give real experiences to the students, (5) help to arise the ideas and continue thinking, and (6) build understanding that can help the students’ language development.

Based on the explanation above, it can be stated that the use of teaching media in classroom activity takes important roles. Media of teaching applied in the classroom gives an effect on the writing result. Media have several functions as a tool to deliver knowledge, create conducive situation of learning, and enhance the students’ psychological mood to join the learning activities. Teaching media should be able to cover the components of writing which include content, grammar, vocabulary, mechanics, and organization. Media used in teaching writing will not be effective if they are not interesting and attractive.

One of the attractive teaching media is comic strips. According to Arsyad (2013), comic strips mean sequence or series of images compiled and assembled into a short storyline. Comic strips assist the students in generating ideas and retrieving words for their writing. Besides, they can make students more careful in using correct spellings (Wright, 1983). As one type of visual media, it also provides the students with interesting writing prompts. Another confident opinion is expressed by Brown (2004) in discussing the relationship between visual media and test of writing composition. He affirms that one of the effective ways in testing writing skill is by assigning the students to write a composition based on ideas they gather from pictures. Comic strips enable students to express their idea and develop it into a well-formed recount text. Comic strips meet this characteristic since they are series of pictures in which the students are expected to gain the ideas easily from the chronological order of the story. The theme and colorful pictures give an entertainment and easy way for students to create and build their flows of thought in the writing activity.

Another media used in teaching writing is flashcard. According to Arsyad (2013), flashcard is a small card containing pictures, text, symbols or signs which remind or lead students to something
related to the pictures. Also, Harmer (2007) states that flashcard is a form of pictures on smallish card which can hold up for our students to see. Harmer (2001) explains that “Teachers have always used pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning. Picture can help the teacher to arise the students' interest and motivation”. Furthermore, flashcard can be a guidance and stimulus for students to give out the desired response. It provides students with illustration of a story which challenges them to predict and build generalization about the lines and massages of the story. Through this media, students are trained to develop their writing skills in creating ideas based on the pictures in flashcard which are going to be interpreted in the writing activity.

Writing is a mental work of inventing ideas. It means that writing is a process of accumulating the cognitive factors like the ability in using correct grammar or appropriate vocabulary and the psychological factors such as motivation. As it is important to let the students learn and have fun at the same time in writing, the teacher needs to explore and use the attractive media to motivate the students in learning activities. The effective and efficient use of teaching media in learning process can be seen from the students' motivation upon the learning activities. It is important to build motivation through the media of teaching to get the best result of writing. Therefore, the teachers who want to teach writing for their students should also pay attention with the students' motivation in order to achieve the goal of teaching learning process.

Based on the elaboration above, the researcher makes investigation about the effectiveness of comic strips and flashcard to teach writing from the perspective of students' motivation.

**RESEARCH METHOD**

This research was conducted at Junior High School in Bandar Lampung, Lampung Province. This research was conducted from January 2015 to June 2015. The research method used in this research is a quasi-experimental research. The design of this research was a simple factorial design 2x2 with Post- Test Only Design. In the Post- Test Only Design, the subject of the research was chosen to determine the comic strips group and flashcard group. The comic strips group was taught writing by comic strips media, while the flashcard group by using flashcard media. At the end of the treatments, both comic strips and flashcard groups were given post-tests. In this post-test only design, the two groups of the subjects were first assigned to the different treatments or control conditions. Then the comic strips group and flashcard group were given a post test in the form of writing test. The result was analyzed by comparing the post-test scores of both groups by using ANOVA or F-test and then by using Tukey test.

The population of this research was the eighth grade class of Junior High School in Bandar Lampung in the academic year of 2014/2015. There were four classes which consist of 123 students. This research used two classes, one class as the comic strips
group and one as the flashcard group. Each class consisted of 30 students, so there were 60 students as sample. And the researcher used cluster random sampling.

