ENHANCING WRITING SKILLS USING COMIC STRIPS FOR THE EIGHTH GRADE STUDENTS OF SMP N 3 GETASAN IN THE ACADEMIC YEAR OF 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for
Degree of Sarjana Pendidikan (S.Pd)

By:
TITIK EMIYATI
11314076

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES(IAIN) SALATIGA
2019
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name   : Titik Fmiyati
NIM    : 113-14-076
Faculty : Teacher Training and Education Faculty
Department: English Education Department

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Salatiga, September 28th 2018

The researcher

Titik Fmiyati
NIM: 11314076
Salatiga, September 28th, 2018

Dr. Setia Rini, M. Pd.
The Lecturer of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Titik Emiyati’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Titik Emiyati’s graduating paper entitled ENHANCING WRITING SKILLS USING COMIC STRIPS FOR THE EIGHTH GRADE STUDENTS OF SMP N 3 GETASAN IN THE ACADEMIC YEAR OF 2018/2019. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this graduating paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

[Signature]

Dr. Setia Rini, M. Pd.

NIP. 19750518 2003 12 2002
A GRADUATING PAPER
ENHANCING WRITING SKILLS USING COMIC STRIPS FOR THE EIGHTH GRADE STUDENTS OF SMP N 3 GETASAN IN THE ACADEMIC YEAR 2018/2019

WRITTEN BY:
TITIK EMHYATI
NIM. 11314076

Has been brought to the broad of examiners of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga March 13th 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department.

Board of Examiners:
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Secretary : Dr. Setia Rini, M. Pd.
First Examiner : Hammami, Ph. D.
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Salatiga, March 13th 2019

Dean

Ruwandi, M. Pd
NIP. 19670121 199903 002
MOTTO

“The world is changed by your example not by your opinion.”

(Paulo Coelho)
DEDICATION

This graduating paper is dedicated to:

1. My beloved father and mother (Mr. Rusman Tiyoso and Mrs. Suprih), who always support me materially and morally. Thank you for giving me endless love and prayer, thank you for raising me up to more than I can be.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises are to Allah SWT the Most Gracious and the Most Gracious and the Most Merciful who always blesses and helps the researcher so the researcher could finish the graduating paper. Bless and mercies are upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without support, guidance, advice, help, and encouragement from several people and institute. Hence, the researcher would like to express special gratitude to:

1. Dr. Rahmat Haryadi, M.Pd, the Rector of Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd., the Dean of Teacher Training and Education Faculty of Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Malihah, Ph.D., the Head of English Education Department of Institute for Islamic Studies (IAIN) Salatiga.
4. Dr.SetiaRini, M.Pd., the counselor who has educated, supported, directed, and given the researcher advice, suggestion, and recommendation for this graduating paper from the beginning until the end.
5. All of lecturers and staffs of State Institute for Islamic Studies (IAIN) Salatiga.
6. All teachers, staffs and officials of SMP N 3 Getasan who have kindly permitted and helped me in conducting my research.
7. My best friends in English Education Department Hana, Ayuk, Arif who have witnessed the process of me were finishing my graduating paper in my campus.

Salatiga, September 28th 2018

The writer

Titik Emiyati

NIM. 11314076
ABSTRACT


This research aims to find out the implementation and to know the result of used Comic Strips can improve the students’ ability in writing skill eighth grade students of SMP N 3 Getasan in the academic year of 2018/2019. The participants of this research are 28 students. The methodology of this research was classroom action research. The research consisted of two cycles and each cycle consisted of four steps, they were; planning, acting, observing, and reflecting. The research consisted of two cycles and each cycle of three parts, they were; first part is pre-test, second part is treatment, and third part is post-test. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation, documentation and short videos. Meanwhile, the quantitative data was collected from the test. The researcher used SPSS 20.00 for analyzing the test.

The researcher finds that there is a significant improvement on students’ writing skills after treatment by use Comic Strips in cycle I and cycle II. The result of pre-test in cycle I is 10.71% of the students who reach the passing grade. The total presentation of the students who can reach the passing grade in the post-test cycle I is 28.57%. The result of pre-test in cycle II is 28.57% of the students who reach the passing grade. The total presentation of the students who can reach the passing grade in the post-test cycle II is 85.71%. The sig. 2 tailed cycle I and cycle II was 0.000 and the significant (α) cycle I and cycle II was 0.05 by 95% significant level with N-1 (28-1) for df 27. Thus, based on the result, it is accepted that Comic Strips could improve students’ ability in writing skill. Then, the target presentation of the passing grade has been achieved significantly more than the researcher expected at 85% level. It is also proved that the use of comic strips is powerful because is from the score of observation sheet, it shows mostly good in cycle I and mostly excellent in the last cycle. It means that there is significant improvement of students’ writing skills of recount text after being taught by using comic strips. Based on the result of this study it could be concluded that the implementation of comic strips could improve students’ ability in writing recount text of the eighth grade students of SMP N 3 Getasan in academic years 2018/2019.

Key Words: Comic Strips and Writing Skills.
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CHAPTER 1

INTRODUCTION

In this chapter the researcher presents background of the research, research questions, objective of the research, limitation of the research, significance of the research, definition of key terms, research of methodology and graduating paper outlines.

A. Background of the Research

According to Patel and Jain (2008:6) "English is the international language. International English is the concept of the English language as a global means of communication". It can be meant that the English language is very useful to establish the international relation for communication purpose. As a result, students are expected to be able to communicate through English as the demand of the improved curriculum and the competence. Therefore, the students must be able to share their ideas, opinions, experience in the spoken language as well as in the written language in every situation and place.

"People wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology, commerce, and education". (Hutchinson and Waters,1987:6). It meansthat English becomes the accepted international language of technology, education, and commerce, it creates a new generation
of learners who know specifically why the learning the English language, especially in education. English is important for study from kindergarten up to university and international language to get information from other countries.

Indonesia is one of the countries which involve English in its education system. English is included in the subjects which are taught in Indonesian schools. In curriculum 2006 English as the subject which has to be conducted in junior high school and senior high school. Students also required understanding the English language well in the form of writing. There are four skills in English, such as listening, speaking, reading and writing. Writing is one of skill in English language teaching and it is important to be learned. Here the researcher focuses on writing skill.

According to Harmer, (2004:31) "writing as one of the four skill of listening, speaking and writing have always formed part of the syllabus in teaching English". It means that writing is very important to learn by students to master English well. Writing is used for a wide variety of purposes it is produced in many different forms (Harmer, 2004:4).

Nunan (2003:88) also defines that writing is the process of thinking to invent ideas, thinking about how to express in good writing, and arranging the ideas in statement and paragraph clearly.

In the English learning process, writing becomes one of the very difficult activities; there are various ways to organize the sentences in a piece of writing. One of them is recount text. Usually, the students have difficulty
at telling their experience. This is because writing is difficult for them because they lack vocabulary, spelling, and grammar.

Most of the students are poor at writing. I conducted an interview on Wednesday, April 11th, 2018 with Mr. Mulyono, the teacher of SMP Negeri 3 Getasan. The researcher asked some questions to the teacher. The first question is about the most difficult skills in teaching English, and the teacher said writing is the most difficult skill to be learned by students; also the students' attentions were still low.

The second question is about the difficulties faced by the students in writing. The teacher said that writing skill is considered to be difficult for the students for some reasons. First, they had low mastery of vocabulary, grammar, and punctuation. Second, they need some interesting media to motivate the students in teaching learning process. Third, the students had difficulties to write good sentences.

The third question is about the Standardized of Minimum Score (KKM) of English subject and the Curriculum that is used for eighth-grade students of SMP N 3 Getasan. The teacher said that the Standardized of Minimum Score (KKM) of English subject is 70, and SMP N 3 Getasan uses curriculum 2006. The last question is the use of comic strips. The teacher said that he ever used the picture but he never used comic strips in the classroom.

The conclusion of the interview in term of students' difficulties in writing of the eighth-grade students of SMP N 3 Getasan, they have problems in term of limited vocabulary, grammatical function, punctuation, and low
motivation. The students need another more interesting technique in teaching writing to make them understand and easier in writing. A good media can help the students in comprehending the lesson and motivate the students in learning process. There are a lot of media in teaching writing. Learning writing is learning about how to express the language in written form also learn about genre test, such as narrative, descriptive, recount. Researcher focus on using comic strips as a media in recount text materials.

The teachers could use many ways in language teaching, for example using interesting media. The writer uses Comic Strips in teaching and learning process in the classroom. By using this media, hopefully, the teaching-learning process in the classroom more interesting and can give motivation to the students, comfortable, and makes enthusiastic in the class. Commonly, the Comic Strips can improve reading comprehension also writing skill, but in this research, the writer wants to use this media in writing skill.

A comic strip can be defined as "a series of pictures inside boxes that tell a story" (Liu, 2004:229). So comic consists of two elements picture and words that will make students’ interesting and pay attention.

A comic strip is an inevitable component of visual materials, have been analyzed in terms of their uses as instructional tools as comic books (Williams, 1995, cited; in Merc, 2013:58). It means that using comic strips in a second language classroom can guide students to focus on the materials and learning process.
There are three reasons why comics are useful for teaching tools, there are a great deal of student interested in this genre, they are inexpensive to obtain, and the vocabulary is not difficult so they are easy to read (Wright & Sherman, 1999, cited; in Rachel & Crane, 2008:13). It can be concluded that comic can create opportunities for teachers to develop students in English language teaching.

Here, the researcher used recount text in conducted Classroom Action Research, because the recount text is appropriate to the English learning syllabus for the eighth-grade students of SMP Negeri 3 Getasan. SMP Negeri 3 Getasan has four classes of eighth-grade students. The researcher used one class in the research process. There is an 8c class, which have twenty-eighth students.

From the explanation above, the researcher conducted a classroom action research in SMP Negeri 3 Getasan. The researcher conducted a research entitled "Enhancing Writing Skills Using Comic Strips for The Eighth Grade Students of SMP Negeri 3 Getasan in the Academic Year of 2018/2019".
B. Problem of the Research

Based on the background of the research, the researcher formulates the research question as follows:

1. How can comic strips improve students’ of writing skills in recount text for eighth-grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019?

2. How is the significant influence of using comic strips in improving writing skills in recount text for eighth-grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019?

C. Objectives of the Research

The objective of this study is one of the important things in order the study would reach the target of what the writer hopes. The objectives of this study as follows:

1. To identify the improvement of the students' writing skill through comic strips for the eighth-grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019.

2. To find out the result of students' ability in writing skill after using Comic Strips for the eighth-grade students of SMP Negeri 3 Getasan in the Academic Year of 2018/2019.
D. Significances of the Research

The researcher does this research in order to give theoretical benefit and practical benefit:

1. Theoretical Benefits
   a. The implementation of comic strips in teaching writing as an alternative media that is expected to be able to help the teacher in teaching writing.
   b. Become reference for the further research

2. Practical Benefits
   a. Students
      Help the students to improve their writing skills and make them understand well in how to write recount texts, the students can be motivated to learn English creatively.
   b. Teachers
      Give the teacher guidance in making students write sentences in English by using grammatical rules, punctuations, spelling, and context correctly.
   c. Researchers
      Give an experience in doing the further research and to improve writing ability as well.
d. School

If the research is done, the school can take the benefit of the increase students' writing skill, the output of the study will help the students' achieve higher quality in education.

E. Hypothesis and Success Indicator

Based on the students' observation result in writing skill as illustrated in chapter 1, the researcher tries to overcome those problems by using Comic Strips as a media. By conducting this research, the researcher proposes a hypothesis: The use of Comic Strips can improve the student's understanding of writing.

The success indicator of this research is taken from the students' Basic Competence shown in Lesson Plan (RPP). The students' success and failure in doing the activities in cycle I and cycle II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in SMPN 3 Getasan is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.

F. Research Methodology

1. Research Design

This research use classroom action research. According to Pelton (2010:4), “Action” means what you might think it would. In terms of action research, the action is what you do as a teaching professional in the
classroom. Creating the learning environment, interacting with your students, developing lesson plans, assigning homework, and almost everything you do in your daily routine of teaching constitutes the “action” of action research. The “research” part of action research refers to the methods, habits, and attitudes you will learn about in this book. The methods of data collection, the professional habits of observation, the attitude of openly searching for new and better ways to present material, and challenge your students.

“The purpose of action research is to solve a problem here and now, in a local setting. In contrast, educational research addresses issues that can be applied in a wide variety of educational settings” (Pelton, 2009:6). The researcher uses Classroom Action Research because the researcher wants to know the improvements and the significant influence of using comic strips in improving writing skill in recount text. This research uses model proposed by Kemmis and Taggart (1998) in Burns (2010:9), which consists of four steps, namely, planning, acting, observing, and reflecting. Improvement of the problem in this research is brought about by a series of two cycles.
Four activities in each cycle can be described as follows:


Based on Kemmis and Taggart, 1998: in (Burns, 2010:9) all those steps can be explained as follow:

a. Planning

In this phase researcher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher consider, what kind of investigation is and what potential improvements you think are possible.

b. Action

The plan is a carefully considered one which involves some deliberate interventions into the teaching situation that researcher put into action over an agree period of time. The interventions are critically informed as the researcher’s questions assumptions about
the current situation and plan new and alternative ways of doing things.

c. Observation

This phase involves the researcher in observing systematically the effects of the actions and documenting the context, actions and opinions of those involved. It is a data collection phase where researcher uses “open-eyed” and “open-minded” tools to collect information about what is happening.

d. Reflection

At this point, the researcher reflect on, evaluate and describe the effects of the actions in order to make sense of what has happened and to understand the issue of researcher have explored more clearly. The researcher may decide to do further cycles of Action Research to improve the situation even more, or to share the story of the research with others as part of research ongoing professional development. The researcher will do better in the next cycle like the firstcycle.

