



**THE EFFECT OF USING COMIC STRIPS ON THE EIGHTH GRADE  
STUDENTS' NARRATIVE WRITING ACHIEVEMENT  
AT SMPN 5 JEMBER IN THE 2016/2017 ACADEMIC YEAR**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2017**



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**THESIS**

Composed to Fulfill of the Requirements to Obtain the Degree of S1 at the  
English Language Education Study Program, Language and Arts Department  
The Faculty of Teacher Training and Education, Jember University

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JEMBER UNIVERSITY**

**2017**

**STATEMENT OF THESIS AUTHENCITY**

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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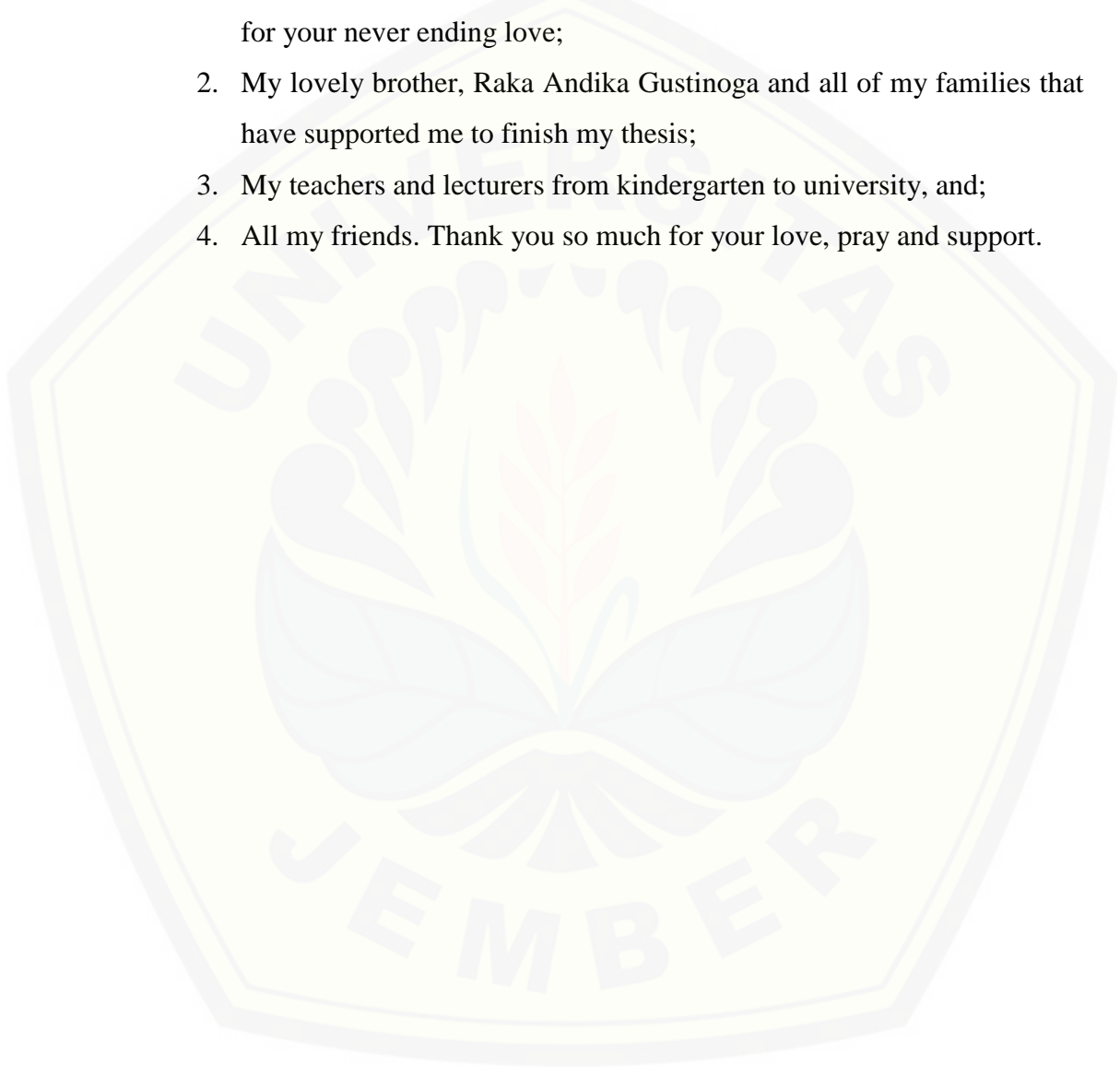
Jember, 18 April 2017

Ika Fitriani Martages  
NIM. 130210401063

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents; Nuriyadi and Yuliati. Thank you so much for your love, pray, suggestion and support. This thesis is dedicated to you for your never ending love;
2. My lovely brother, Raka Andika Gustinoga and all of my families that have supported me to finish my thesis;
3. My teachers and lecturers from kindergarten to university, and;
4. All my friends. Thank you so much for your love, pray and support.



**MOTTO**

*“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”*

*-Jiddu Krishnamurti*



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**CONSULTANS' APPROVAL**

**THE EFFECT OF USING COMIC STRIPS ON THE EIGHTH GRADE  
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JEMBER, IN THE 2016/2017 ACADEMIC YEAR**

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8. The eighth grade students of SMPN 5 Jember in 2016/2017 academic year especially classes VIII E and VIII F for gladly participating as the respondents of my research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 18 April 2017