Each class is initially divided into three groups according to the levels of Motivation: High, medium, and low. High group and low group are used as the research sample, each consisting of 10 students. The groups are obtained by using a questionnaire. Writing test used as an instrument of collecting data. Writing test used to know the students’ writing skill and motivation questionnaire used to know the level of students’ motivation. These two instruments was assessed by using readability test. The result is that the questions of motivation questionnaire are clear and can be understood by the students. The writing test in this research is readable since 80% students could understand the instruction of the test.

The techniques used in analyzing the data were descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode and standard deviation of the scores of the writing test. To know the normality and the homogeneity of the data, the researcher used normality and homogeneity test. The normality and homogeneity tests were done before testing the hypothesis. Inferential analysis used was multifactor analysis of variance 2x2. It was used to test the hypotheses. \(H_0\) is rejected if \(F_o\) is higher than \(F_t\). If \(H_0\) is rejected, the analysis was continued to know which group is better by using Tukey test.

**RESEARCH FINDINGS AND DISCUSSION**

To test the hypothesis of this research using Multifactor Analysis of Variance (ANOVA) 2x2. Before ANOVA and Tukey Test, there are two kinds of test. Those are normality test and homogeneity test. The result of the tests is used as the requirement before ANOVA test and Tukey Test.

They are eight groups: (1) The data of the writing test of the students who were taught by using Comic Strips (A₁); (2) The data of the writing test of the students who are taught by using Flashcard (A₂); (3) The data of the writing test of the students having high motivation (B₁); (4) The data of the writing test of the students having low motivation (B₂); (5) The data of the writing test of the students having high motivation who are taught by using Comic Strips (A₁B₁); (6) The data of the writing test of the students having low motivation who are taught by using Comic Strips (A₁B₂); (7) The data of the writing test of the students having high motivation who are taught by using Flashcard (A₂B₁); and (8) The data of the writing test of the students having low motivation who are taught by using Flashcard (A₂B₂).

The result of normality test for the eight groups are: (1) The computation result of writing score of the students taught using Comic strips (A₁) shows that the highest value of \(L_o\) is 0.1551 with \(L_t\) is 0.190; (2) The computation result of writing scores of the students taught using Flashcard (A₂) shows that the highest value of \(L_o\) is 0.079 with \(L_t\) is 0.190; (3) The computation result of writing scores of the students having high motivation (B₁) shows
that the highest value of $L_o$ is 0.129 with $L_t$ is 0.190; (4) The computation result of writing scores of the students having low motivation ($B_2$) shows that the highest value of $L_o$ is 0.144 $L_t$ is 0.190; (5) The computation result of writing scores of the students having high motivation taught using Comic strips ($A_1B_1$) shows that the highest value of $L_o$ is 0.109 with $L_t$ is 0.258; (6) The computation result of writing scores of the students having low motivation taught using Comic strips ($A_1B_2$) shows that the highest value of $L_o$ is 0.218 with $L_t$ is 0.258; (7) The computation result of writing scores of the students having high motivation taught using Flashcard ($A_2B_1$) shows that the highest value of $L_o$ is 0.224 with $L_t$ is 0.258; and (8) The computation result of writing scores of the students having low motivation taught using Flashcard ($A_2B_2$) shows that the highest value of $L_o$ is 0.136 with $L_t$ is 0.258.

The data can be said as normal data if $L_o$ ($L_{obtained}$) is lower than $L_t$ ($L_{table}$) at the level of significance $\alpha = 0.05$. From the result, it can be concluded that all the data of writing scores for the eight groups are in normal distribution because $L_o$ of the entire data are lower than $L_t$ ($L_o < L_t$) at the level of significance $\alpha = 0.05$.