2. The Subjects of Research

The subject of this research is 8C class of SMP Negeri 3 Getasan in the academic year of 2018/2019. It consists of 28 students.
### Table 1.1 List of the Students’ Name of 8C Class of SMP Negeri 3 Getasan

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
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<tr>
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<tr>
<td>25</td>
<td>TK</td>
<td>Female</td>
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</table>
3. **Steps of the Research**

In conducting the research, the researcher carries out the steps which summarize in the following research schedule. The table of research schedule is written below:

**Table 1.2 Research Schedule**

<table>
<thead>
<tr>
<th>No</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 8&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Giving observation the letter to the one of the administration staff at SMP Negeri 3 Getasan</td>
<td>Office staff SMP Negeri 3 Getasan (09.00 WIB)</td>
</tr>
<tr>
<td>2</td>
<td>April 11&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Interview with the English teacher in the Preliminary Study (Before Classroom Action Research)</td>
<td>Teacher room SMP Negeri 3 Getasan (10.00 WIB)</td>
</tr>
<tr>
<td>3</td>
<td>September 3&lt;sup&gt;rd&lt;/sup&gt;, 2018</td>
<td>Meet the English teacher to do a consultation the lesson plan</td>
<td>Teacher room SMP Negeri 3 Getasan (11.00 WIB)</td>
</tr>
<tr>
<td>4</td>
<td>September 10&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Doing action in the class (cycle 1 Pre-test)</td>
<td>In the classroom of VIII grade (09.00 WIB)</td>
</tr>
<tr>
<td>5</td>
<td>September 12&lt;sup&gt;nd&lt;/sup&gt;, 2018</td>
<td>Doing action in the class (cycle 1 Treatment)</td>
<td>In the classroom of VIII grade</td>
</tr>
</tbody>
</table>
### 4. The Techniques of Data Collection

#### a. Observation

Pelton (2010:31) said that observation is very important, Good teachers are great observers of students, what teachers see and hear is another great potential source of qualitative data.

The observation consists of two cycles. That is the cycle I, and cycle II. The researcher uses the checklist observation to make it more systematic. Consist of student checklist whose contents are about indicators consisting of paying attention, asking the question,

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity Description</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>September 17&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Doing action in the class (cycle 1)  Post-test</td>
<td>(08.35 WIB)</td>
<td>In the classroom of VIII grade (09.00 WIB)</td>
</tr>
<tr>
<td>7</td>
<td>September 19&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Doing action in the class (cycle 2)  Pre-test</td>
<td>(08.35 WIB)</td>
<td>In the classroom of VIII grade (08.35)</td>
</tr>
<tr>
<td>8</td>
<td>September 24&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Doing action in the class (cycle Treatment</td>
<td>in the classroom of VIII grade (08.35)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>September 26&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Doing action in the class (cycle Post-test</td>
<td>in the classroom of VIII grade (09.00)</td>
<td></td>
</tr>
</tbody>
</table>
responding to the question, accomplishing the task and being enthusiastic of technique (see table 1.3).

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application of Comic Strips</td>
<td></td>
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</tr>
</tbody>
</table>

The next checklist is a checklist that is used to observe the teacher is about teacher activity in the learning process that consists of how to open the lesson, giving assignment, delivery of learning objectives, use of media in accordance with the material, creating an exciting learning environment, generate interest in student learning, help student's difficulties during learning, be fair to all students, answer student questions, and how to end the lesson (see table 1.4). In filling this observation teacher checklist will use the mark "√".
<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and prays before the lesson begins</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Checking student attendant</td>
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<tr>
<td>3</td>
<td>Reminding previous material</td>
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</tr>
<tr>
<td>4</td>
<td>Giving an explanation of the material</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Use of Comic Strips to teach writing text</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Giving opportunity for asking question</td>
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<tr>
<td>7</td>
<td>Answer the students’ questions</td>
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</tr>
<tr>
<td>8</td>
<td>Help student’s difficulties during learning</td>
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<tr>
<td>9</td>
<td>Giving feedback after the lesson</td>
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</tr>
<tr>
<td>10</td>
<td>Prays after the lesson</td>
<td></td>
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</tr>
</tbody>
</table>
b. Test

To get the data, the researcher gives the students the test that consists of pre-test and post-test. Pre- and post-tests provide a useful approach for diagnosing strengths and weaknesses of classes (Henning, 2009:1280).

a) Pre-test

A pre-test is given before the unit or lesson begins. Pre-test results can identify strengths and weaknesses of students. The purpose of pre-test is to know how far the students' achievement in writing texts before using "comic strips" (without treatment).

b) Post-Test

A post-test is a test given after a teaching intervention. Post-tests data can provide helpful insights into student learning and the effectiveness of teaching strategies. The aim of post-test is to know the students' achievement in writing texts after using "comic strips" (using treatment).

c. Documentation

The researcher needs some documentation and data to know about the school situation of this study. Documentation included the report, official, materials, and pictures. In this research, the
researcher uses photos and short videos as the documentation of the research.

5. Data Analysis

In this research, the researcher uses mixes methods to analyze the data. Mixed method is combining or mixing both of quantitative and qualitative data in a study (Creswell, 2014:215). In this research, the researcher used a mixed method of exploratory sequential strategies to analyze the data. According to Creswell, (2014:226) "sequential mixed method is designed in which the researcher first begins by exploring with qualitative data and analysis and then uses the findings in a second quantitative phase".

When the teacher doing the action, the researcher observes and analyze the process by using a qualitative method. After the scores are given to the students, the researcher analyzes it by using a quantitative method.

a. Qualitative Data

Qualitative research is very important to discover and analyze the motives of behavioral science of human (Kothari, 2004: 3). In this research, the data of the checklist is analyzing by qualitative.

b. Quantitative Data

This research uses quantitative analysis to process the data. The quantitative data is processed by the teacher and the researcher gets the score of the students. The maximum score is 100. According
to (Kothari, 2004:3), “quantitative research is process based on the measurement of quantity”.

1) Score the Students' Test

The researcher uses an analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing ability. There are five components present in the analytical scoring rubric for writing, are content, organization, grammar, punctuation, and vocabulary (Brown, 2004:244-245).

2) Calculate the Result of the Test

After the scoring of students' test, the researcher calculates the data using the t-test to determine there was a significant difference in cycle I and cycle II. This research uses the Statistical Package for the Social Science (SPSS) for analyzing the data. According to Muijs (2004:85), SPSS is windows based program of statistical data analysis used in educational research and is available at most institutions of higher education.

G. Graduating Paper Outline

This graduating paper outline is composed systematically into five chapters and able to clarify as follow, chapter I is an Introduction. This chapter consists of the background of the research, research question, objectives of the research, significances of the research, hypothesis and
success indicator, research methodology, and graduating paper outlines. Chapter II describes the theoretical framework that related to the literature. It consists of underlying the writing of the study; they are the definition of writing, the definition of text, teaching writing, writing process, classroom technique in writing, genres of writing, definition of comic strips, the strength of comic strips, and the last is the advantages and disadvantages of using comic strips. Chapter III is the Implementation of the Research. This chapter consists of procedure of the research. Chapter IV is Research Findings and Data Analysis. This chapter consists the result of the research about the improvement and the significant influence of writing skills with teacher uses Comic Strips to improve the students’ writing skills for eighth grade students of SMP N 3 Getasanin the Academic year of 2018/2019. Chapter V is Closure. This chapter consists of the conclusions and suggestions of the research based on the analysis in chapter four. The conclusions state the answer to the research questions about the improvement and the significant influence of writing skills in descriptive text using clustering technique. After that, it is followed by Bibliography and Appendices.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter consists of supporting theories and the review of previous research. Supporting theories described some information involving: writing, genres, and comic strips.

A. Review of Previous Researches

The first research was conducted by Harwiningsih, (2014). This thesis was conducted in order to improve students’ writing ability using comic strips for the eighth grade of SMP Negeri 1 Pandak, consists of 26 students. In conducting this research the researcher applied Classroom Action Research (CAR) as the method of research. This research consisted of two cycles with two meetings in each cycle; the step of the research consists of reconnaissance, planning, action and observation. In collecting and analyzing the data, the researcher used the information from the interview, observation, while the quantitative data were obtained from test. There were two test which were used namely pre-test and post-test. The students’ mean score was 1.5 on content aspect, 1.461 on organization aspect, 1.192 on language use aspect, 1.23 on vocabulary aspect, and 1.384 on mechanic aspect in the pre-test, while in post-test, the students’ mean score was 3.192 on content aspect, 3.115 on organization aspect, 3.192 on language use aspect, 3.23 on...
vocabulary aspect, and 3.346 on mechanics aspect. The students’ narrative writing ability of this research showed that using comic strips in teaching narrative writing can improve students’ writing ability. The result of the students’ responses showed that they were fun and interested in learning writing the subject because they felt easier to write using the comic strips. The researcher concludes that teaching narrative writing using comic strips for the eighth grade of SMP Negeri 1 Pandak can improve students’ writing ability.

The second research was conducted by Dewi (2012). This research applied a Classroom Action Research (CAR). The subjects of this research are tenth grade students of SMA N 1 KarangrayungPurwodadi. This research focus on the improvement of reading comprehension in narrative text by using comic strips. The data of this research was taken from the result of comprehension test and the checklist of observation sheet. The research show that the comic strips as medium can improve the reading comprehension of narrative text for the tenth grade students of SMA N 1 KarangrayungPurwodadi. In the result, the reading comprehension of narrative text of the tenth grade students improves from cycle 1 until cycle III. In cycle 1, the average score of the reading comprehension of narrative text is 78.68 as sufficient category with 31 (81.58%) students who could reach the KKM. In cycle II, the average score of the reading comprehension of narrative text is 82.89 as Good category with 36 (94.74%) who could reach the KKM. In cycle III, the average score of the reading comprehension of
narrative text is 89.89 as excellent category with 38 students (100%) who could reach the KKM. The researcher also suggest that a teacher when used comic strips should creative, active, and always give motivation and support to the students in order to create good learning experience by using comic strips as medium in teaching reading.

The third research was conducted by Dewana (2016). This research was (CAR) classroom action research. The subject of this research is second grade students of SMPIT Nurul Islam Tengaran which consists of 25 students. This research focus on the improving students’ writing in recount text. In completing this research the researcher used the observation, documentation, and written test as the instrument of collecting the data. Based on the result of this study it could be concluded that the implementation of comic strips could improve students’ ability in writing recount text of the second grade students SMP IT Nurul Islam Tengaran. It means that there is significant improvement of students’ writing skills of recount text after being thought by using comic strips.

The fourth research was conducted by Wulandari, (2016). The type of research was quasi-experimental design and the researcher used quantitative approach in finding out the answer of problem of study. The step of the research consists of designed the lesson plan, conducted the treatment, and observed the students’ scores by pre-test and post-test. The population of this research was class VIII A, VIII B and V III C in MTs NU Palangka Raya. The total of population was 105 students. The result of this research shows that
there was any significant effect of using comic strips toward the eighth grade students in recount text of MTS Muslimat NU Palangka Raya. In conclusion, Comic strips could improve students’ writing ability.

The Fifth previous research was conducted by Widiseta, (2013). This study is aimed at finding out whether there is a significant difference of the writing skills between the eighth grade students of SMP N 2 Temon who are taught using comic strips and those who are taught using conventional media, simple picture. Which consists of VIII A (31 Students) and VIII B (31 Students) In conducting this research the researcher applied a quasi-experimental study. The data were obtained by using two essay writing tests, pre-test and post-test. The result of the research shows that there is a significant difference in the writing ability between the students who are taught using comic strips and those who are taught using conventional media. It can be seen in the result of the hypothesis testing through ANCOVA. The significance value of 0.000 is less than the significance level of 0.05 (0.0000 < 0.05), which means that the datum of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It can be concluded that the use of comic strips as teaching media significantly improves the students’ writing ability in the English teaching and learning process at SMP N 2 Temon.

The sixth previous research was conducted by Kurnia, (2015). This thesis was action research study. The subject of this research was eighth grade students of SMP N 2 Padangan, Bojonegoro, consists of 34 students of VIIIIB
class. The data were collected through observing, giving questionnaire and taking photograph. Instruments for collecting data were the interview guide and questionnaire. After the implementation generally, the number of students actively having questions was improved from 26% to 82.3%, students worked their homework were improved from 55% to 91%, students who were interested in doing the task were improved from 41% to 97%, students who were joining the activity without making noise were improved from 38% to 88%, and students who worked individually during the task were improved from 35% to 70%. The result of this research indicated that the use of comic strips effectively improve the students learning process in writing recount text about 85%.