The Writer



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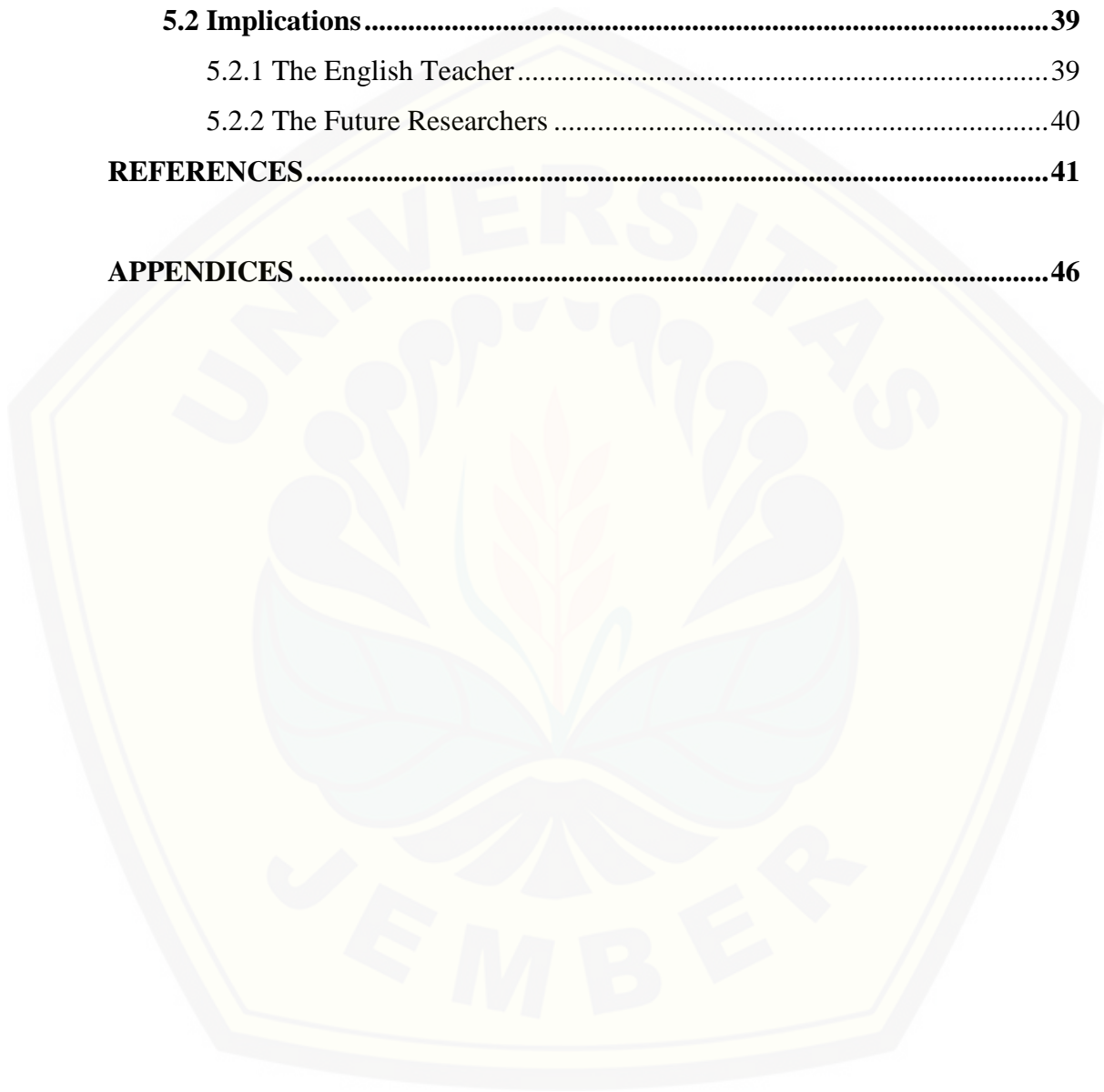
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## SUMMARY

### **The Effect of Using Comic Strips on the Eighth Grade Students' Narrative Writing Achievement at SMPN 5 Jember in the 2016/2017 Academic Year;**

Ika Fitriani Martages, 130210401063; 2017; 40 Pages; English Education Program; Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Writing is one of the most important aspects in English language acquisition. It is quite difficult to master writing, especially for EFL students in Indonesia, since there are some differences between *Bahasa Indonesia* and English such as grammatical and structural terms and styles. Furthermore, in the process of writing, the EFL students have to struggle in order to put ideas or arguments on the paper. They have to spend too much time in finding out the ideas about the topic given to write because they do not have enough basic knowledge and interest in writing. Therefore, the English teachers have to determine the effective strategies to improve their interest and ability in writing. They can apply media to help the students in teaching and learning process. Media are expected to create a more interesting writing class. Media also can be used to transfer the learning material to reach the goal of study and increase the students' achievement. In this research, the researcher used comic strips by the help of free website namely ToonDoo.com in the internet.

The objective of the research was to know whether not there is a significant effect of using comic strips on the eighth grade students' narrative writing achievement at SMPN 5 Jember in the 2016/2017 academic year. The design of the research was quasi experimental research with posttest only design. The respondents of the research were the eighth grade students of VIII E and VIII F at SMPN 5 Jember. The number of respondents was 62 students; 32 students were in the control group and 30 students were in the experimental group. In this research, VIII E was the control group and VIII F was the experimental group. The experimental group got treatment by using comic strips, while the control group used no media in conventional way.

The data collection methods of this research were test, documentation, and interview. The test was used to get the primary data. The primary data was the students' writing scores obtained after the end of the treatment. Meanwhile, the supporting data were gained from the result of interview and documentation from school. Before the research was conducted, the researcher had conducted a homogeneity test to know whether the population was homogeneous or not. By using ANOVA (Analysis of Variance) on SPSS (Statistical Package for Social Science), the homogeneity test result showed that the population was homogeneous, thus the researcher chose the respondents of the research randomly. After the treatment to the experimental group was administered, the data gained from post test on the experimental and control groups were analyzed by using Independent Sample T-Test on SPSS to find the significant difference of two groups.

The result of the data analysis proved that comic strips had a significant effect on the eighth grade students' narrative achievement. It was verified by the value of significant column of Lavene's test which was 0.020. Because it was lower than the value of variance 0.05, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The results of DRE was 8.9120% which means that using comic strips in teaching narrative writing was 8.9120% more effective than teaching narrative writing without comic strips.

Considering to the result of the research, it could be conducted that there was a significant effect of using comic strips on the eighth grade students' narrative writing achievement at SMPN 5 Jember in the 2016/2017 academic year.

## CHAPTER 1. INTRODUCTION

This chapter presents the introduction of the research. It is divided into five aspects. They are background of the research, problems of the research, objective of the research, significance of the research, and scope and limitation of the research. Each aspect is highlighted respectively below.

### 1.1 Background of the Research

Students are expected to master English through listening, speaking, reading and writing. Powers (2010:1) states that speaking and writing belong to productive skill in which people use the language to produce messages through oral/written text, while reading and listening belongs to the receptive skills in which people extract meaning from the discourse they see or hear. He also adds that writing is connected with speaking in several different ways, but it is often considered much more “difficult” perhaps because of attitudes towards the value of written texts with “correctness” and the gravity of errors. This is one of the reasons why many students are worried about writing in other language and considered writing to be one of the most difficult of learning.