The result of homogeneity test is 7.50. The data are homogeneous if $\chi^2_o$ ($\chi_{obtained}^2$) is lower than $\chi^2_t$ ($\chi_{table}^2$) at the level of significance $\alpha = 0.05$. From the result, it can be concluded that all the data of writing scores for the eight groups are in normal distribution because $L_o$ of the entire data are lower than $L_t$ ($L_o < L_t$) at the level of significance $\alpha = 0.05$.

As the data are normal and homogeneous, then the data are analysed by using Multifactor Analysis of Variance (ANOVA) 2x2. This test is used to know the effects of the independent variables and attributive variable toward the dependent variable. In addition, it functions to check if there is an interaction among those variables. The hypothesis is rejected if $F_o$ is higher than $F_t$ ($F_o > F_t$). The mean scores and summary of the data is presented in table 3 and 4.

Table 3. The Mean Scores.

<table>
<thead>
<tr>
<th></th>
<th>(A1)</th>
<th>(A2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B1)</td>
<td>82</td>
<td>72.3</td>
<td>77.15</td>
</tr>
<tr>
<td>(B2)</td>
<td>68.8</td>
<td>70.8</td>
<td>69.8</td>
</tr>
<tr>
<td>Total</td>
<td>75.4</td>
<td>71.6</td>
<td>73.48</td>
</tr>
</tbody>
</table>

Table 4. The Summary of ANOVA 2x2

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>$F_o$</th>
<th>$F_t(0.05)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns</td>
<td>148.23</td>
<td>1</td>
<td>148.23</td>
<td>6.53</td>
<td>4.08</td>
</tr>
<tr>
<td>Between rows</td>
<td>540.225</td>
<td>1</td>
<td>540.23</td>
<td>23.80</td>
<td></td>
</tr>
<tr>
<td>Columns by rows (interaction)</td>
<td>342.22</td>
<td>1</td>
<td>342.22</td>
<td>15.07</td>
<td></td>
</tr>
<tr>
<td>Between Group</td>
<td>1030.67</td>
<td>3</td>
<td>343.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within group</td>
<td>817.30</td>
<td>36</td>
<td>22.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1897.98</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Because $F_o$ between columns (6.53) is higher than $F_t$ at the level significance $\alpha = 0.05$ (4.08), $H_0$ is rejected and the difference between columns is significant. Because the mean of $A_1$ (75.4) is higher than that of $A_2$ (71.6), it can be concluded that Comic Strips
is more effective than Flashcard to teach writing.

b. Because $F_o$ between rows (23.80) is higher than $F_i$ at the level significance $\alpha = 0.05$ (4.08), $H_o$ is rejected and the difference between rows is significant. It can be concluded that the writing skill of students who have high and those who have low motivation are significantly different. Then, because the mean of $B_1$ (77.15) is higher than that of $B_2$ (69.8), it can be concluded that the students having high motivation have better writing skill than those having low motivation.

c. Because $F_o$ columns by rows (15.07) is higher than $F_i$ at the level significance $\alpha = 0.05$ (4.08), $H_o$ is rejected and there is an interaction between teaching media and students' motivation to teach writing. Thus, it can be concluded that the effectiveness of teaching media is influenced by the levels of students' motivation. Students having high motivation have better writing skill than those having low motivation when they are taught using Comic Strips. On the other hand, students having low motivation have better writing skill than those having high motivation when they are taught using Flashcard.

And after knowing the effects and the interaction of independent variables toward the dependent variable, it is also necessary to compare the mean of every treatment with the other means using Tukey test. This test is used to identify which means are significantly different from the other. The summary of the data is presented in table 5.