The seventh research was conducted by Arini, et.al (2017). This research used experimental design. In their research’ journal aims to examine the use of comic as learning aid to improve learning interest of slow learner students. The subject of this research was five slow learner students at 5th grade of Wiropaten Primary School located in Surakarta. The data was collected by observation and self-administered questionnaire to assess the interest level of slow learner students. This research was conducted by using one group pre-test and post-test. Participants were then asked to fill the 4-point liker-type scale (1=strongly disagree, 2=disagree, 3=agree, 4+strongly agree). The result of this research show that the use of comic as a learning aid can improve the learning interest of slow learner students in regular classroom in Surakarta City. Indonesia.
The eighth research was conducted by Sari (2017). This research applied experimental research. The population of this research was all students at class VIII of Junior High School 33 Solok Selatan which consists of 63 students who were divided into three classes. VIII B as experimental class and VIII A as control class that consists of 43 students. In collecting the data the researcher use written test. The result of this research showed that the mean score of students’ writing ability in experimental class (79.57) was higher than the mean score of students’ writing ability in control class (71.2). It can be concluded that comic strips gives significant effect on students’ writing ability especially in narrative text. The researcher also recommended for English teacher and should consider the use of comic strips as an alternative strategy in teaching writing.

The last previous research was conducted by Nasution (2010). The design of this research was experimental study. The researcher gave try-out test to analyze validity and reliability of each item. They were normality test, homogeneity test, and t-test. The subjects of this research are the seventh grade students of SMPN 3 Pekanbaru. This research’ journal focus on teaching reading a descriptive text by using comic strips. It was showed that the mean of experimental score was higher than the mean of control class (74.51>64.75). In conclusion, students who taught reading a descriptive text with comic achieved better than students who did no taught without comic strips.
B. Supporting Theories

1. Writing

   a. The Definition of Writing

      There are four skills that should be mastered in learning English, those are listening, speaking, reading, and writing. According to Harmer (2004:31) "writing as one of the four skills of listening speaking and writing has always formed part of the syllabus in teaching English." It means that in English writing skills is very important to be learned by students to master English well.

      Moreover Hyland (2003:5) states that writing is the way that guided the learners in complete the sentences, transform tenses or personal pronouns on achieving and avoiding errors. It means that writing makes students focus on accurate language. Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly, (Nunan, 2003:88).

   b. Characteristic of Written Language

      Brown, (2000:303-305) states some characteristic of written language of a writer’s view:

      1) Permanence

         One something is written down and delivered in its final from to its intended audience, the writer abdicates a certain
power: power to clarify. Power to emend and power to withdraw.

2) Processing or production time

The good news of writer is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient processes for achieving the final project. The bad news is that many educational contexts demand student writing within the time limits, or (writing for display) for example examination writing.

3) Distance

One of the thorniest problems writer face is anticipating their audience. That anticipation ranges from general characteristics to how specific words, phrases, sentences, and paragraphs are going to be interpreted. Writers need to be able to predict the audience general knowledge, cultural and literary schemata.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen liters and other written symbols.
5) Complexity

Writers must learn how to combine sentence, how to make reference to other elements in a text, how to create syntactic and lexical variety and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantages of the richness of English vocabulary.

7) Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written message must adhere to. We have rhetorical, or organizational formality in essay writing that demands a writer’s conformity to conventions like paragraphs topic, logical order for, say, comparing contrasting something, opening and closings.

c. How to Make Good Writing

Grammar and correct word are necessary to make good writing. According to Carroll (1990:1), how to make good writing are; first, how to properly construct a sentence, the subjects and verbs must agree in number (singular subjects require singular verbs, plural subjects require plural verbs), the reference of pronouns should not be ambiguous, that there should be consistency of person and tense in writing (no shifts from first to third person writing or
from present tense to past tense writing, correct spelling, punctuation, capitalization and word usage are required.

d. The Process of Writing

In order to make texts that are both accurate and effective, students need to be taught how to make good sentences. There are some processes in writing that are:

1) Prewriting

Prewriting is a way of warm-ups, ways to get the brain in gear. Prewriting techniques have the potential to help in focusing an idea because prewriting aids the writer through a thinking process. Prewriting allows the writer to move in and out of experiences (Carroll and Wilson, 1993:31)

2) Writing

When writers move from prewriting to writing, they take the chaos, the fragments, the bits and pieces of prewriting and organize them. They take the unstructured and give it structure. They take what emerged in prewriting and give it form (Carroll and Wilson, 1993:34)

3) Revising

Revising might involve editing, because it often requires reorganizing the text or changing sentence structures (Aquilina, 1999:23).
e. Principles for Designing Writing Technique

Brown (2000:346-348), states a number of principles for designing writing techniques as follows:

1) Incorporating practices of “good” writer

Focus on a good or main idea of writing, easily let their first ideas flow into the paper, and follow a general organizational plan as they write.

2) Balancing process and product

A good deal was said about the process approach. The application of the process principles does not detract from a careful focus on the product as well.

3) Accounting for cultural/literary backgrounds

The technique does not assume that the students know English rhetorical conventions.

4) Connecting reading and writing

By reading and studying a variety of relevant types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

5) Providing as much authentic writing possible

Writing that is shared with other student in the class is one way to add authenticity. Publishing a class newsletter to
people outside of class, writing a resume, writing advertisement-all these can be seen as authentic writing.

f. Types of Writing

Based on the Standard Competencies and Basic Competencies of curriculum KTSP, there are some types of writing which have to be taught in Junior High School. They are; Recount, report, narrative, procedure, descriptive, explanation. According to Gerrot and Wignell (2013:154-168), the types of text as follow:

1) Recount

To retellevents for the purpose of informing of entertaining. Recount text has generic structures that are orientation, events and re-orientation. Orientation consists of settings and introduces participants. Events tell what happened, in what sequence. Re-orientation consist closure of events.

2) Reports

To describe the way things are, with reference to a range of natural and social phenomena in our environment. A report has generic structures that are general classification and description. General classification tells what the phenomenon under discussion is and description tells what the phenomenon under discussion is in terms of parts, qualities, habits.
3) Narrative

To amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution. Narrative has five generic structures that are orientation, evaluation, complication, resolution and re-orientation.

4) Procedure

To describe how something is accomplished through a sequence of actions or steps. Procedure has four significant lexicogrammatical features that are focus on generalized human agents, use simple present tense, use mainly of temporal conjunctions and use mainly of material processes.

5) Description

To describes a particular person, place or thing. Descriptive text has two generic structures that are identification which identifies phenomenon to be described moreover description which describes parts, qualities and characteristics. Descriptive text focus on specific participants, use of attributive and identifying processes, use of simple present tense.

6) Explanation

To explain the process involved in the formation or workings of natural or sociocultural phenomena. Explanation
has two generic structures that are a general statement to position to the reader and a sequenced explanation of why or how something occurs.

2. Recount Text

a. The Definition of Recount Text

Hafis et al (2018:4), state that "Recount text is a text containing information about past events. Past events are presented chronologically as a form of information delivery, either personal experience or historical recording. It can be said that recount text is a text which consists of past experience that the writer could interpret well. Recount text is past events which has purposes of informing and entertaining (Gerot and Wignel, 2013:154).

b. Types of Recount Text

According to Bennet, et al (2013:13), there are several types of recount text as follow:

1) Personal Recount

Retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader.

2) Factual Recount

Reporting the particulars of an incident by reconstructing factual information.For example historical recount.
3) Imaginative recount

Applying factual knowledge to an imaginary role in order to interpret and recount events, example a day in the life of a pirate

c. Generic Structures of Recount Text

Gerot, (2013:154) State that recount text has three generic structures as follow:

1) Orientations tell about the setting and introduce participants, consist of background information answering who, when, and why.

2) Events tell what happened, in what sequence

3) Re-orientation is closure of events, concluding comments express a personal opinion regarding the events descry

d. Features of Recount and Conventions

According to Mulyadi, (2011:21) the recount text has a title, which summarizes the text. Past tense verbs are used, and frequent use is made of words which link events in time, such as next, later, even, then, after, before, first. Recounts describe events, so plenty of use is made of verbs (action verbs), and of adverbs (which describe or add more detail to verbs).
e. The Example of Recount Text

The sample text of Recount such as Newspaper reports, diary entries, interviews, conversation, letters. This sample recount is labeled to show the structure and language features of a recount text.

“An Amazing Day in the Beach”

Last week I went to the beach to spend my holiday. I planned to make the sand castle, I was using the bucket, but I could not find the shovel. I found the shovel. Then I started to build some sand creatures. I didn’t finish playing with sand after my friend Jimmy asked me to play volleyball. I saw the sunset. It was beautiful scene. It was night and I had to back home. It was wonderful holiday ever. I came back from the beach to my hometown to start my daily activity; finally I could lie on the bed to sleep along this day.

3. Comic Strips

a. The Definition of Comic Strips

The uses of comic strips in educational method begin since 1935 in USA. (Sones, 1944:232). It means that a comic strip is one of the media to solve the problem in language teaching used for long time ago.

According to Liu (2004:229). "A comic strip is defined in this study as a series of pictures inside boxes that tell a story.” It means that comic strips communicate using two major media, words
and images. Comic as a media use by the teacher can solve the learning problems in the teaching-learning process. Donny (2009:1) said that

The significant reasons for using comics as pedagogical tools in the classroom, they can help students explore a variety of topics, developing students in grammar and vocabulary exercises, provide a humorous and familiar story and help them improve their reading and writing skills, facilitate character and plot analysis, stimulate story writing exercises.

It can be concluded that the comic is one of the media used by the teacher in the English learning process because in comic strips contain picture and text; comic strips make students remember a text well with visual than a text without visuals.

According to Smith, (2006:5-6) "Comics can play a powerful, influential role in the English Language Arts classroom, and can have a positive impact on the learning habits of many students”. It can be said that using comic strips give the improvement in student learning process. By using comic strips teachers can promote literacy, higher level thinking, and writing skills by encouraging students to combine words and pictures to create comic strips (Wright & Sherman, 1999 cited in Liu, 2004:229-230).

b. The Stages of Teaching Recount Text Using Comic Strips

The procedures of writing

1) Pre-writing
   a. Introducing recount text
b. Brainstorming their ideas about holiday

c. Introducing purpose, example and pattern recount text

d. Introducing concept of comic strips

2) Whilst-writing

a. The students choose one of holiday experiences

b. Write the recount story with applying the comic strips to a recount paragraph (Drafting). The steps of applying comic strips to teach recount text, they are:

(1) For orientation paragraph

It consists of the title, for example “My Holiday Experiences”. In this step, the teacher ask the students to write about their personal experiences used comic strips. Then, it consists of who has involved, what happened, where the events took place, and when it happened.

(2) For Events

Every recount story has events, in this learning process the students write their best moments about their personal experience, they write in the events paragraph. In writing this part, the teacher also explained about past form especially in form of verb 2. After that, guidance the students to connecting their sentences with appropriate conjunction, for example “next, then, after.
(3) Re-orientation

This part consists of optional closure of ending. For example “finally we went home in the evening..., we were very happy with our holiday.” The teacher guidance what are their feel when they holiday into sentence of re-orientation.

3) Post writing

a. Final draft

b. Revising students’ work into content of scoring rubric.

c. The Visual Nature of Comic Strips

According to Csbay (2006:25) comic strips are drawn and visual, helps to increase motivation especially when the comics are coloured ones, and more importantly, if a word expressions, or concept is accompanied by a picture, then the learner will memorize and recall it more easily. The fact that comic strips are visual also contributes to improving communicative competence. Another advantage of the visual nature of comic strips is that they show the gestures and the body language of the characters. This contributes to the development of communicative competence, which includes nonverbal communication.

d. The Purpose of Using Comic Strips in Language Classes

One way to arouse students’ interest can be achieved by bringingsomething interesting and fresh into the language class.
According to Csabay (2006:24) there are three purpose of using comic strips in language class that are:

1) Comic strips are funny; therefore applying those to methodological purposes will have the same effect as using games in teaching English.

2) Comic strips bring a cheerful atmosphere into the class.

3) Comic strips not only amuse and interest language second students; there are plenty of other reasons to use them in education.

e. The Strength of Comic Strips

Yang Gene (2003, cited in Marianthi et al, 2001:2), states the strengths of comics in education such as:

1) Comic are motivating because comics can capture and maintain the learner’s interest

2) Comic give visual which consists of pictures and text

3) Comic are permanent, the text medium is permanent but not “pictorial”. So “visual permanence” is unique to comics, while time within a comic book progress at pace a reader.

4) Development of thinking skills: Analytical and critical thinking skills can be developed through comics. Answering deeper questions about the combination of visual and textual force students to get familiarized with these two means of expression,
uncovering the deeper meaning of a work and offering a profound insight.

Based on the definition above, it can be concluded that comic strips is one of the tools variety of teaching that contains visual and words and will motivate students in teaching learning process.
CHAPTER III

IMPLEMENTATION OF RESEARCH

In this chapter consists of the procedures of the research. Procedures of the research explain some information involving: Cycle 1, Cycle II and the minimal standard of success.