As stated by Heaton (1998:135), the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The existence of basic mechanical skills such as writing capital letters and using appropriate punctuation for writing does not ensure effective writing, because students must also process other competencies to become effective writers. One such competency is the students’ ability to generate ideas and thoughts appropriately to the topic.

Tangpermpoon (2008:1) states that writing is considered as the most difficult skill for language learners because they need to have a certain amount of language learning background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers. Thus, we cannot define writing just as a simple



thing to do. It means that writing is a complex process which needs skill and practice.

Writing is one of the most important aspects in English language acquisition. It is quite difficult to master writing, especially for EFL students in Indonesia, since there are some differences between *Bahasa Indonesia* and English such as grammatical and structural terms and styles. It is a problem for EFL students because English is a foreign language which means they need to use different structure. Furthermore, in the process of writing, the EFL students have to struggle in order to put ideas or arguments on the paper. They have to spend too much time in finding out the ideas about the topic given to write because they do not have enough basic knowledge and interest in writing. It is related to fundamental problem in terms of interest in learning writing. Therefore, the English teachers have to determine the effective strategies to improve their interest and ability in writing. The main problem that leads to the low interest in writing is the lack of media.

The other problem is the monotonous EFL class activities which are held by the English teachers in the classroom. Based on the preliminary study done by the researcher while she was doing her teaching practice at the school, the teachers in that school do not use any instructional media in teaching writing. In such condition, it makes the class to be more monotonous. The students' ideas cannot be captured and revealed because they felt bored to learn writing without media. Therefore, the students need media to stimulate and activate their ideas in order to produce a piece of writing more easily. Thus, media are expected to create a more interesting writing class.

Media also can be used to transfer the learning material to reach the goal of study and increase the students' achievement. There are many kinds of media that can be applied in teaching-learning activity. As stated by Djamarah and Zain (2006:120) media are divided into three types, visual, audio, and audio-visual.. From the theories above, the researcher considered to use comic strips as visual media and appropriate strategy to develop the students' skill in producing writing. Brown (2004:226) argued that the students are also able to practice grammatical

rules from comic strips by changing direct speech in speech balloon into indirect speech. This kind of assessment is essential in developing the students' writing skill.

As stated by Wright & Sherman (1999), the teachers should use comic strips in language art classroom for three reasons. First, there is a great students' interest in the genre. It means that comic strips is one of the most loved genre of reading by students as comic tells about casual situation and many with funny or interesting story and illustration. Second, they are inexpensive to obtain. As we know in this era of technology we can get or download sources of material from the internet easily. Therefore, the teacher should be able to consider comic strips in order to make appropriate materials that they are going to teach. Third, most comic strips have low readability levels, with a paucity of words and sentences which are linguistically ideal for elementary and middle school readers. It means that the vocabulary is not too difficult and appropriate with the students' level so they are able to understand the content of comic strips easily.

The researcher decided to create comic strips by herself using website on the internet namely Toondoo.com. It is a free website that allows people around the world to create comic strips. In education, it helped the teacher in their teaching by using comic strips. The teacher could create the story based on their desires which appropriate and combine with its characters and situations. They did not have to download anything on the website in creating the comic strips.

Previous researchers found that comic strips could improve the students' writing achievement. A research conducted by Utomo (2013:66) concluded that there was a significant effect of using comic strips on the eleventh grade students' spoof writing achievement. Another researcher Eldina (2014:65) also found there was a significant effect of using comic strips on the eighth grade students' recount writing achievement. Afrilyasanti (2011:205) states that one of the media used in teaching that engage students in using their multi modalities are cartoons and comics. The visual images in cartoons and comics help encourage students to observe and analyze the situation. It could help the students in understanding the situation that is brought and discussed in the comics and cartoons more simply.

Based on these previous studies, the results showed that the use of comic strips can help the students start writing and developing their ideas.

The similarity among those researches and this research was about the independent variable focusing on the comic strips as the media for teaching writing. The differences were about determining the respondents, the website to create the comic strips, and the genre of texts. They used a website namely “*Bistrrips*” in creating the comic strips and this research uses “*ToonDoo*”. The difference between “*Bistrrips*” and “*ToonDoo*” was the characters in each websites. The character of “*Bistrrips*” was too limited like human, while “*ToonDoo*” has many characters such as human, animal, plant, and etc.

According to the curriculum (KTSP/2013), students study at the eighth grade of junior high school are required to be able to understand and create various written texts, monologue, and essay in the form of *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking* (Depdiknas, 2006:308). This research only focused on narrative text because it consists of telling a story, having characters, setting, and actions, these are suitable with the features in the comic strips.

Considering the description above, it was necessary to conduct a research entitled “*The Effect of Using Comic Strips on the Eighth Grade Students’ Narrative Writing Achievement at SMP Negeri 5 Jember in the 2016/2017 Academic Year.*” The researcher was interested in conducting this research because the teaching of writing by using comic strips has never been applied at this school.

## **1.2 Problem of the Research**

Based on the background of the research, the research problem is formulated as: “Is there any significant effect of using comic strips on the eighth grade students’ narrative writing achievement at SMP Negeri 5 Jember in the 2016/2017 Academic Year?”

### **1.3 Objective of the Research**

Based on the problem above, the objective of the research was: “To know whether or not there is a significant effect of using comic strips on the eighth grade students’ narrative writing achievement at SMP Negeri 5 Jember in the 2016/2017 Academic Year.”

### **1.4 Significance of the Research**

The results of this research were expected to be useful for the following people:

#### **1. The English Teachers**

Hopefully, the results of this research can be used as information and consideration by the English teacher to create a conducive and relaxed atmosphere in the classroom so that makes the class fun, and also leads the students achieve the instructional goal of teaching writing.

#### **2. The Future Researchers**

The results of this research might be useful for other researchers as a reference and source of information to conduct a further research dealing with similar topic.

### **1.5 Scope and Limitation of the Research**

The researcher needed to limit the broad areas in order to focus on the discussion of the problems. Therefore, the comic strip was used in this research as the media in teaching narrative writing. The eighth grade students of SMP Negeri 5 Jember in the 2016/2017 Academic Year were selected as the respondent of the research.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses some literatures dealing with the research covering writing skill, narrative text, comic strips, strengths and weaknesses of comic strips, website as a tool to create comic strips, the procedure in teaching writing by using comic strips, and research hypothesis.