<table>
<thead>
<tr>
<th>Data</th>
<th>Sample</th>
<th>$q_o$</th>
<th>$q_i$</th>
<th>$\alpha$</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>$A_1$ and $A_2$</td>
<td>20</td>
<td>3.61</td>
<td>2.95</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>$B_1$ and $B_2$</td>
<td>20</td>
<td>6.90</td>
<td>2.95</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>$A_1B_1$ and $A_2B_1$</td>
<td>10</td>
<td>6.44</td>
<td>3.5</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>$A_1B_2$ and $A_2B_2$</td>
<td>10</td>
<td>1.33</td>
<td>3.5</td>
<td>0.05</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

From the result of the Tukey computation above, it can be said:

a. Because $q_o$ between columns ($A_1$-$A_2$) (3.61) is higher than $q_i$ at the level significance $\alpha = 0.05$ (2.95), applying Comic Strips is significantly different from Flashcard to teach writing. Because the mean of $A_1$ (75.4) is higher than that of $A_2$ (71.6), it can be concluded that Comic Strips is more effective than Flashcard to teach writing.

b. Because $q_o$ between columns ($B_1$-$B_2$) (6.90) is higher than $q_i$ at the level significance $\alpha = 0.05$ (2.95), it can be said that the students who have high motivation and those who have low motivation are motivation significantly different in their writing skill. Because the mean of $B_1$ (77.15) is higher than that of $B_2$ (69.8), it can be concluded that the students having high motivation have better writing skill than those having low motivation.

c. Because $q_o$ between cells ($A_1B_1$-$A_2B_1$) (6.44) is higher than $q_i$ at the level significance $\alpha = 0.05$ (2.95), it can be said that the students having high motivation and those having low motivation are motivation significantly different in their writing skill.
significance $\alpha = 0.05$ (3.5), applying Comic Strips is significantly different from Flashcard for students who have high Motivation. Because the mean of $A_1B_1$ (82) is higher than that of $A_2B_1$ (72.3), it can be concluded that Comic Strips is more effective than Flashcard to teach writing for students having high motivation.

d. Because $q_o$ between cells $(A_1B_2 - A_2B_2)$ (1.33) is lower than $q_t$ at the level significance $\alpha = 0.05$ (3.5), the difference between columns for students having low motivation is not significant. It means that Comic Strips is as effective as Flashcard to teach writing for students having low motivation.

The following section discusses findings of this research by considering the result of data analysis above:

1. The difference between Comic Strips and Flashcard to teach writing

The findings of this research reveals that there is significant difference between teaching writing using Comic Strips and teaching writing using Flashcard. Comic Strips are more effective than Flashcard to teach writing. The mean score of the students who are taught by using Comic Strips is higher than students who are taught by using Flashcard.

Comic Strips allow teachers and students to explore language in a creative way. Comic strips as media can make students interested in and attractive to learn. The series of pictures and the dialogue in the balloon in comic strips make students easily in developing their idea and the organization are in the well-form. As stated by Brown (2004), one of the effective ways to testing writing skill is by assigning the students to write a composition based on ideas they gather from pictures. Comic strips also facilitate vocabulary. The vocabulary used there can be inferred from both pictures and the context, so the students do not waste their time to look up the meaning of difficult words in a dictionary. The sentence structures, which are used in comics, are simpler. They enable students to understand what the sentence means. It is better than just learning a single word with a corresponding meaning. Besides vocabulary, new grammatical points are introduced and practiced, and since these grammar points are embedded in a story with a logical structure, students are able to better recall them later. As stated by Csabay (2006), if a word, expression or concept is accompanied by a picture then the learner will memorize and recall it more easily.

Interactive and engaging media will spontaneously trigger the young learners to pay more attention and enhance the students to learn. Comic strips seem to be an innovative media for teaching young learners English because the students met joyful learning situation through friendly media. It is very close to their life so that they looked happy to learn. As stated by Csabay (2006), the characteristics of comic strips help to increase motivation. Comic strips have interesting feature and friendly so that students will not be bored and lively learning atmosphere may increase the students' motivation to learn writing.
On other hand, flashcard, almost the same as comic strips, give students opportunity to learn and explore themselves in predicting, thinking and building generalization about the picture. As stated by Arsyad (2013), flashcards are used to encourage and stimulate students exploring idea, both orally and in writing. The teacher and students also make interaction with each other through this media but the teacher should be more creative to make flashcard activities in order to lessen students’ boredom. In other words, it is a teaching media where the teacher is the central focus of teaching learning process.