A. The Procedures of the Research

The researcher used the CAR principle in collecting the data. There are four steps in one cycle for doing actions research those are planning, acting, observing and reflecting. In this research, the researcher conducted the research into two cycles: cycle I, and cycle II. The researcher collaboration with the English teacher who teaches in the class of 8C. The activities in each cycle as follows:

1. Cycle I

   The researcher used comic strips, which can be improved the students’ understanding in writing recount text. The topic is tells about holiday experience, the procedure as below:

   a. Planning

      Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. In this stage, the researcher planned what action would be
done in using comic strips in teaching writing recount text, the activity in the planning was presented as below:

1) Preparing the syllabus about recount text, lesson plan, rubric, material
2) Preparing comic strips that planned appropriate with the material
3) Preparing teaching aids with the theme “holiday experience”
4) Preparing students’ and teachers’ observation checklist of the cycle I, to know the situation of the teaching-learning process when the media is applied.
5) Preparing the pre-test of cycle I
6) Preparing the post-test of cycle I
7) Preparing the list of students’ name and scoring of cycle I
8) Preparing the camera to take the pictures and videos

The media which will be used in this research such as materials of recount text, comic strips, and white board. The preparation was designed in order to reach the purpose of the teaching-learning process. Students are supposed to improve their understanding by the materials give.

b. Acting

After the preparation finished, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the researcher presented as below:
1) Giving pre-test for the students

2) Giving the warm up to stimulate’ students before learning teaching activities began.

3) Giving the material and explain the recount text, generic structure of recount text, language features of recount text.

4) Giving some examples of recount text with the theme “holiday experience” that is represented with comic strips.

5) Giving opportunity for the students to give question about the material

6) Giving occasion for the students to mentioned their holiday experience using comic strips in the learning process.

7) Asking the students to make group consists of 4 students

8) The students make recount text about their holiday experience using comic strips.

9) Asking the students to presented their task.

10) Giving feedback, reinforcement, and motivation for the students

11) In the end of lesson, giving post-test for the students

c. Observing

The researcher will observe the teacher how teacher teaches the students in the classroom. The researcher also will observe the students, and it starts from pre-test until post-test. The researcher will collect the score of the students. The researcher uses field note checklists of the teacher’s activity are listed below:
1) The researcher observed students and teacher activity by using observation checklist.

2) Prepared the material well.

3) Greeting students before the lesson begins

4) Checking students’ attendance

5) Giving motivation for the students

6) Reminding previous materials

7) Giving an explanation of the materials

8) Use comic strips to teach recount text

9) Help student’s difficulties during learning

10) Giving feedback after the lesson

The field note checklists of the students’ activities were listed below:

1) Paying attention to the material delivered by the teacher

2) Asking question about the teacher

3) Responding the questions

4) Accomplishing the task

5) Being enthusiastic in using comic strips

d. Reflection

The teacher will reflect the lesson plan that is arranged by the researcher. The researcher will evaluate how the teacher teaches the students, and calculate score of the students. If the score of the students are less than the passing grade (KKM), the researcher will conduct the next cycle
2. Cycle II

The second cycle does base on the result of reflection from the first cycle. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is about study tour. The procedures are as follow:

a. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. In this stage, the researcher planned what action would be done in using comic strips in teaching writing recount text, the activity in the planning was presented as below:

1) Preparing the syllabus about recount text, lesson plan, rubric, material

2) Preparing comic strips that planned appropriate with the material

3) Preparing teaching aids with the theme “holiday experience”

4) Preparing students’ and teachers’ observation checklist of the cycle I, to know the situation of the teaching-learning process when the media is applied.

5) Preparing the pre-test of cycle I

6) Preparing the post-test of cycle I

7) Preparing the list of students’ name and scoring of cycle I
8) Preparing the camera to take the pictures and videos

The media which will be used in this research such as materials of recount text, comic strips, and white board. The preparation was designed in order to reach the purpose of the teaching-learning process. Students are supposed to improve their understanding by the materials give.

b. Acting

After the preparation finished, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the researcher presented as below:

1) Giving pre-test for the students
2) Giving the warm up to stimulate’ students before learning teaching activities began.
3) Giving the material and explain the recount text, generic structure of recount text, language features of recount text.
4) Giving some examples of recount text with the theme “holiday experience” that is represented with comic strips.
5) Giving opportunity for the students to give question about the material
6) Giving occasion for the students to mentioned their holiday experience using comic strips in the learning process.
7) Asking the students to make group consists of 4 students
8) The students make recount text about their holiday experience using comic strips.

9) Asking the students to presented their task.

10) Giving feedback, reinforcement, and motivation for the students

11) In the end of lesson, giving post-test for the students.

c. Observing

The researcher will observe the teacher how teacher teaches the students in the classroom. The researcher also will observe the students, and it starts from pre-test until post-test. The researcher will collect the score of the students. The researcher uses field note checklists of the teacher’s activity are listed below:

1) The researcher observed students and teacher activity by using observation checklist.

2) Prepared the material well.

3) Greeting students before the lesson begins

4) Checking students’ attendance

5) Giving motivation for the students

6) Reminding previous materials

7) Giving an explanation of the materials

8) Use comic strips to teach recount text

9) Help student’s difficulties during learning

10) Giving feedback after the lesson

The field note checklists of the students’ activities were listed below:
1) Paying attention to the material delivered by the teacher
2) Asking question about the teacher
3) Responding the question’s
4) Accomplishing the task
5) Being enthusiastic in using comic strips

d. Reflecting

The teacher will reflect the lesson plan that is arranged by the researcher. The researcher will evaluate how the teacher teaches the students, and calculate score of the students. If the score of the students are less than the passing grade (KKM), the researcher will conduct the next cycle.

3. The Minimal Standard of Successful

The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMP Negeri 3 Getasan is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzed the collected data. The researcher collected the data from the eighth-year students of SMP Negeri Getasan. The researcher was given the details of the findings. This chapter is likely the main discussion of the research conducted. It displayed the finding of the collected data since in the beginning until the end of the research. The findings consist of the result of the cycle I and cycle II. The two cycles are the treatment of the implementation in using comic strips to improve writing skill in recount text.

A. The Result of the Research

1. Research Finding

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

a. Cycle I

1) Planning

The researcher prepared some instruments, such as:

a) English syllabus of Junior High School

English syllabus is an important guidance to arrange the lesson plan. The researcher used English Syllabus of SMP Negeri 3 Getasan.
b) Lesson plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guide to managing time and activities during teaching and learning process in the class.

c) Observation checklist

Observation checklist was organized to know the students’ and teachers’ activities during the teaching and learning process.

d) Material

The material of recount text consists of the meaning, generic structure, example, and language feature.

e) Teaching aid

The researcher prepared some instrument. They are board-marker, comic strips, and handout for students (recount text). The researcher also provided the material and tools to succeed the action.

f) Pre-test and post-test

The researcher used pre-test and post-test in her action. The pre-test was done before using comic strips to know the understanding of students in writing recount text. Then, the researcher used post-test. Post-test was done after
using comic strips to see the result of the study before and after using comic strips.

2) Action

The cycle 1 was conducted on September 10th, 2018. The teacher is Mr. Mulyono and the researcher rolled as an observer. The cycle 1 was divided into three parts.

The first part of cycle 1 was conducted on September 10th, 2018, at 08:45 a.m., the teacher, the researcher, and the partner entered the class. Before started the lesson, the teacher mentioned the purpose of coming to the class, then the researcher introduced herself and inform the students that a few days later the class would be observed by the researcher. The teacher started the lesson by greeted and asked about their condition such following the short conversation:

Teacher : “Good morning class”
Students : “Good morning sir”
Teacher : “How are you today?”
Students : “I am fine and you?”
Teacher : “I’m fine too thank you”

The teacher checked the students’ attendance list. After checked the attendance list the teacher gave a sheet of pre-test about write recount text about “personal experience” for the
students. She asked the students to do the test by themselves and they are allowed to open the dictionary.

When the students were doing the pre-test, the teacher walked around the class to check the students along doing the pre-test. They looked so confused to start their writing. They did not know how to start their writing. Adinda one of the students in the class asked the teacher “what should I write in this paper, sir?” The teacher answered, “You have to make a recount text about your personal experience”. “Yes sir, I get it,” said the students. Some students asked the teacher about the meaning of their words in English. While almost girl student focused on doing the test by them. In the pre-test, some students got the difficulties to arrange the grammatical features. They confused to choose the proper words.

The second part is treatment. It was conducted on Wednesday, September 12th, 2018. In the class, the researcher observed the students’ and the teacher activities during the teaching and learning process. The researcher had a partner to take photos and short videos for documentation.

At the beginning of the lesson, the teacher introduced and gave comic strips entitled “My Holiday” to the students. The teacher gives and explains the materials about recount text which consists of meaning, purposes, generic structure,
language features. Then, the teachers explain the example of recount text using comic strips entitled “My holiday”. The teacher asked some students to read the first sentences, “Does anyone want to read the first sentences in this story”. There was Adinda rise her hand and answered “me sir, but I’m afraid if I make mistakes in read the vocabulary”. “Its okeAdinda, I will help you” the teacher said. Then Adinda read the first sentences. Some students asked about the meaning of “It was a man made Japanese cave” and, the teacher explain that the meaning of it is the Japanese people is someone who make goaJepang. Then the teacher divided the students into group which is consists of 4-5 students to do the answer sheet in the team and asked them to write recount text about their “personal experience”. In this phase, one of the members come in front of the class and presents their discussion. The teacher asked the Arif’s group to present their discussions. By doing this hopefully, they could work in the team. They can share their knowledge and try to solve the problem together during team work. So, they could apply the structure of recount text well.

The teacher asked Malica groups’ to presented their discussions. Some students pay attention and focus with his presentation. All of member groups’ have done presented, most of them wrote the correct answered. The students really enjoyed
the materials about recount text by using comic strips in English language teaching. The teacher gave feedback and then the teacher closed the class.

The teacher: “we will continue our lesson by tomorrow on Monday at 08.35 a.m. I think enough for today. Good morning class thank you for today, and thank you for your attention.”

The students: “yes sir, you are welcome.”

The last part in this cycle was post-test. The teacher gave posttest on September, 17th 2018 at 08:35 a.m. to write recount text about their personal experience consists of at least three paragraph, every paragraph at least consists of three sentences. The teacher gave the students’ answer sheet and asked the students to do the test by themselves. The students name is Yesi asked about some difficult vocabulary. Yesi “What the meaning of air terjun in English sir”. The teacher answered the question “air terjun in English is water fall”. The teacher monitored the students’ activities along the test. The teacher gave warming to the students for not make noise in the classroom. After the time was up, the teacher collected the students’ worksheet, then the teacher closed the meeting by saying “Thank you for your participation. I am very happy with your activity in the class. How about you, did you happy with my class?”. The students replied, “Yes sir”. Teacher “So, let’s close our meeting today,
good morning class and thank you for your attention”. “you are welcome sir” said the students.

3) Observation

In this cycle 1, the researcher observed the process of teaching and learning in the class by using observation checklist in the process. This observation checklist was purposed to know how far the situation of the students’ and teachers’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

Table 4.1 Form the Result of Students’ Observation Checklist Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of the students were paid attention to the teachers’ explanation</td>
</tr>
<tr>
<td>2</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>Few students who asking</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in using of Comic Strips</td>
<td>√</td>
<td></td>
<td>They felt enjoy the using of Comic Strips.</td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Greeting and praying before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting. Then they are prayed together</td>
</tr>
<tr>
<td>2</td>
<td>Checking student attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>3</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>4</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
<td>The teacher explained the material, she used mix language, Indonesian and English Language</td>
</tr>
<tr>
<td>5</td>
<td>Use of Comic Strips to teach writing recount text</td>
<td>√</td>
<td></td>
<td>The teacher used Comic Strips and in accordance with the material which showed to the students</td>
</tr>
<tr>
<td>6</td>
<td>Giving opportunity for asking question</td>
<td>√</td>
<td></td>
<td>The teacher gave time to the students about everything to asked question</td>
</tr>
<tr>
<td>7</td>
<td>Answer the students’ question</td>
<td>√</td>
<td></td>
<td>The teacher answered the students’ questions related to the topic</td>
</tr>
<tr>
<td>8</td>
<td>Help student’s difficulties during learning</td>
<td>√</td>
<td></td>
<td>Teacher helped students to solve the difficulties</td>
</tr>
</tbody>
</table>
Giving feedback after the lesson

The teacher gave feedback to the result of the learning

Praying after the lesson

The teacher and the students “prayed together after the lesson

The researcher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric writing assessment, its same with the explanation of cycle I. There are five aspects in scoring such as: content, organization, vocabulary, language use, and mechanic. Each aspect of writing test gave the point that divided into excellent to very good, good to average, fair to poor and very poor. The researcher analyzed the data of pre-test and post-test. The calculation and the result of both tests are presented below:

a) The Score of pre-test and post-test cycle I

Table 4.3 Students’ Scores of Pre-Test and Post-Test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APD</td>
<td>64</td>
<td>68</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>ACG</td>
<td>67</td>
<td>72</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>ABP</td>
<td>75</td>
<td>77</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>AS</td>
<td>67</td>
<td>70</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>APT</td>
<td>59</td>
<td>61</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>APY</td>
<td>62</td>
<td>63</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>AR</td>
<td>46</td>
<td>50</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>AS</td>
<td>43</td>
<td>46</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>AV</td>
<td>74</td>
<td>75</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>BC</td>
<td>57</td>
<td>61</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>DP</td>
<td>50</td>
<td>56</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>12</td>
<td>DM</td>
<td>49</td>
<td>52</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>DL</td>
<td>54</td>
<td>59</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>EAS</td>
<td>52</td>
<td>76</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>15</td>
<td>FL</td>
<td>52</td>
<td>54</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>HM</td>
<td>62</td>
<td>65</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>17</td>
<td>KY</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>MP</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>19</td>
<td>MT</td>
<td>64</td>
<td>68</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>MD</td>
<td>50</td>
<td>54</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>MA</td>
<td>41</td>
<td>45</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>MS</td>
<td>48</td>
<td>78</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>23</td>
<td>RD</td>
<td>40</td>
<td>41</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>TW</td>
<td>54</td>
<td>67</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>25</td>
<td>TK</td>
<td>82</td>
<td>74</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>TA</td>
<td>67</td>
<td>69</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>YS</td>
<td>62</td>
<td>66</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>28</td>
<td>YT</td>
<td>40</td>
<td>46</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>=</td>
<td>1586</td>
<td>1735</td>
<td>149</td>
<td>22201</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test and post-test of cycle I, the researcher can calculate the number of the students who passed the passing grade.