### 2.1 Writing Skill

As a productive skill, writing is a kind of skill that expects the students to produce a text by using English. However many experts have different perspectives about the definition of writing itself. According to Meyers (2005:2), writing is a way to produce language which you do naturally when you speak. Writing is a partly a talent, but it is mostly a skill, and like any skill, it improve to practice. Writing is also an action-process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them.

As stated by Robert *et al.* (2005:12) writing is a means to develop imagination. It is deliberated as a conceptual construct that develops very early in sequential stages through several cognitive conflicts happening during the problem solving of writing tasks. In addition, Means & Lindner (1998:31) state that a piece of writing is like a good conversation. It shares a mood and ideas that make the writers become outgoing and cooperative. They can go on a crusade for their ideas.

Furthermore, Patel and Jain (2008:125) say that writing is a skill which must be taught and practiced. It is an essential feature of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. Besides, Hyland (2003:3) adds writing as a product and encourages a focus on formal text units or grammatical features of texts. In this view, learning to write in a foreign or second language mainly involves linguistics knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

Based on the several definition of writing from some experts above, the researcher concluded that writing is considered as a highly complex activity which involves process of generating ideas and knowledge in piece of paper. Although, writing is one of the most difficult skills, the students are able to make it easier if they improve their skill by experiencing, practicing, and learning to produce a good writing.

## **2.2 Narrative Text**

### **2.2.1 Definition of Narrative Text**

Narrative text is telling a story. Its purpose is to entertain, amuse and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that writing narrative paragraphs, the writer writes the action or the events that happened in chronological order which has a definite beginning and definite ending. According to D' Angelo (1980: 196), narrative is a sort of text that consists of the act of following sequence of action or events in time. It is a recounting of the facts or particulars of some incident or experience. Meanwhile, narrative text, since it told a story, is dominantly constructed in past tenses. It is logic because every story happened in the past time.

Furthermore, to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. Ruetten (2012:35) added in narrative, the writer focuses on a particular incident to support the main point. The incident consists of events that linked in time. All the events should support the controlling idea. The writer also includes words and details that support the controlling idea. Therefore, it should be detailed and clear, with event engaged in order which they happened or in some other effective way.

In addition, Meyers (2005:32) emphasizes that in writing a narrative text, the text should achieve the following goal:

- 1) It is unified, with all the action developing a central idea.

- 2) It is interesting: it draws the readers into the action and makes them feel as if they're observing and listening to the events.
- 3) It introduces the four Ws of a setting – who, what, where, and when – within the context of the action.
- 4) It is coherent: transition indicates changes in time, location and characters.
- 5) It begins at the beginning and ends at the end. That is, the narrative follows a chronological order – with events happening in a time sequence.
- 6) It builds toward a climax. This is the moment of most tension or surprise – a time when the ending is revealed or importance of events become clear.

### **2.2.2 Generic Structure of Narrative Text**

Narrative text includes some points, such as the generic structure and language feature. Those points will be discussed below:

For the generic structure of narrative text, Derewianka (1990:32) states three points as follows:

#### **1. Orientation:**

This is the beginning of the story in which the writer tells the audience about who the characters in the story are, when the story is taking a place and where the action happens.

#### **2. Complication**

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

#### **3. Resolution**

In a satisfying narrative a resolution of complication is brought about. The complication may be resolved better or worse, but it is rarely left completely

unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

### **2.2.3 Language Feature of Narrative Text**

Moreover, the narrative text has language features that have function to improve the students' knowledge. Anderson (1997:8) states the language feature as follows:

1. Specific characters. It means focusing on specific and usually individualized participants.
2. Time words that connect to tell when they occur. Use of temporal conjunctions and temporal circumstances can be choice too.
3. Verbs to show the actions that occur in the story. It can be inferred that the tense used is past tense.
4. Descriptive words to describe the characters and setting. It is common place considering the definition of narrative text is telling story, so description of characters and setting is important.

### **2.2.4 Genres of Narrative Text**

According to Barone & Xu (2008) teaching the variation of narrative text for the students is important. The teachers bring a new genre to students in order to make the students know about the characteristics of each genre in narrative text. The genres in narrative texts will be explained as follow:

1. Fables
  - Tales told to point out a moral
  - Characteristics:
    - They are short
    - The characters are most often animals
    - The characters are one-dimensional-wise or foolish
    - The setting is vague and could be placed anywhere
    - The moral of the story is usually stated at the end



- Examples:
  - The Ant and The Grasshopper
  - The Boy Who Cried Wolf

## 2. Folktales

- Stories where the hero overcome adversity
- Began as oral stories being told and retold by medieval storytellers
- Characteristics:
  - Often begin with the opening “Once upon a time...”
  - The setting is could be anywhere
  - The plot structure is simple
  - Characters are on-dimensional: stupid or clever
  - Industrious or lazy
  - The ending is happy often with the phrase “everyone lives happily ever after.”
- Examples:
  - The Gingerbread Boy
  - Cinderella
  - Snow White

## 3. Myths

- Myths were stories created by ancient people to explain natural phenomena
- Characteristics:
  - They explain creations
  - The characters are usually heroes with supernatural powers
  - The setting is not well defined
  - Magical powers are required
- Examples:
  - King Midas: The Golden Touch

## 4. Legends

- Legends include hero tales and tall tales. They tell of courageous deeds of people

- There may be some basis in history that support that the characters were real people, but this cannot be proven
- Examples:
  - Robin Hood
  - King Arthur

Here is the example of a narrative text in genre fables with the generic structure:

### **The Ant and the Grasshopper**

*Illustrated by Scott Roberto*

#### **Orientation**

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

#### **Complication**

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

#### **Resolution**

Then the Grasshopper knew. It is best to prepare for the days of necessity.