Further, a flashcard contains a word and a picture or both. As stated by Hycraft (1978: 108), there are three kinds of flashcards. They are word cards, pictures cards, and combined word and picture cards. So that, flashcards only implicate the elements that teacher have written on the cards. It becomes difficult to do with more categories. As stated by Tyner (2007), the flashcards only involve the elements that you have written on the flashcards. Therefore, the creatively and actively of teacher become the important role in teaching media using flashcard to cover the goal of teaching learning process.

From the discussion above and the result of this research, it can be concluded that Comic Strips is more effective than Flashcards in teaching writing.

2. The difference between students having high motivation and students having low motivation.

The findings of this research reveal that students having high motivation have better writing skill than those having low motivation. The mean score of students having high motivation is higher than those having low motivation.

Motivating students is the first, most important aspect in teaching learning process. As stated by Saegert and Winkel (1996: 150), learning motivation plays an important role to promote the spirit of learning. The students with high motivation have strong energy to perform learning. They tend to brave in expressing their ideas and practicing which mean more chance for them in teaching learning process. They enjoy learning English and plan to learn English as much as possible and thinking English as an important part of learning program, and they also put great efforts to learn it. Therefore, they have willingness to improve their writing ability.

According to Sardiman (1992), motivation has specific roles in promoting learning enthusiasm, joy and interest. Students with high motivation are to be more active in the teaching learning process because they have strong desire to learn. Those are curious, enthusiastic and perform hard effort to gain the goal of teaching learning process. They are risk-taking, and are good at making full use of every chance to improve them. In their heart have fuels the desire to learn and continue to influence the students' conscious decision to act and the effort that they will put into learning. Learning is not a burden for them but a moment of enjoyment, they feel very happy to learn,
and the efficiency is greatly improved. Therefore, they tend to get better result in learning writing than those who have low motivation.

On the contrary, students with low motivation tend not to be active in learning activity. They do not have interest in learning are likely to feel anxious and achieve low in the end. The learning is just a burden to them. They do not use proper strategy to learn and they do not put great efforts and they never feel the enjoyment of learning. They just finish the homework hurriedly and never go deep to learn more, and learning becomes dull to them and their little sense of responsibility of learning is lessened, at last they lose their interest forever. As stated by Gardner in Chang (2005: 9), motivation has close relationship with learners’ achievement. Therefore, students with low motivation have less power to sustain efforts to learn and cannot achieve a lot; as a result, they become unsuccessful learners.

Once they meet difficulties, most Students with low motivation, choose to stop learning; they fear to lose faces and are afraid of making mistakes. They tend to avoid it and seek for other chances of challenging in which they may feel competent. It seems that they are unlikely to achieve success no matter who the teacher is or what the curricula are. As stated by Djigunovie in Chang (2005), motivation may have a strong impact on language learners’ use of learning strategies. Motivation is where teacher needs to begin. No matter how smart teacher gives instruction, how well the material is presented but when the students have no motivation, all those things become useless. Therefore, arousing students’ motivation has become an important part in foreign language teaching. Teachers should concentrate on increasing students’ motivation and developing the skills or strategies to make them more competent so that they are able to take ownerships of their own learning.

3. Interaction between Teaching Media and Students’ Motivation on the Students’ Writing Skill

The findings of the research reveal that there is an interaction between teaching media and students’ motivation on the students’ writing skills. The data show that Comic Strips are significantly differentiate from Flashcard to teach writing for the students who have high motivation but the difference happens insignificantly to those who have low motivation.