Table 4.4 Count of Passing Grade of the Pre-test and Post-test Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>25</td>
<td>89.29%</td>
<td>20</td>
<td>71.43%</td>
</tr>
<tr>
<td>70</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>3</td>
<td>10.71%</td>
<td>7</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

b) Descriptive statistic cycle I

The writer calculates the deviation standard by using SPSS 20.00. It can be shown as follows:

Table 4.5 Descriptive Statistics Cycle I

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>28</td>
<td>40</td>
<td>82</td>
<td>56.64</td>
<td>11.100</td>
</tr>
<tr>
<td>Posttest</td>
<td>28</td>
<td>41</td>
<td>78</td>
<td>61.96</td>
<td>10.939</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it can be seen that the mean of pre-test in the cycle I is 56.64 with standard deviation 11.100. Then,
mean post-test in cycle I is 61.69 with standard deviation 10,939. The quantity (N) of the students is 28 students.

(1) The passing grade of the cycle I

Cycle I also has shown that the students can improve their English score especially in writing skill the mean of post-test 61.69. It is better than the mean of pretest 56.64. From the result, it is shown that the score still lower than the passing grade. so the researcher decided to conduct cycle II in order to get better result in the case to improve writing ability using Comic Strips.

(2) Significant

To know there is a significant improvement in writing skill, the researcher analyzes the result of pre-test and post-test by using SPSS 20.00. The significant level that the researcher uses is 0.05 from the quantity (N) 28 and Df = N-1 (28-1=27). So, the T-table is 1.703.
c) Paired sample test cycle I

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pretest - Posttest</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>5.321</td>
<td>7.134</td>
<td>1.348</td>
<td>-</td>
<td>8.088</td>
<td>2.555</td>
<td>3.947</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

1) The sig. (2 tailed) in cycle I was 0.001

2) The significant (\( \alpha = 0.05 \))

3) The sig. (2 tailed) < the significant (\( \alpha \)) = 0.001 < 0.05

From the explanation above, it can be concluded that there is a significant improvement writing ability using Comic Strips in cycle I because the value of sign 2 tailed 0.001 is lower than \( \alpha \) (0.05).

4) Reflection

Based on the result of the cycle I, the teacher and researcher discussed about the teaching and learning using comic strips in VIII-C class was not effective yet. The researcher found some weakness that happened during the teaching and learning process. The weakness was less of a
quarter of eighth-grade students did not have an idea to write. They were still confused in organizing the sentences. The students had low mastery of grammar and punctuation and limited vocabulary so they felt difficult to write a good recount text.

The other weakness was the students achieve the low of the passing grade in the pre-test and post-test. The passing grade (KKM) was 70, and the target of the passing grade was 85%, there was (10.71%) of students’ pre-test score above from the passing grade (KKM). Meanwhile, there were 8 students (28%) who could reach the target of passing grade in post-test. Therefore, the researcher would conduct the cycle II.

b. Cycle II

1) Planning

The researcher prepared several instruments, they are as follows:

a) English Syllabus

   English syllabus is an important guidance to arrange the lesson plan. The researcher used English syllabus of SMP Negeri 3 Getasan.

b) Lesson plan

   The lesson plan was arranged based on the problem in the result of the cycle I. The researcher used the lesson plan to manage and control the teaching and learning
process in this research. It is proposed to manage the time and activities during the teaching and learning process in class.

c) Observation checklist

Observation checklist was organized to know the students’ and teachers’ activities during the teaching and learning process.

d) Material

The material of writing skill is Recount Text which consists of definition, generic structure, grammatical features and example of recount text.

e) Teaching aid

The researcher prepared the material and tools in succeeding the action. The researcher also prepared some instruments. They were board marker, laptop, and handout for students (recount text).

f) Pre-test and post-test

The researcher used pre-test and post-test in her action. The pre-test and post-test were done before and after using comic strips as a media to know the students’ writing ability in recount text.
2) Acting

The acting of the cycle II was held on Wednesday, September 19th, Monday, September 24th, and Wednesday 26th, 2018. The teacher is Mr. Mulyanto and the researcher rolled as an observer. In this cycle, the researcher wanted to conduct in three part.

The first part of cycle II, the teacher and the researcher entered the class at 08.45 a.m. on Wednesday, September 19th, 2018. Before started the lesson, the teacher greeted the students in the class by saying “Good Morning students”. All of the students answered the greeting of the teacher. The teacher asking about the condition of the student by “How are you today?” then, the students answered “I am fine thank you, and you?”. The teacher answered, “I am fine too, thank you”. Before started the lesson the teacher checked the students’ attendance list. After that, the teacher reviews the last meeting. The teacher asked to explain the definition of recount text. one of the students “Natasya” answered that recount text is text that tells about personal experience for example holiday experience.

The teacher gave pre-test for students to make holiday experience consist of three paragraphs and every paragraphs consist of three sentences. He asked the students to do the test by themselves. When the students were doing the pre-test, the
teacher walked around the class to check the students along doing the test. Yudhistira who sat in the left side did not pay attention and make noisy in the classroom. So, the teacher asked Yudhistira to pay attention and keep silent. Most of the students did the pre-test in cycle seriously. There was only Yudhistira who cheated on his friend. The teacher said, “Tira, can you do your pre-test by yourself please?”. “Yes, Sir. I am sorry.” Then, the teacher allowed him to continue the exercise.

During the pre-test, many students got the same difficulty in make sentences especially in grammar and vocabulary. When conducting the pre-test, the researcher found a few students still wrote: “I go to the beach”. The correct one was “I went to the beach”. But in cycle II, the mistakes were lesser than in cycle I.

The second part is treatment. The teacher gave treatment to the students at 08.45 a.m. on Monday, September 24th, 2018. The teacher used comic strips in cycle II was similar to the cycle I. Before the lesson was started there was some students who asked to the teacher “Is today we used comic again sir?” The teacher answered “Yes of course, did you like it?” Then the students answered “Yes sir, we like it”. The teacher gave handout of recount text and give the example of recount text using comic strips about entitled “holiday experience”. The
teacher asked the students to asked the difficult vocabulary. There was some students asked about the meaning of “went”. The teacher answered that “went” is verb 2 from “go” we use the word “go” in present activity and “went” in past activity, did you understood”. The students answered “Yes sir, thank you”. “Yes, you are welcome”. Then, the teacher explains more detail in Indonesian language in order to make the students understood about the teacher explanation. There was Adji who asked about how to use “past tense” in make recount text. the teacher said, “okay you can choose verb 2 for example “write” becomes “wrote”, “go” becomes “went”, “send” becomes “sent” that are verb of past tense”. Then the teacher divided the students into some groups consist of 7 students. The teacher gave handout group discussion and comic strips, he asked the students to make recount text using comic strips entitled “holiday experience”. The teacher asked the 2 groups to present their discussions. By doing this, hopefully, they could share their knowledge and to solve the problem together during team work. So, they could apply the structure of recount text well.

The students really enjoyed with the using of comic strips. The teacher gave feedback and then, the teacher closed the class.
The last part in this cycle II was post-test. The teacher gave post-test to the students to write recount text about their “personal experience” consists of generic structures and language features consists three paragraphs and every paragraphs consist of three sentences at 08.45. on September, 26\textsuperscript{th} 2018. The teacher monitored the students’ activities. The students did the post-test focus and seriously. After the time was up, the teacher collected the students’ worksheet, then the teacher closed the meeting by saying “Thank you very much for your attention and participation, see you next week, good morning class”.”Good morning sir, you are welcome.” replied the students.

3) Observation

In the cycle II, the researcher observed the students and teacher activity by using the observation checklist in the learning process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and teachers’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.
Table 4.7 Form the Result of Students’ Observation Checklist Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of the students were paid attention to the teachers’ explanation</td>
</tr>
<tr>
<td>2</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>Few students who asking</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in using of Comic Strips</td>
<td>√</td>
<td></td>
<td>They felt enjoy the using of Comic Strips.</td>
</tr>
</tbody>
</table>

Table 4.8 Form of Result Teachers’ Observation Checklist Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and praying before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting. Then they are prayed together</td>
</tr>
<tr>
<td>2</td>
<td>Checking student attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>3</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td>The teacher explained the material, she used mix language, Indonesia and English Language</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Use of Comic Strips to teach writing recount text</td>
<td>✓</td>
<td>The teacher used a Comic Strips and in accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving opportunity for asking question</td>
<td>✓</td>
<td>The teacher gave time to the students about everything to asked question</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Answer the students’ question</td>
<td>✓</td>
<td>The teacher answered the students’ questions related to the topic</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Help student’s difficulties during learning</td>
<td>✓</td>
<td>Teacher helped students to solve the difficulties</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td>The teacher gave feedback to the result of the learning</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Praying after the lesson</td>
<td>✓</td>
<td>The teacher and the students ‘prayed together after the lesson</td>
<td></td>
</tr>
</tbody>
</table>

The researcher got the data from the test of the cycle II and analyzed the data of pre-test and post-test based on rubric writing assessment, its same with the explanation of cycle I. There are five aspects in scoring such as: content, organization, vocabulary, language use, and mechanic. Each aspect of writing test gave the point that divided into excellent to very good, good
to average, fair to poor and very poor. The researcher analyzed the data of pre-test and post-test. The calculation and the result of both tests are presented below:

a) The score of pre-test and post-test cycle II

**Table 4.9 Students’ Scores of Pre-test and Post-test Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APD</td>
<td>72</td>
<td>89</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>2</td>
<td>ACG</td>
<td>72</td>
<td>74</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>ABP</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>AS</td>
<td>71</td>
<td>74</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>APT</td>
<td>62</td>
<td>76</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>6</td>
<td>APY</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>AR</td>
<td>63</td>
<td>72</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>8</td>
<td>AS</td>
<td>68</td>
<td>71</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>AV</td>
<td>67</td>
<td>74</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>10</td>
<td>BC</td>
<td>62</td>
<td>70</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>DP</td>
<td>50</td>
<td>69</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>12</td>
<td>DM</td>
<td>51</td>
<td>71</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>13</td>
<td>DL</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>EAS</td>
<td>62</td>
<td>68</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>15</td>
<td>FL</td>
<td>74</td>
<td>84</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>HM</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>17</td>
<td>KY</td>
<td>61</td>
<td>70</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>18</td>
<td>MP</td>
<td>61</td>
<td>78</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>19</td>
<td>MT</td>
<td>66</td>
<td>77</td>
<td>11</td>
<td>121</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test and post-test of cycle I, the researcher can calculate the number of the students who passed the passing grade.

Table 4.10 Count of Passing Grade of the Pre-test and Post-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>20</td>
<td>71.43%</td>
<td>4</td>
<td>14.29%</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>7.14%</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>6</td>
<td>21.43%</td>
<td>21</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>
b) Descriptive statistic cycle II

The writer calculates the deviation standard by using SPSS 20.00. It can be shown as follows:

<table>
<thead>
<tr>
<th>Table 4.11 Descriptive Statistics cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>Pretest</td>
</tr>
<tr>
<td>Posttest</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
</tr>
</tbody>
</table>

From the table above it can be seen that the mean of pre-test in the cycle II is 65.50 with standard deviation 6.472. Then, mean post-test in cycle II is 74.46 with standard deviation 5.392. The quantity (N) of the students is 28 students.

c) The passing grade of the cycle II

The cycle II also has shown that the students can improve their English score especially in writing skill which is can be seen from the mean of post-test 74.46. It was better than the mean of pre-test 65.50. From the result, it is shown that the score higher than the passing grade (74.46>70). So, the researcher can concluded that there was an improvement of students writing ability using Comic Strips.
d) Significant

To know there is a significant improvement in writing skill, the researcher analyzes the result of pre-test and post-test by using SPSS 20.00. The significant level that the researcher uses is by 95% significant level at 5% (0.05) from the quantity (N) 28 and Df = N-1 (28-1=27). So, the criteria for testing of this research are (1) sig. (2 tailed) >α it mean there is no an improvement after using Comic Strips in students’ ability in writing skill; (2) sig. 2 tailed <α it mean there is an improvement after using Comic Strips in students’ ability in writing skill.

e) Paired sample test cycle II

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>pretest – posttest</td>
<td>8,964</td>
<td>4,826</td>
<td>912</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

1) The sig. (2 tailed) in cycle II was 0.000
2) The significant (α=0.05)

3) The sig (2 tailed) <α = 0.000 < 0.05

From the explanation above it can be concluded that there is a significant improvement in writing skill using Comic Strips in cycle II because the value sig. 2 tailed 0.000 is lower than α (0.05).

4) Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score of cycle II and the observations’ checklist were used to make a proper reflection. The teacher emphasized to review the material about the generic structure and grammatical features of recount text. Then, the teacher said that a media is important for us. So, based on the discussion between the teacher and the researcher, the students’ ability in writing skill of recount text in cycle II had successfully improved.

The passing grade (KKM) for English subject was 70, the students’ scores in the post-test of the cycle II show that there are 85.71% of the students who get the score higher than KKM. The post-test of the cycle II were better. The students’ generate their idea in recount text coherently. In the pre-test of cycle 2, there are 28.57% of the students who get the score higher than KKM. It means that after reflection from the cycle I
was applied in the action of the cycle II, there was an enhancement of implementation of students’ ability in writing skill using Comic Strips for the eighth grade students of SMP Negeri 3 Getasan. Finally, the teacher and the researcher stop the cycle because 85.71% of the students have already passed the passing grade. It like the researcher expected at the 85% level.

B. Discussion

1. How can comic strips improve students' of writing skills in recount text for eighth-grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019?

   From this study, the researcher could conclude that it improves students' ability in writing skill for eighth grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019 was successful. The researcher got the information from cycle I and cycle II. There was the implementation of this study was divided into three parts. The first part, the teacher conducted pre-test, the teacher gave pre-test to the students. In cycle I, the students looked confused in their pre-test. In the pre-test, some students got difficulties. They asked the meaning of some sentence. However, in cycle II the students got easy to make a recount text. The second part, the teacher conducted treatment by using Comic Strips. The teacher gave students comic strips, team discussions, presentation. The
third part was the post-test. The teacher gave post-test to the students. Then, the students did the task.

The researcher analyzed the writing skill of the students. They could increase their writing skill from cycle I until cycle II by using Comic Strips. It means that Comic Strips improved the students writing skills.

2. **How is the significant influence of using comic strips in improving writing skills in recount text for eighth-grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019?**

After analyzed the students' score in the cycle I and cycle II, the researcher concluded that there was a significant result of using Comic Strips to improving students’ ability in writing skill for eighth-grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019. The improvement can be seen as follows:

<table>
<thead>
<tr>
<th>Table 4.13 Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
From the table above, it can be seen that the sig. 2 tailed is lower than the significant. It means that there is a significant result of using Comic Strips for improving writing skill for the eighth-grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 28.57%, and in the cycle 2, the improvement is as much as 57.14%. Based on the result of the sig. (2 tailed) of cycle I and cycle II, after using Comic Strips. It showed that the students’ ability in writing skill improved significantly. It could be seen from the sig. (2 tailed) of cycle I was 0.001 and cycle II was 0.000 lower than the significant (α) in cycle I and cycle II was 0.05.

Based on the result above, the researcher concluded that the use of Comic Strips could improve the students’ ability in writing skills eighth grade students of SMP Negeri 3 Getasan in the academic year of 2018/2019.
CHAPTER V

CLOSURE

This chapter consists of the conclusion and suggestion. After completing this research, the research provided some conclusions and suggestion of the research.

A. Conclusions

After conducting the research and analyzing the data, the researcher drew to several conclusions of the use Comic Strips to improve students’ ability in writing skill eighth grade of SMP Negeri 3 Getasan in the academic year of 2018/2019, the researcher concludes based on the findings discussed in the previous chapter below:

1. The significant improvement of students’ writing ability after using Comic Strips involved content, language use, vocabulary and organization. The Comic Strips guided students generating their ideas that had an effect to improve their writing ability. The improvement had not been acquired spontaneously, but after giving treatment in six meetings it meant that the students’ writing ability has been improved step by step. For the English teacher could used Comic Strips easily from the beginning until the end of the class because comic strips provide pictures and bubbles which contain words or conversation which is
written on it. The English teacher also get some valuable information and experience on teaching writing by using Comic Strips.

2. The improvement of students' ability in writing skills before use Comic Strips in SMP Negeri 3 Getasan show that there were only 10.71% of the students who got score higher than the passing grade (KKM) in the pre-test. After the treatment was applied in the cycle I show that there was 28.57% of the students who got the score higher than the passing grade in the post-test. On the result of cycle II were 28.57% of students who got score higher than the passing grade in the pre-test and 85.71% of the students who got score higher than the passing grade in the post-test. Both of the statements can be the result of the research from the pre-test and post-test cycle I and cycle II. Finally, the use of Comic Strips to improve students' ability in writing skill for the eighth grade of SMP M Negeri 3 Getasan in the academic year of 2018/2019 was successful.

B. Suggestions

Based on the conclusions above, the researcher puts forward the following suggestions:

1. The English teacher should pay much attention to appropriate technique that will be applied in presenting the writing text.

2. The English writing teacher should develop the ability of the students in writing by giving the students more creative media in teaching English, chance to write English text every day based her/his daily activity, their
ability will be improved. It is suggested that the English teacher should use Comic Strips as a media especially for teaching writing.

3. The head master should motivate and support the teacher of English to apply this media in teaching writing.

4. Finally, the researcher hopes other researcher to be more motivated in conducting further investigation to find the other media which can affect the positive instructional activity.
REFERENCES


Dony, C. 2009. *How to Use Comics in the ESL Classroom*. ISSN 2031-1176, e-ISSN 2031-1168: 1


APPENDICES
CURRICULUM VITAE

Full name : Titik Erniyati
Nick name : Emi
Date of Birth : April, 21 1996
Address : Des. Manggihan RT 04/Rw01, Kec. Getasan, Kab. Semarang
Mobile phone : 085869997873
Faculty : English Education Department

Education history :
1. SDN 01 Manggihan graduated in 2008
2. SMP Negeri 3 Getasan graduated in 2011
3. SMK Taruna Isama Getasan graduated in 2014
4. IAIN Salatiga Graduated in 2019

Salatiga, September 28th 2018

[Signature]

Titik Erniyati

NIM: 113 14 076
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ungar Salatiga KM 2 Telepon (0298) 5031354 Kode Pos 59715 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B- 726 /ln.21/O1.1/PN.03.1/04/2018
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Salatiga, 10 April 2018

Kepada
Yth. Kepala UPTD SPF
Di SMPN 3 Getasan

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Titik Emyati
NIM : 113-14-076
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripitsinya adalah:
ENHANCING WRITING SKILLS USING COMIC STRIPS FOR THE EIGHTH GRADE STUDENTS OF SMP N 3 GETASAN IN THE ACADEMIC YEAR 2018/2019

Dosen Pembimbing : Dr. Setia Rini, M.Pd.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMP N 3 Getasan, mulai tanggal 10 April 2018 sampai dengan selesai.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

Mufid, S.Ag. 197/Hit.
NIP. 19590317 199603 1004

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 423.5/257/2018

Yang bertanda tangan dibawah ini Kepala UPTD Satuan Pendidikan Formal SMP Negeri 3 Getasan Kabupaten Semarang:

Nama: Drs. Joko Purwanto
NIP: 196502281997021001
Pangkat / Gol: Pembina / TVa
Jabatan: Kepala Sekolah
Unit Kerja: SMP Negeri 3 Getasan

Menerangkan bahwa:
Nama: Titik Emilyati
NIM: 113-14-076
Jurusan: Bahasa Inggris
Institut Agama Islam Negeri (IAIN)

Telah melaksanakan penelitian dengan judul "Enhancing Writing Skills Using Comic Strips For The Eighth Grade Students OF SMP Negeri 3 Getasan". Dari tanggal 4 s.d 26 September 2018.

Demiikan surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Getasan, 2 Oktober 2018

Kepala Sekolah

Drs. Joko Purwanto
NIP: 196502281997021001
Assalamu'alaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

- Nama: Titik Emiayati
- NIM: 113-14-076
- Fakultas: TARBIYAH DAN ILMU KEGURUAN
- Jurusan: TADRIS BAHASA INGGRIS (TBI)
- Judul Skripsi: ENHANCING STUDENTS’ VOCABULARY MASTERY USING ANIMATION COMIC FOR THE EIGHTH GRADE STUDENTS OF SMP N 3 GETASA

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamu'alaikum w.w.

Salatiga, 30 November 2017

[Signature]

Dekan, Wktu. Dosen Bidang Akademik

NIP. 19690617 199603 1004

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
KETERLIATAN TINJAUAN SATUAN PENDEKATAN (KTSIP)

Semester
NRP
Nama Cari
Kelas/Semester
Nama Pendekatan
No. Rekstrasi
Perangkat Pendekatan

SIABUS PENDEKATAN

PERANGKAT PENDEKATAN
<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table continues with more categories and data entries.*
<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi</th>
<th>Daftar</th>
<th>Merupakan</th>
<th>Pemahaman</th>
<th>Penguasaan</th>
<th>Teknik</th>
<th>Buku</th>
<th>Amalan</th>
<th>Waktu</th>
<th>Sumber</th>
</tr>
</thead>
</table>

- Karakteristik yang diharapkan dibagi menjadi dua bagian: Teknik (target) dan Teknik (pengembangan).

NIP/NK: ____________________________

Daftar: ____________________________

Amalan: ____________________________

Buku: ____________________________
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Nama Sekolah : SMP N 3 GETASAN
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Materi : Recount Text
Alokasi Waktu : 3 kali pertemuan (3x120 menit)
Skill : Writing

A. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. INDIKATOR

1. Siswa dapat mengidentifikasi karakteristik dari teks recount
2. Siswa dapat menggunakan laguage feature dan generic structure dalam recount text dengan baik dan benar
3. Siswa dapat menulis dan membuat teks recount pendek tentang pengalaman liburan berdasarkan comic strips
D. TUJUAN PEMBELARAN

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi karakteristik dari teks recount
2. Menggunakan laguage feature dan generic structure dalam recount text dengan baik dan benar
3. Membuat teks recount pendek berdasarkan comic strips

E. MODEL/METODE

1. Model : Cooperative Learning
2. Metode : Ceramah, diskusi

F. MEDIA

Comic Strips

G. ALAT

Whiteboard, spidol, lembar pre-test, lembar post-test

H. MATERI PEMBELAJARAN

Comic Strips (terlampir)

Recount Text is to entertaining or informing about the past activity to the reader.

Generic Structure of Recount Text :

1) Orientation : tells who was involved, what happened, where the events took place, and when it happened.
2) Events : tell what happened and in what sequence.
3) Reorientation : consists of optional-closure of events/ending.
Example of Recount Text

My Holiday

Last holiday, my friends and I went to Kaliurang, we get there by Bus. In kaliurang we visited Tlogo Putri. It is very popular among tourists. Then we visited Goa Jepang it was a man made Japanese Cave. We enjoyed the fresh air, green scenery, and animal voices such as birds and monkey. We enjoyed our holiday there. It was fantastics to enjoyed the nature.
Last holiday, my friends and I went to Kaluwrang. We get there by bus.

In Kaluwrang, we visited Tlogo Plutir. It is very popular among tourists.

Then, we visited Gua Jenang. It was a man-made Japanese cave.

We enjoyed the fresh air, green scenery, and animal voices such as birds and monkey.