*(Source: <https://www.umass.edu/aesop/content.php>)*

## **2.3 Comics Strips**

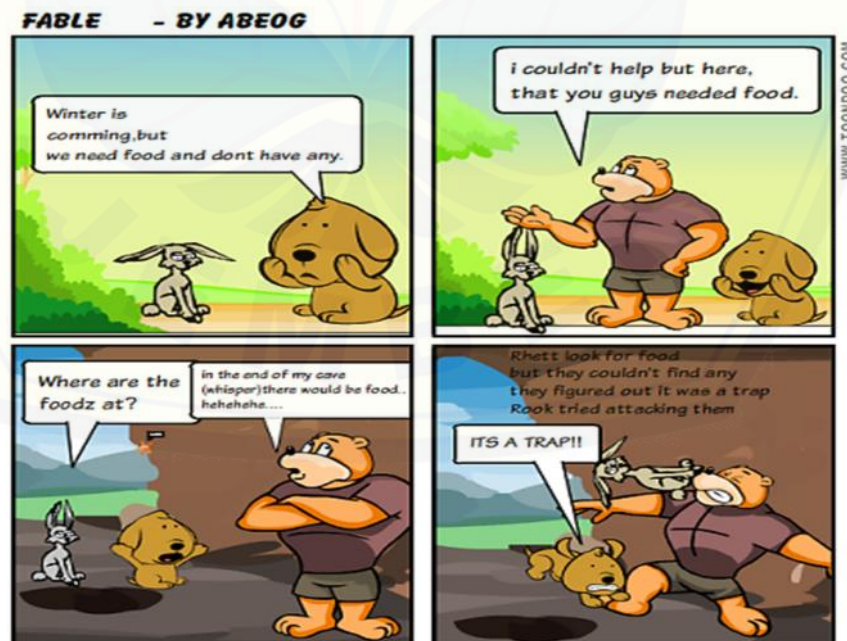
### **2.3.1 Definition of Comic Strips**

Comic is an art form using a series of static image in fixed sequence. As stated by Smith (2006:3) comic is blanket term that can very often encompass all of the following more specific term. Thus, comic is a general term that scope more specific terms such as comics books and comics strips. In comic books,

there are collections of stories that have picture consist of one or more titles as themes. In addition, he also adds that a comic book is basically a comic strip that runs on for a number of pages. It typically has continuing characters and stories. Meanwhile, comic strips are defined in this research as series of pictures inside boxes which tell a story and consist of a beginning, middle, and end.

Many experts have argued about comic strips with their own perception. According to Dirks and Opper (in Gordon, 1998:37) and Outcault (1902) (in Gordon 1998:44), comic strips as featuring some prominent characters, which cover sequential panels, continuing characters, and words balloons. In addition, Gordon (1998:14) assumes that devices such as panels and word balloons work to elaborate and extend characters by placing them in narratives and supplying them with voices. Smith (2006:6) says that comic strips utilize panels, having a minimum of one and usually a maximum of three or four. These 'strips' may be centre on the same cast of characters in each strips, the accompanying stories are often meant to stand in their own, i.e. they do not require the reader to be aware of precious strips to understand the current one.

Here is the example of comic strips:



Source: [www.toondoo.com](http://www.toondoo.com)

In conclusion, the researcher chose comic strips rather than comic books. Comic books are not quite flexible to be a media in teaching and learning activity because they have a highly complex story that may not be appropriate for the certain conditions or materials in the classroom. In contrast, comic strips are more communicative, effective, popular, accessible, and readable. They are simple and easy to understand. Then, the researcher decided to conduct a research about comic strips as a media in the teaching and learning process.

### **2.3.2 Comic Strips in English Teaching**

Comic strips are fun media that are useful for the students to develop their imagination. It is also considered as an interesting and motivating media in teaching and learning process. According to Arlin and Roth (1978:202), comic strips are interesting, and children will attend to that which they find interesting more than to that which they find uninteresting. In line with the statement, Wright (1998:17) states that pictures can stimulate the students and make them want to be active in the class. It means that comic strips can attract them, because it consists of many pictures and interesting story.

As stated by Trent and Kinlaw (1979:18) comic reader is not only kids, survey results show that the highest readers of comic are people with the ages of 30 and 39. However, most children and young adults love comic, which way comic can be applied in classroom. Because of their visual, attractive, humorous, and overall appeal, comic strips have been used for many decades in the classroom. However, comic strip can be used from beginner level to advanced level for a variety of language and discussion activities. It is powerful teaching tools and can:

- a. Tell a complex story in a few images.
- b. Provide comment and provoke thought on events and issues in the news.
- c. Give an example of vocabulary related to current trends and fads.
- d. Provide easily identifiable characters to form the basis for sketches.
- e. Show culture in action with the ways that men or women are behaving and are expected to behave.

- f. Comment on and illustrate a whole range of issues like racism, teenage relationships, family relationships, etc.

In addition, Goodwyn (1992:37) assumes that of all aspects of the media, comics, magazines, and the press are almost certainly the most commonly worked in English at present. Wright & Sherman (1999:1) also point out that the creation of comic strips allows teachers to promote literacy, higher level of thinking, and writing skills through the interdisciplinary approach of combining language and arts.

Furthermore, Eldina (2014:25) says that comic strips can be easily gained from any sources, i.e. newspapers, internet, magazines, etc., but they cannot easily taken for granted in terms of education. The language, context, and situations of the comic strips must be very carefully selected. They must be not only interesting, but also appropriate to the context of learning. Therefore it is quite difficult to find appropriate comic strips for learning. Thus, the researcher decided to create her own suitable comic strips through website on the Internet.

### **2.3.3 The Strengths of Comic Strips**

As stated by Yang (2003:1) and Nigay (2005:1) there are five strengths of comics in education. Comic as a media in education is motivating, visual, permanent, intermediary, and popular. Each point will be explained as follows:

#### **1. Motivating**

By far, the most frequently mentioned asset of comics as an educational tool is its ability to motivate the students. In Hutchinson's (1949) experiment with a curriculum built around Puck - the Comic Weekly, 74% of teachers surveyed found comics "helpful for motivation", while 79% claimed comics "increased individual participation". One teacher even complained that comic books made "learning too easy" (Hutchinson, 1949: 244). When the teachers introduced their Superman language arts workbook to classrooms, they reported "unusual interest" among the students, which "presented the annoying difficulty of causing the youngsters to complete a whole week's task in one evening".

Moreover, according to Csabay (2006:24), comics can bring a cheerful atmosphere into the classroom. Comics involve a chronological story in sequential panels, which means that they have a conclusion. Brown's theory (in Csabay 2006:24) state that comic have a story line; therefore, they have a conclusion or at a times a punch line. This way the reader, in this case the students, is "motivated to continue reading and to become more involved in the content than in the language. Consequently, the students will be motivated to know what will happen, what will be the end of the story in the comic.