Appropriate teaching media gives an effect on the class atmosphere and the writing result. It is a tool used by teacher in explaining, delivering and transferring materials in a way with a hope that the students will easily understand the knowledge. As stated by Arsyad (2013) the functions of media in teaching are as follows: (1) put on the concrete basics to think, so it decreases the verbalism; (2) improve the students’ attention; (3) put on the important basics for the development of study, so it makes the lesson more steady; (4) give real experiences to the students, (5) help to arise the ideas and continue thinking, and (6) build understanding that can help the students’ language development. Therefore, good
teaching media challenge the students to perform better learning. It also minimizes boredom and energizes students to do more than usual. It can increase students’ motivation. Students are more motivated to learn when they are taught using interesting teaching media.

Comic Strips are more effective in teaching writing to the students having high motivation because this media challenge the students to build confidence and ideas toward the story independently. As stated by Csabay (2006), the characteristics of comic strips help to increase motivation; and if a word, expression, or concept is accompanied by a picture, then the learner will memorize and recall it more easily. Further, the teacher does not give guidance all the time. It means that the teacher is less dominated in the learning process. Students with high motivation begin to understand their own learning process and can exert some control over these processes so that they tend to make more responsibility for their own learning.

Furthermore, Comic strips have a great capacity in engaging students with teaching learning process. Comic Strips are friendlier for the students and more casual so it makes students enjoy the learning process. Students have motivation from the use of comic strips; they should not be ignored as potential media in the classroom. In line with the students with high motivation, they have developed a greater capacity for abstract ideas, they understand and accept the need for learning so that they have potential for creative though to things interest them.

This goes in line with Ames and Archer in Chang (2005) stated that the motivational process and performance goals and classroom setting related each other. Therefore, students with high motivation have hard effort to goal the teaching learning process. They like challenges and work hard to achieve the product of their writing.

Students having low motivation have different characteristics with high motivation students. They are characterized by passiveness, no initiation, following other ideas, and acting recklessly. They do not give good attention when the teaching learning process is going on. Students have other priorities that compete for their time and attention. In teaching learning process, they do not have spirit in learning writing, tend to avoid it and seek to learn. In doing tasks, they cheat their friends rather than do by themselves. As stated by Shore’s stated that the unmotivated students actually are highly motivated when it comes to schoolwork—they are motivated to avoid it. They put more work into avoiding academic challenges than he puts into tackling them. When given an assignment, the unmotivated students will shrug their shoulders and complain. They give up at the first sign of a challenge. These characteristic is suitable

The students with low motivation are lazy to study. They are reluctant to do activities. They just finish the homework hurriedly and never go deep to learn more. They like something simple and like being guided. The students will need the guidance and help during process of
writing. This goes in Ormrod's article (2014) students who have little motivation in academic achievement are at high risk for dropping out from the teaching learning process. These characteristic is suitable with the implementation of Flashcard in the teaching learning process since Flashcard is teacher-centered. It is one way interaction from teacher to students.

Logically, students with high motivation will have better writing than students having low motivation. However, it is not totally right. When students are able to motivate themselves, their writing performance will not be influenced. To motivate the students, the implementation of teaching media will be very helpful. Based on the characteristics of Comic Strips and Flashcard, both media will guide the students having low motivation to get better in writing. Therefore, both students-centered and teacher-centered teaching media give the same effect to the students with low motivation of writing. Thus, Comic Strips is as effective as Flashcard to teach writing for students having low motivation.

CONCLUSION AND SUGGESTIONS
There are some research findings that can be taken: (1) Comic strips are more effective than Flashcard to teach writing; (2) The students with high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students' motivation in teaching writing. In this case, students having high motivation have better writing skill than those having low motivation when they are taught using Comic strips. But, students having low motivation have better writing skill when they are taught using Flashcard.

Therefore, it is recommended that: (1) it is better for teachers to implement Comic strips in teaching writing activities; (2) it is better for students to use Comic strips, and (3) it is better to use the findings of this research as a literature reference for other researcher with different variables or different population characteristics.

REFERENCES