We enjoyed our holiday there. It was fantastic to enjoy the nature.
G. Langkah-langkah pembelajaran

1. Pertemuan ke-1

| Kegiatan Awal | 1. Guru mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)  
2. Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)  
3. Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.  
4. Guru memberi gambaran tentang pelajaran yang akan berlangsung. | 10 menit |

2. Pertemuan ke-2

| Kegiatan Inti Eksplorasi | 1. Guru memberikan apersepsi dengan memberikan pertanyaan pancingan dengan tema “Holiday”, sehingga dapat memancing siswa berinteraksi secara sederhana  
2. Siswa menjawab pertanyaan berdasarkan pengetahuan dan pengalaman mereka. | 15 menit |
<table>
<thead>
<tr>
<th>Elaborasi</th>
<th>25 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru memperlihatkan kepada siswa sebuah comic tentang recount text</td>
<td></td>
</tr>
<tr>
<td>dengan tema “My Holiday”</td>
<td></td>
</tr>
<tr>
<td>2. Dengan teman sebangku, guru membimbing siswa mengidentifikasi</td>
<td></td>
</tr>
<tr>
<td>generic structure dari teks recount dengan tema “My Holiday”</td>
<td></td>
</tr>
<tr>
<td>3. Guru membagi siswa kedalam beberapa kelompok dan mengarahkan siswa</td>
<td></td>
</tr>
<tr>
<td>mengidentifikasi comic strips</td>
<td></td>
</tr>
<tr>
<td>4. Siswa membuat teks recount tentang pengalaman liburan mereka berdasarkan comic strips.</td>
<td></td>
</tr>
<tr>
<td>5. Masing-masing dari kelompok mempresentasikan hasil diskusinya dan kelompok yang lainnya memberikan tanggapan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Konfirmasi</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru memberikan pujian bagi kelompok/pasangan yang dapat berhasil</td>
<td></td>
</tr>
<tr>
<td>dengan baik dan memotivasi kelompok/pasangan yang belum berhasil</td>
<td></td>
</tr>
<tr>
<td>dengan baik</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan penegasan tentang pengertian, generic structure dan</td>
<td></td>
</tr>
<tr>
<td>language feature dari teks recount</td>
<td></td>
</tr>
<tr>
<td>3. Hasil kerja siswa dikumpulkan kepada guru.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>10 menit</th>
</tr>
</thead>
</table>
1. Semua siswa mencatat hasil diskusi dengan penuh rasa tanggungjawab sebagai refleksi yang telah dipelajari.
2. Guru memberikan umpan balik secara klasikal berupa tanggapan hasil presentasi siswa.
3. Siswa diberi tugas rumah sebagai salah satu tindak lanjut pembelajaran yang telah berlangsung dengan membuat teks recount dengan menggunakan generic structure dan language feature yang baik dan benar dengan bantuan comic strips.
4. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.
5. Menyampaikan materi pembelajaran pada pertemuan berikutnya

3. Pertemuan ke-3

H. Sumber
2. LKS

J. Nilai Karakter

1. Jujur
2. Disiplin
3. Cermat
4. Kreatif
5. Tanggung jawab

K. Penilaian

1. Teknik : Tes tulis
2. Bentuk : menulis recount text
3. Rubric sheet (Terlampir)

RUBRIC SHEET CYCLE I

Writing Scale Rubric Adapted from Heaton (1990:146)

<table>
<thead>
<tr>
<th>Aspect of Writing</th>
<th>Level</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
<td>If the students answer almost correctly.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>26-22</td>
<td>If the students answer the question with less errors.</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td>21-17</td>
<td>If the students answer the questions with enough errors.</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>16-13</td>
<td>If the students answer almost the questions wrongly.</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to very good</td>
<td>20-18</td>
<td>If the students answer almost correctly.</td>
</tr>
<tr>
<td>Category</td>
<td>Grade Range</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td>If the students answer almost correctly.</td>
<td></td>
</tr>
<tr>
<td>Good to average</td>
<td>17-14</td>
<td>If the students answer the question with less errors.</td>
<td></td>
</tr>
<tr>
<td>Fair to poor</td>
<td>13-10</td>
<td>If the students answer the questions with enough errors.</td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td>9-7</td>
<td>If the students answer almost the questions wrongly.</td>
<td></td>
</tr>
<tr>
<td>Language use</td>
<td>25-22</td>
<td>If the students answer almost correctly.</td>
<td></td>
</tr>
<tr>
<td>Good to average</td>
<td>21-18</td>
<td>If the students answer the question with less errors.</td>
<td></td>
</tr>
<tr>
<td>Fair to poor</td>
<td>17-11</td>
<td>If the students answer the questions with enough errors.</td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td>10-5</td>
<td>If the students answer almost the questions wrongly.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
<td>If the students answer almost correctly.</td>
<td></td>
</tr>
<tr>
<td>Good to average</td>
<td>4</td>
<td>If the students answer the question with less errors.</td>
<td></td>
</tr>
<tr>
<td>Fair to poor</td>
<td>3</td>
<td>If the students answer the questions with enough errors.</td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td>2</td>
<td>If the students answer almost the questions wrongly.</td>
<td></td>
</tr>
</tbody>
</table>
Mengetahui, 

Guru B. Inggris

Observer

Getasan, 7 September 2018

Mulyanto, S.Pd. 

Titik Emiyati

NIP. 

NIM. 113-14-076

Kepala Sekolah

Drs. Joko Purwanto

NIP 196502281997021001
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Nama Sekolah : SMP N 3 GETASAN
Kelas/Semester : VIII/1

Mata Pelajaran : Bahasa Inggris
Materi : Recount Text
Jumlah pertemuan : 3 kali pertemuan (3 x 120 menit)
Aspek / skill : Writing

A. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

C. INDIKATOR

1. Siswa dapat mengidentifikasi karakteristik dari teks recount
2. Siswa dapat menggunakan lagauge feature dan generic structure dalam recount text dengan baik dan benar
3. Siswa dapat menulis dan membuat teks recount pendek tentang pengalaman liburan berdasarkan comic strips
D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi karakteristik dari teks recount
2. Menggunakan laguage feature dan generic structure dalam recount text dengan baik dan benar
3. Membuat teks recount pendek berdasarkan comic strips

E. METODE PEMBELAJARAN

Metode : cooperative Learning

F. MATERI PEMBELAJARAN

Comic Strips (terlampir)

Recount Text is to entertaining or informing about the past activity to the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened and in what sequence.
- Reorientation : consists of optional-closure of events/ending

Example of Recount Text

“Study Tour”

Last holiday, I joined a study tour of my school we went to Yogyakarta. We started the study tour from our school. We went to Yogyakarta by Bus. In Yogyakarta, we visited some museums, one of the museums was monjali. Then we had lunch in a restaurant then we visited parangtritis beach. Finally, we went home in the evening. We really enjoyed our experience during the study tour.
LAST HOLIDAY, I JOINED A STUDY TOUR OF MY SCHOOL. WE WENT TO Yogyakarta.

WE STARTED THE STUDY TOUR FROM OUR SCHOOL. WE WENT TO YOGYAKARTA BY BUS.

IN YOGYAKARTA, WE VISITED SOME MUSEUMS. ONE OF THE MUSEUMS WAS MONJULI.

WE HAD LUNCH IN A RESTAURANT. THEN WE VISITED PASANG TIRING BEACH.

FINALLY, WE WENT HOME IN THE EVENING. WE REALLY ENJOYED OUR EXPERIENCE DURING THE STUDY TOUR.
G. Langkah Pembelajaran

1. Pertemuan ke-1

<table>
<thead>
<tr>
<th>Kegiatan Awal</th>
<th>1. Guru mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)</td>
</tr>
<tr>
<td></td>
<td>3. Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.</td>
</tr>
<tr>
<td></td>
<td>4. Guru memberi gambaran tentang pelajaran yang akan berlangsung.</td>
</tr>
<tr>
<td></td>
<td>5. Guru mengingatkan kembali pelajaran minggu lalu tentang materi recount; function, generic structure and its language features.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti Eksplorasi</th>
<th>1. Guru memberikan apersepsi dengan memberikan pertanyaan pancingan dengan tema “Study Tour”, sehingga</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Pertemuan ke-2</td>
<td>10 menit</td>
</tr>
<tr>
<td>15 menit</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elaborasi</td>
<td>Konfirmasi</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>dapat memancing siswa berinteraksi secara sederhana</td>
<td></td>
</tr>
<tr>
<td>2. Siswa menjawab pertanyaan berdasarkan pengetahuan dan pengalaman mereka.</td>
<td></td>
</tr>
<tr>
<td>1. Guru memperlihatkan kepada siswa sebuah comic tentang recount text dengan tema “Study Tour”</td>
<td>25 menit</td>
</tr>
<tr>
<td>2. Dengan teman sebangku, guru membimbing siswa mengidentifikasi generic structure dari teks recount dengan tema “Study Tour”</td>
<td></td>
</tr>
<tr>
<td>3. Guru membagi siswa kedalam beberapa kelompok dan mengarahkan siswa mengidentifikasi comic strips</td>
<td></td>
</tr>
<tr>
<td>4. Siswa membuat teks recount tentang pengalaman liburan mereka berdasarkan comic strips.</td>
<td></td>
</tr>
<tr>
<td>5. Masing-masing dari kelompok mempresentasikan hasil diskusinya dan kelompok yang lainnya memberikan tanggapan.</td>
<td></td>
</tr>
<tr>
<td>1. Guru memberikan pujian bagi kelompok/pasangan yang dapat berhasil</td>
<td>20 menit</td>
</tr>
<tr>
<td>Kegiatan Akhir</td>
<td>dengan baik dan memotivasi kelompok/pasangan yang belum berhasil dengan baik</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>2. Guru memberikan penegasan tentang pengertian, generic structure dan language feature dari teks recount</td>
</tr>
<tr>
<td></td>
<td>3. Hasil kerja siswa dikumpulkan kepada guru.</td>
</tr>
<tr>
<td></td>
<td>1. Semua siswa mencatat hasil diskusi dengan penuh rasa tanggungjawab sebagai refleksi yang telah dipelajari.</td>
</tr>
<tr>
<td></td>
<td>2. Guru memberikan umpan balik secara klasikal berupa tanggapan hasil presentasi siswa.</td>
</tr>
<tr>
<td></td>
<td>3. Siswa diberi tugas rumah sebagai salah satu tindak lanjut pembelajaran yang telah berlangsung dengan membuat teks recount dengan menggunakan generic structure dan language feature yang baik dan benar dengan bantuan comic strips.</td>
</tr>
<tr>
<td></td>
<td>4. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.</td>
</tr>
<tr>
<td></td>
<td>5. Menyampaikan materi pembelajaran pada pertemuan berikutnya.</td>
</tr>
</tbody>
</table>

3. Pertemuan ke-3

| POST-TEST | 10 menit |
H. Sumber

2. LKS

I. Media

- Comic Strips

J. Nilai Karakter

1. Jujur
2. Disiplin
3. Cermat
4. Kreatif
5. Tanggung jawab

K. Penilaian

1. Teknik : Tes Tulis
2. Bentuk : Menulis recount teks
3. Rubric sheet (*Terlampir*)

**RUBRIC SHEET CYCLE 2**

*Writing Scale Rubric Adapted from Heaton (1990:146)*

<table>
<thead>
<tr>
<th>Aspect of Writing</th>
<th>Level</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to very</td>
<td>30-27</td>
<td>If the students answer almost correctly.</td>
</tr>
<tr>
<td></td>
<td>Rating</td>
<td>Subtotal</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Excellent to very good</td>
<td>20-18</td>
<td>If the students answer almost correctly.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>17-14</td>
<td>If the students answer the question with less errors.</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
<td>If the students answer the questions with enough errors.</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>9-7</td>
<td>If the students answer almost the questions wrongly.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Excellent to very good</td>
<td>20-18</td>
<td>If the students answer almost correctly.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>17-14</td>
<td>If the students answer the question with less errors.</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td>13-10</td>
<td>If the students answer the questions with enough errors.</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>9-7</td>
<td>If the students answer almost the questions wrongly.</td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td>Excellent to very good</td>
<td>25-22</td>
<td>If the students answer almost correctly.</td>
</tr>
<tr>
<td></td>
<td>Good to average</td>
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<td>If the students answer the question with less errors.</td>
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<td></td>
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<td>If the students answer the questions with enough errors.</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>10-5</td>
<td>If the students answer almost the questions wrongly.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent to very good</td>
<td>5</td>
<td>If the students answer almost correctly.</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td>---</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Good to average</td>
<td>4</td>
<td>If the students answer the question with less errors.</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td>3</td>
<td>If the students answer the questions with enough errors.</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>2</td>
<td>If the students answer almost the questions wrongly.</td>
</tr>
</tbody>
</table>

Mengetahui, Getasan, 4 September 2018

Guru B. Inggris Observer

Mulyanto, S.Pd. Titik Emiyati

NIP. NIM. 113-14-076

Kepala Sekolah

Drs. Joko Purwanto
NIP 196502281997021001
CYCLE I

PRE-TEST

Name :_____________________

Class :______

No  :_____

Instruction:

1. Please write a recount text about your personal experience!

2. Please write a story at least three paragraph, every paragraph at least consists of three sentences!

3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)

4. Using simple past tense
Name : ______________________

Class : _____

No : _____

Instruction:

1. Please write a recount text about your personal experience!

2. Please write a story at least three paragraph, every paragraph at least consists of three sentences!

3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)

4. Using simple past tense
Name : ______________________

Class : _____

No : _____

Instruction:

5. Please write a recount text about your personal experience!

6. Please write a story at least three paragraph, every paragraph at least consists of three sentences!

7. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)

8. Using simple past tense
Instruction:

5. Please write a recount text about your personal experience!

6. Please write a story at least three paragraph, every paragraph at least consists of three sentences!

7. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)

8. Using simple past tense
Name: LIO

Class: VIII C

No: 20

Instruction:

1. Please write a recount text about your personal experience!
2. Please write a story at least three paragraph, every paragraph at least consists of three sentences!
3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
4. Using simple past tense

Last holiday I went to colosia garden. Flower is beautiful.
Then go to my friend home. In there we playing football.
After that I and my friend eat noodle. It is very delicious.
CYCLE I
PRE-TEST

Name: [Handwritten]
Class: V M - C
No: [Handwritten]

Instruction:
1. Please write a recount text about your personal experience!
2. Please write a story at least three paragraph, every paragraph at least consists of three sentences!
3. Tell the story in sequence (generic structure of recount text includes:
orientation, events, re-orientation)
4. Using simple past tense

Last holiday I went to Yogyakarta with my car with my family and my brother. In there we visit my sister house. Then we going to Malioboro in there I buy cloth. I very like Malioboro.
PRE-TEST

Name : M.D

Class : 4 M C

No : 30

Instruction:

1. Please write a recount text about your holiday experience!

2. Please write a story at least three paragraphs, every paragraph at least
   consists of three sentences!

3. Tell the story in sequence (generic structure of recount text includes:
   orientation, events, re-orientation)

4. Using simple past tense

Last holiday I went to Wonosobo. I'm happy in Wonosobo
In there many Vegetarian green. In there play
together with my friend. then we eat fried rice
me and go home. I'm happy together with
friend in Wonosobo.
YESTERDAY I WENT TO SALATIGA WITH MY SISTER AND MY MOTORCYCLE. IN THEIR 1 BUY SOCKS AND BAG. MY SISTER ALSO BUY BAG.