## 2. Visual

Comic is consists of many pictures which are put in the panels and add some text in balloons or captions. Thus, it was considered as visual media. As stated by Afrilyasanti & Basthomi (2011:553) the visual images in comics help inspiring the students to observe, understand and analyze the situation. This situation is easily discussed in the comics, so they will gain a better visualization by seeing the picture available at the comics. Furthermore, Liu (2004;229) says that comic strips communicate using two major media—words and images—a somewhat arbitrary separation because comic strips' expressive potential lies skillfully employing words and images together.

However, the fact that comic strips are visual also contributes to improving communicative competence. In a comic strip, life-like situations and expressions are used in spoken, colloquial language: for instance, idioms, reduced forms, slang, and expressions that require shared cultural knowledge. In line with this view, Eisner (1985:7) assumes that comic strips communicate in a 'language' that relies on a visual experience common to both creator and audience. 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 (Csabay, 2006:25).

## 3. Permanent

William (1995) cites comic was "permanent visual component" in contrast to film and animation, where the medium dictates the pace of the viewing

progresses. The text medium is permanent but not pictorial. Thus, “visual permanence” is unique to comics, while time within a comic book progresses at the pace of reader. The pace at which information is transmitted is completely determined by the readers. The permanent story does not change the form and characters of the comic, its function to make the readers or students get deep understanding.

#### 4. Intermediary

Comics are intermediary. They can function as an intermediate step to difficult disciplines and concepts, can give reluctant readers the non-threatening practice and to experienced ones inspiration and confidence for more challenging texts. It means that the readers or students can read or write easily a story by following the panels in comic strips. The features in comics such as pictures, some texts in balloons, and captions can help them to understand the content of the comics. Many language-arts-teachers have used comics as a medium with great success. In line with statement, Hutchinson’s experiment (in Yang, 2003) states that many teacher discovered comic strips to be particularly useful in classroom.

#### 5. Popular

Hutchinson (1949) stated that there should be harmony between the child’s on-going life activities and his experiences in the school-new learning always is a continuation or expansions of learning already possessed by the learner. Comic strips are popular, especially for children. They also involve popular cultures into the classroom. In addition, Morrison (in Yang, 2003:2) assumes that by incorporating popular culture into the curriculum, teacher can bridge the separation many students feel between their lives in and out of school.

In conclusion, comic strips are useful and helpful as media in teaching and learning process. There are so many strengths from this media to improve the students’ motivation in leaning. These strengths of comic strips can help them to get deep understanding about the story.

### **2.3.3 The Weakness of Comic Strips**

Media always has strengths and weaknesses, also comic strips do. As stated by Chow (2010) comic strips contain the language that is commonly used in daily conversation such as idiom, slang, onomatopoeia (words that imitate a sound of something), and abbreviation. He assumes that mastering the aspects of the English language important for assimilating into a new culture. In fact, the informal language used in comic strips may not be meaningful in teaching and learning process since the students only learn about the formal languages taken from text books. The students will get difficulties to comprehend the texts, they do not understand about those idiom, slang or abbreviation are used in the comic strips. Therefore, it is important for English teacher to consider the languages in comic strips are taken as the media in teaching and learning process.

The solution for the problem has mentioned above, the teachers have to create the appropriate comic strips for making their students easier to understand the content of comic strips. There are many websites that specially used to create comic strips. The teachers were able to use those websites and create the comic strip by themselves.

## **2.4 Creating Comic Strips by Website “ToonDoo”**

Nowadays, creating comic strips is much easier than before. There are many websites which especially used to create comic strips such as Make Beliefs Comix, Write Comics, Bubblr, Chogger, Toonlet, Pixton, Bistris and ToonDoo. According to ToonDoo’s website, ToonDoo is a cool, comic-creating tool that allows the users to create their own cool comic strips with just a few drag and drops and mouse click. It is from Jambav, a fun sit for kids. Jambav is devoted to creating a unique array of free and customizable online games of educational value for children of all abilities. In addition, ToonDoo is as secure as any other social networking site that’s visited by tens of thousands of users. ToonDoo is fast, easy way to create cartoons. There are a number of functions that allow you to create, personalize, and publish your cartoons. ToonDoo has been extensively used as an educational tool with children and is the preferred tool for educators



from all over the world. The researcher chose “ToonDoo” as one of the websites that more appropriate in creating comic strips. The reasons were:

1. ToonDoo is free website, the researcher don't need to spend money to create a comic in this website.
2. To register this website, the researcher must create the account.
3. There are many characters, objects and scenes which provided in various options.
4. The researcher can edit the characters, objects and scenes as she want.
5. It allows the researcher to use the panels in vertical or horizontal.
6. It also allows the researcher to publish the comic strips in the world which can be seen all the users.

## **2.5 The Procedure in Teaching Writing Using Comic Strips**

The researcher applied Process-Genre based Approach to conduct the procedures of teaching writing of using comic strips. According to Bedgar and White (2000) this approach is divided into 4 strategies namely BKoF, MoT, JCoT and ICoT. Those are explained as follows:

1. BKoF (Building Knowledge of the Field) strategy. In the first meeting, the researcher;
  - Asks some leading questions to activate the students' prior knowledge.
  - Explains about narrative text from definition, social function, generic structures, and language features.
  - Gives the comic strips related to model of narrative text (The Fox and Cat).
2. MoT (Modeling of the Text) strategy:
  - Asks the students to identify a model text given (The Fox and Cat) for generic structures and language features.
  - Teaches the students to convert the forms of verb 1 in comic strips into verb 2 and change the direct speech in comic strips into indirect speech.
  - Guides the students to make supporting sentences based on the information from comic strips into narrative text following the generic structure.
3. JCoT (Joint Construction of the Text) strategy. In this strategy the researcher;

- Gives different comic strips (The Bear and Tortoise) and asks the students to discuss the information from comic strips in pairs.
4. ICoT (Independent Construction of the Text)
- Asks the students to construct a narrative text individually.

In teaching and learning process, the researcher guided the students to gain the information from comic strips and do the exercise given.

## **2.6 Research Hypothesis**

Based on the literature reviews which have been explained above, the research hypothesis was formulated as follows: “There is a significant effect of using comic strips on the eighth grade students’ narrative writing achievement at SMP Negeri 5 Jember in the 2016/2017 academic year.”

## CHAPTER 3. RESEARCH DESIGN

This chapter presents research methods applied in this research. It covers research design, research area, research subjects, operational definitions of key terms, data collection method, and data analysis method. The following sections highlight each point in detail.

### 3.1 Research Design

This research used quasi-experimental design with post-test only design. As stated by Bieger & Gerlach (1996:54) this design would only be useful if the researcher was confident about the equality of the students' ability. Thus, the researcher conducted the homogeneity test to know whether the students' ability, particularly on their writing ability, is equal or not.

According to Fraenkel et.al (2012:267), in an experimental research, the researcher manipulated the independent variable. They brought out that the experimental group received a treatment of some sorts (such as the use of media), while the control group received no treatment. The control group was very important to enable the researcher determined whether the treatment had an effect or whether one treatment was more effective than another. The two classes were chosen as the experimental and the control groups randomly since the population was homogeneous. The treatment was given to the experimental group and was not given to the control group. The experimental group was taught writing (narrative) by using comic strips, while the control group was taught writing (narrative) without using comic strips.

At the end, a post test was administered to the two groups to assess the differences between the two groups (Cresswell, 2012: 310)

The illustration of the research design was as follows.

| <b>Posttest only-design</b> |                              | <b>Time</b> → |
|-----------------------------|------------------------------|---------------|
| Select Control Group        | No treatment of comic strips | Posttest      |
| Select Experimental Group   | Treatment of comic strips    | Posttest      |

(Cresswell, 2012:310)

In accordance with the research design above, the researcher applied some procedures as follows:

1. Administering a homogeneity test on writing achievement in seven classes of the eighth grade of SMP Negeri 5 Jember in the 2016/2017 academic year.
2. Analyzing the scores of homogeneity test by means of ANOVA (Analysis of Variance) on SPSS (Statistical Package for Social Science). As the value of variance is more than 0.05 which means that the population is homogeneous, two classes were randomly chosen as the respondent of the research.
3. Determining which class was the control group and which class was the experimental group through lottery.
4. Preparing the lesson plans for the experimental and control groups.
  - a. Experimental group
    - Creating comic strips dealing with the topics by using a help of the internet, particularly website “toondoo.com”
    - Composing the lesson plans
  - b. Control group
    - Composing the lesson plans
5. Administering a tryout of the test to one of the classes that were not chosen as the experimental group or control group. The tryout was conducted to measure the reliability of the test, the difficulty of the test items, the clarity of the instructions, and the suitability of time allocation.

6. Doing editing and revision to the test material if it was needed according to the tryout results analysis.
7. Applying treatment to the experimental class was teaching writing by using comic strips. Meanwhile, the control group was taught without using comic strips. The teaching-learning process for both classes performed two times.
8. Administering posttest for the experimental and control groups.
9. Analyzing the students' posttest scores by applying independent sample t-test on SPSS to find the mean difference between the experimental and the control groups.
10. As the result was effectiveness, measure it with DRE (the degree of relative effectiveness).
11. Drawing a conclusion based on the data analysis result.

### **3.2 Research Area**

This research was conducted at SMP Negeri 5 Jember. The research area was determined by purposive method. In purposive method the researcher selected particular elements from the population that would be representative or informative about the topic (Mc Millan, 1996:92). Moreover, a purposive method was a method in choosing a research area based on a certain purpose or reason. The school was chosen purposively as the research area based on some reasons as follows:

- 1) The Headmaster and the English teacher gave permission to the researcher to conduct this experimental research in SMP Negeri 5 Jember.
- 2) The English teacher had never taught writing by applying comic strips for the eighth grade students.
- 3) No research on the topic had been conducted in SMP Negeri 5 Jember.

### **3.3 Respondents of the Research**

The population of this research was the eighth grade students of SMP Negeri 5 Jember in 2016/2017 academic year. The eighth grade students of SMP

Negeri 5 Jember were divided into seven classes: VIII A, VIII B, VIII C, VIII D, VIII E, VIII F and VIII G. Before determining the respondents, the researcher did the homogeneity analysis to the population. Two of the seven classes were selected as the control group and the experimental group by using cluster random sampling method. As stated by Fraenkel et.al (2012:96), cluster random sampling is the selection of groups, or clusters, of subjects rather than individuals. The researcher decided to use this sampling because it was often far easier to implement in schools and frequently less-time consuming.

The homogeneity test was held on January, 9<sup>th</sup> 2017. The test was held to know whether the population was homogeneous or not. The population of the research was the eighth grade students of SMPN 5 Jember consisting seven classes. The results of homogeneity test were analyzed statistically by using ANOVA test computation. The result of the ANOVA test can be seen in the following output of the computation:

Table 3.1 The Output of ANOVA (Analysis of Variance)

| ANOVA          |                |     |             |      |      |
|----------------|----------------|-----|-------------|------|------|
| Score          |                |     |             |      |      |
|                | Sum of Squares | df  | Mean Square | F    | Sig. |
| Between Groups | 117.693        | 6   | 19.615      | .970 | .446 |
| Within Groups  | 4732.390       | 234 | 20.224      |      |      |
| Total          | 4850.083       | 240 |             |      |      |

The ANOVA showed that the value of significance was 0.446 which was higher than 0.05 ( $p > 0.05$ ). It means that the eighth grade students' writing ability was homogenous and there was no significant difference in the writing achievement. Therefore, the control group and experimental group were determined randomly by lottery. The two classes were VIII F as the experimental group and VIII E as the control group. The data about the names of the respondent of the two classes can be seen in Appendix 11 (page 92).

### 3.4 Operational Definitions of Key Terms

Operational definitions key terms in this research is needed to avoid ambiguity and misunderstanding of the concepts used in the research between the researcher and the readers. It is very important to explain thoroughly about the key terms in order to clarify the concept use in this research. The terms that were needed to be defined operationally are explained as follows:

#### 1. Comic Strips

The researcher chose comic strips as the media was applied in this research. The use of comic strip was an independent variable. In creating comic strips, the researcher used a website on the internet namely “*ToonDoo*”. In this research, the researcher provided 4-6 panels in each comic strip and was only given to the experimental group.

#### 2. Narrative Text

A narrative text is a short text which was composed by the eighth grade students of SMPN 5 Jember (experimental group) after discussing the comic strips in groups. In post test, the students in experimental and control groups have to create a narrative text based on the topic given by the teacher. The teacher provided 3 topics in theme of fables and the students feel free to choose one of them. They have to make narrative text by following the generic structure including orientation, complication, and resolution. The narrative text contains 3 paragraphs with around 70-100 words in 8-10 sentences.