MY BAG IS VERY GOOD. THE COLOR IS BLUE. I LIKE BLUE. THEN WE GO TO MARKET TO BUY NOODLE TO COOK IN THE HOME. WE GO HOME AT 15:41. IT'S VERY HAPPY.
PRE-TEST

Name: HAM
Class: M16
No: 16

Instruction:
1. Please write a recount text about your holiday experience.
2. Please write a story at least three paragraph, every paragraph at least consists of three sentences.
3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
4. Using simple past tense

Last year I went to Jakarta with teacher and my friends. We visited monas and T-AI1 (Taman mini Indonesia Indah). We there one week. The we go home back.

C = 26
O = 14
V = 11
W = 13
H = 3
64
NAME: 24P
CLASS: 2N1-16
NO: 30

Instruction:

1. Please write a recount text about your personal experience!
2. Please write a story at least three paragraph, every paragraph at least consists of three sentences!
3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
4. Using simple past tense

Last year me and my sister went to my grandmother home. We get there by motorcycle. In there we help grandmother cook and cleaning. Then we sleep in there one day and go home in Sunday.
Last year I went to Borobudur with my family. Borobudur is very beautiful. I like Borobudur Temple. Many tourists visit there.

In Borobudur, I took a selfie with my family. I love my family. Then we eat fried rice there.
POST-TEST

Name: HM
Class: VIII C
No.: 16

Instruction:

1. Please write a recount text about your holiday experience based on the comic strips!
2. Please write a story at least three paragraphs, every paragraph at least consists of three sentences!
3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
4. Using simple past tense

Last year I went holiday to Zoo. I'm 96 with my family in the Zoo. There some animals between other crocodile and elephant.

My family and I were happy then we go home together.

\[25\] 
\[10\] 
\[15\] 
\[13\] 
\[2\] 
\[65\]
POST-TEST

Name: HM

Class: VM C

No: 16

Instruction:

1. Please write a recount text about your holiday experience based on the comic strips!
2. Please write a story at least three paragraphs, every paragraph at least consists of three sentences!
3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
4. Using simple past tense

**Study Tour**

Last year I went Jakarta with my teacher and friends. We got there by Perouncala bus. We started study from our school to Jakarta.

In Jakarta we visited monas and TMII. We had lunch together in a big restaurant. Finally, we went home in the evening at 9:00. We are very happy!

126
POST-TEST

Name: IIF

Class: B1C

No: 20

Instruction:

1. Please write a recount text about your holiday experience based on the comic strips.
2. Please write a story at least three paragraphs, every paragraph at least consists of three sentences.
3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
4. Using simple past tense

Last holiday I joined study tour of my school. We went to Molong, we sat in the study tour from our school to Molong by pariwisata bus. In Molong, we visited garden. We had lunch in a restaurant. Then, we visited market. Finally, we enjoyed and happy.
CYCLE II
POST-TEST

Name: Atd
Class: VIII C
No: 1

Instruction:
5. Please write a recount text about your personal experience!
6. Please write a story at least three paragraph, every paragraph at least consists of three sentences!
7. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
8. Using simple past tense

Study tour

When I junior high school class 1 went to Magelang
In Magelang we get there by Car with my family
In Magelang we visited Matahari Mall. Matahari Mall is very big.
In Matahari Mall I buy boy and show my sister and my mother also buy boy. After that we both to car and to hotel. The hotel is small but comfort
I sleep with my sister. My sister is amazing.
Then in the morning we back to home. We back home and left Magelang.
See you Magelang I love you. I am happy
Name: [Blank]
Class: VIII C
No: 20

Instruction:

1. Please write a recount text about your personal experience!
2. Please write a story at least three paragraphs, every paragraph at least consists of three sentences!
3. Tell the story in sequence (generic structure of recount text includes: orientation, events, re-orientation)
4. Using simple past tense

Last holiday I went to colosia garden, flower is beautiful. Then go to my friend home, in there we playing football. After that I and my friens eat noodle, is very delicious.
# OBSERVATION SHEET CYCLE I
(LEMBAR OBSERVASI KELAS)

**Hari / tanggal**: 12 September 2018  
**Tempat**: SMP Negeri 3 Getasan  
**Waktu**: 08.45 – selesai

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<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
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<th>No</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of the students were paid attention to the teachers’ explanation</td>
</tr>
<tr>
<td>2</td>
<td>Asking question</td>
<td>√</td>
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<td>Few students who asking</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
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<td>All of students did the task</td>
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<td>Being enthusiastic in using of Comic Strips</td>
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<td>They felt enjoy the using of Comic Strips</td>
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Dikutip dari Suyadi (2015:61)
<table>
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<td>1</td>
<td>Greeting and praying before the lesson begins</td>
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<td>The teacher greeted the students and students answered the greeting. Then they are prayed together</td>
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<tr>
<td>2</td>
<td>Checking student attendant</td>
<td>√</td>
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<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>3</td>
<td>Reminding previous material</td>
<td>√</td>
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<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>4</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
<td>The teacher explained the material, she used mix language, Indonesian and English Language</td>
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<tr>
<td>5</td>
<td>Use of Comic Strips to teach writing recount text</td>
<td>√</td>
<td></td>
<td>The teacher used a media of Comic Strips and accordance with the material which showed to the students</td>
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<td>6</td>
<td>Giving opportunity for asking question</td>
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<td>The teacher gave time to the students about everything to asked question</td>
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<tr>
<td>7</td>
<td>Answer the students' question</td>
<td>√</td>
<td>The teacher answered the students' questions related with the topic</td>
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<tr>
<td>8</td>
<td>Help student’s difficulties during learning</td>
<td>√</td>
<td>Teacher helped students to solve the difficulties</td>
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<td>9</td>
<td>Giving feedback after the lesson</td>
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<td>The teacher gave feedback to the result of the learning</td>
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<td>10</td>
<td>Praying after the lesson</td>
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<td>The teacher and the students’ prayed together after the lesson</td>
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Dikutip dari Sumadayo (2013:84-85)
# OBSERVATION SHEET CYCLE II
(LEMBAR OBSERVASI KELAS)

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Dikutip dari Suyadi (2015:61)
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<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and praying before the lesson begins</td>
<td>✓</td>
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<td>The teacher greeted the students and students answered the greeting. Then they are prayed together</td>
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<tr>
<td>2</td>
<td>Checking student attendant</td>
<td>✓</td>
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<td>The teacher called the students one by one</td>
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<td>3</td>
<td>Reminding previous material</td>
<td>✓</td>
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<td>The teacher immediately explain the current material</td>
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<td>4</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td></td>
<td>The teacher explained the material, she used mix language, Indonesian and English Language</td>
</tr>
<tr>
<td>5</td>
<td>Use of Comic Strips to teach writing recount text</td>
<td>✓</td>
<td></td>
<td>The teacher used a media of Comic Strips and accordance with the material which showed to the students</td>
</tr>
<tr>
<td>6</td>
<td>Giving opportunity for asking question</td>
<td>✓</td>
<td></td>
<td>The teacher gave time to the students about everything to asked question</td>
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<tr>
<td><strong>7</strong></td>
<td><strong>Answer the students</strong>&lt;br&gt;question</td>
<td>✓</td>
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<tr>
<td><strong>8</strong></td>
<td><strong>Help student’s difficulties</strong>&lt;br&gt;during learning</td>
<td>✓</td>
<td>Teacher helped students to solve the difficulties</td>
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<td><strong>9</strong></td>
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<td><strong>10</strong></td>
<td><strong>Praying after the lesson</strong></td>
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<td>The teacher and the students’ prayed together after the lesson</td>
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Dikutip dari Sumadayo (2013:84-85)
### THE STUDENTS’ SCORE OF CYCLE I

<table>
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# THE STUDENTS’ SCORE OF CYCLE II

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<td>OPAK 2014 &quot;Aktualisasi Gerakan Mahasiswa yang Beretika, Disiplin dan Berfikir Terbuka&quot; diselenggarakan oleh DEMA STAIN Salatiga.</td>
<td>18-19 Agustus 2014</td>
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<td>OPAK JURUSAN TARBIYAH &quot;Aktualisasi Pendidikan Karakter Sebagai Pembentuk Generasi yang Religius, Educatif dan Humanis&quot; diselenggarakan oleh DEMA STAIN Salatiga.</td>
<td>20-21 Agustus 2014</td>
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<td>Orientasi Dasar Kerisalan (ODK) dengan tema &quot;PEMAHAMAN ISLAM RAHMATAN LIL 'ALAMIN SEBAGAI LANGKAH AWAL MENJADI MAHASISWA</td>
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<td>MASATAARUF (MASTA) 2014 “Membentuk Pribadi, Kembangkan Diri, Lahirkan Potensi” yang diselenggarakan oleh IMM Salatiga</td>
<td>26 September 2014</td>
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<td>ENGLISH FRIENDSHIP CAMP “CEC is the Best Way Generation For Great Generation” diselenggarakan oleh CEC</td>
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<td>&quot;SIBA-SIBI&quot; Training UAS Semester Ganjil Tahun 2014 yang diselenggarakan oleh CEC dan ITTAQO</td>
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<td>CERTIFICATE OF COMPLETION has completed a Spoken English Course for three months (October 8 – Desember 26, 2014) at Hazrat Khan English Course with satisfying result.</td>
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<td>&quot;SIBA-SIBI&quot; Training UTS Semester Genap Tahun 2015 yang diselenggarakan oleh CEC dan ITTAQO</td>
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<td>13</td>
<td>Sertifikat Penghargaan PT. Media Televisi Indonesia (Metro TV) Peserta Pelatihan Jurnalistik Dalam Acara “MATA NAJWA ON STAGE” di UNNES</td>
<td>28 Agustus 2015</td>
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<td>SEMINAR NASIONAL “Penerapan Nilai-nilai Lingkungan Kepada Individu” yang diselenggarakan oleh MAPALA MITAPASA</td>
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<td>SEMINAR NASIONAL Peringatan Hari Bumi 22 April “Dengarkan Bisikan Alam Tentang Manusia” yang diselenggarakan oleh Mapala Mitapasa</td>
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<td>SEMINAR NASIONAL “Unlocking Students Potential to Deal With Globalisation” yang diselenggarakan oleh CEC</td>
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<td>SERTIFIKAT dalam kegiatan apresiasi &amp; Talkshow Literasi “Baca Saja Dulu Nanti Juga Paham” yang diselenggarakan oleh Rumah Literasi Pojok buku</td>
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<td>SEMINAR NASIONAL Pasar Modal Syari'ah IAIN Salatiga &quot;Peluang Mahasiswa Dalam Berinvestasi Menuju Kemandirian Ekonomi&quot; yang diselenggarakan oleh Dewan Mahasiswa Fakultas Syari'ah</td>
<td>8 November 2017</td>
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<td>SERTIFIKAT Lomba TPQ &quot;Festifal Anak Sholeh&quot; yang diselenggarakan oleh KKN IAIN Salatiga tahun 2018 di Desa Jerukan, Kecamatan Juwangi Kabupaten Boyolali</td>
<td>17 Februari 2018</td>
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Salatiga, 20 July 2018

Mengetahui
Wakil Dekan Bidang Kemahasiswaan

SchmudMaimun, M.Ag.

NIP. 19700510 199803 1 003
**LEMBAR KONSUTASI SKRIPSI**

Nama Mahasiswa : TITIK EMIYATI  
NIM : 113-14-076  
Dosen Pembimbing : Dr. Setia Rani, M.Pd.  

**JUDUL SKRIPSI** pada surat penunjang pembimbing skripsi :  
Enhancing Student's Writing in Recount Text Using Comic Strips for the Eighth Grade Students of Senior 3 Gedangan in the Academic Year 2018/2019

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| 3  | 28/11/2018 | Revisi 1-3    | - Revisi Baju     | Ace  
|    | 1/12/2018  |               |                   |  
| 4  | 2/12/2018  | Revisi 1-5    | - Revisi Baju     |  
|    | 8/12/2018   |               |                   |  
| 5  | 10/12/2018  | Revisi 1-10   | - Revisi Baju     |  
|    | 14/12/2018  |               |                   |  
| 6  | 18/12/2018  | Revisi 1-5    | - Revisi Baju     |  
| 7  | 22/12/2018  | Ace           | Go to school      |  
| 8  | 23/12/2018  | Ace           |                   |  

*Catatan Pembimbing*

Dosen Pembimbing : Dr. Setia Rani, M.Pd.

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<tr>
<th>The researcher introduced her self</th>
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<td>The students doing the pre-test</td>
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<td>The teacher help the students to understanding the material</td>
<td>The students group are presented their discussion</td>
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<tr>
<td>The student classmate did the discussion</td>
<td>The researcher and the sudents (participants of the research)</td>
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