#### 3. Students' Narrative Writing Achievement

In this research, students' narrative writing achievement refers to the result of narrative writing test that the students gained after being taught by using comic strips. The scoring was based on the five aspects of writing consisting of content, organization, vocabulary, language use, and mechanics.

### 3.5 Data Collection Method

In this research, there were two kinds of data, namely the primary data and the supporting data. The primary data were collected from the scores of the

achievement test on the students' narrative writing achievement while the supporting data were collected from the result of interview and documentation.

#### 1. Test

A test is an instrument that presents each subject a standard set of questions that requires the completion of a cognitive task. It is directly related to language courses, their purpose is to establish how successful individual students, groups of students, or the courses themselves have been in achieving the objectives (Hughes, 2003:13). In this research, test was the main instrument which used to gain the primary data.

A good writing test should have high validity and reliability. Hughes (2003:27) argues that the greater a test's content validity, the more it is to be an accurate measure what is supposed to measure. In order to generate good content validity, the test conducted in this research was adopted from the current curriculum and the English teacher's syllabus.

The reliability of the test is also important to consider. According to Heaton (1990:162) says that a test is not reliable if it is administered to the same candidates on different occasions with different output of scores. Reliability is obviously concerned with the consistency of the test scores. There were some points in establishing a reliable test, the first is to exclude the misunderstanding of the students; the test provided a clear instruction in which the students should make a piece of narrative writing about "*The Bear and the Tortoise*" and "*2 Boys and the Bear.*" Second, to keep the students on the track, the students' writing was limited in only 70-100 words. Third, to maintain the test legible and visible, the test instruction was printed and given to each student. The last, to maintain the time effectively the students are given 70 minutes to do the test.

For the scoring method, the researcher applied analytical scoring method. As stated by Hughes (2003:100), analytical scoring method as a scoring method requiring separated scores for each number of aspects of a task. Each aspect is assessed separately. In this research, there were five aspects which cover content, organization, language use, vocabulary, and mechanic. The researcher used those aspects because it was suitable with the level of the students and it can measure



the writing ability of the students. This research applied the inter rater scoring which was done by two different scorers (Hughes, 2003:43) to avoid the subjectivity in assessing the students' achievement. The researcher copied the students' results of writing then shared it with the English teacher. To avoid gap of the score, the researcher discussed with the English teacher about the scoring rubric that was used. Then, the researcher and teacher assessed the students' writing by using the same rubric.

The procedures in conducting the test:

1. Explaining the aspects to be assessed to the research respondents.
2. Giving the test to the respondents.
3. Copying the result of the tests. The original ones were given to the teacher. The copy one were given to the researcher.
4. Inter rating the result of writing test. The first scoring was given by the researcher, while the second one was given by the English teacher.

Before giving the test to experimental group and control group, the researcher was conducted the try out to know whether the test was valid or not. The try out was conducted on January, 10<sup>th</sup> 2017. It was conducted to one of the classes which was not included as the experimental group or the control group. The chosen class by lottery was VIII A which consisted of 38 students. The results of the try out can be seen in Appendix 9 (page 89). The writing test given to the students was constructed based on the 2006 Institutional-Based Curriculum for junior high school to meet the content validity of the test. In the curriculum, it is stated that one of the indicators for writing skill of the eighth grade students is to compose a simple short narrative writing. Furthermore, the test materials were also consulted to the English teacher and the researcher's consultants.

As shown in Appendix 9, the result of the students' writing showed a consistency of scores. The researcher also involved some points to consider, as stated in the previous chapter. From the result of the students' writing, it could be seen that; (1) the instruction was clear enough to be understood; (2) the result of the students' writing was between 70-100 words; (3) the students could read and understand the test instruction clearly because no one made mistake in following

instructions; (4) the time was given 70 minutes and it was enough to maintain the students' performance in writing as everyone could finish their writing in the time given. Therefore, the reliability of the test was established.

## 2. Interview

Interview was used in this research to obtain the supporting data. As stated by McMillan (1996) interview is a form data collection in which questions are asked orally and the subjects' responses is recorded. In this research, the interview was conducted with the English teacher of SMP Negeri 5 Jember to get the information about the students' problem in learning writing, the technique used by the English teacher to teach writing, and the curriculum used at the school. Guided interview was used as the interview guide during the process of the interview. The interview questions were enclosed on Appendix 2 (page 47).

## 3. Documentation

In this research, documentation was used to get the supporting data. The documents deal with the respondents' names is the grade VIII students of SMPN 5 Jember, the curriculum, syllabus, lesson plan, the schedules of teaching and learning process for the grade VIII students of SMPN 5 Jember and the students' writing scores from the English teacher.

### 3.6 Data Analysis Method

After giving the writing posttest, the primary data in the form of the respondents' writing test score were analyzed statically by means of independent sample t-test formula with 5% significance level in order to compare the mean score of the experimental group that was taught writing using comic strips and the mean score of the control group that was taught writing without using comic strips using SPSS (Statistical Package for Social Science) as one of the popular software used to statistically analyze data. The procedures of applying SPSS were described as follows:

1. Opening the SPSS program in the computer.

2. Setting the Variable View based on the data obtained.
3. Entering the data in Data View.
4. Selecting Analyze in the toolbar menu, choosing Compare Means and selecting Independent-Sample T Test.
5. Resetting the Independent-Sample T Test dialogue box to make sure the variable is put in the right way, entering the Posttest Scores into Test Variable(s) box and Class into Grouping Variable box, defining the grouping variable by setting 1 for the experimental class and 2 for the control class, then, clicking option to set the confidence interval into 95% and clicking continue.
6. Clicking OK to run the test.
7. Interpreting the result of the computerize test by looking at the Levene's Test for Equality of variances column. This table is used to know whether or not the classes had some score variability.
8. After reading Levene's Test for Equality of Variances column, then the researcher has to look at the large column labeled T-Test for equality means.

(Lund and Lund, 2012-1)

To know the effectiveness of the treatment, the formula of DRE (Degree of Relatives Effectiveness) was applied. The formula used was as follows:

$$\text{DRE} = \frac{M_a - M_b}{M_b} \times 100\%$$

Note:

DRE = the degree of relative effectiveness

$M_a$  = mean of experimental class

$M_b$  = mean of control class

(Masyhud, 2000:61)

## CHAPTER 5. CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusion of the findings and implications to people who might deal with this research in the present time or in the future.

### 5.1 Conclusions

Based on the data analysis, hypothesis verification, and discussion in the previous chapter, it can be concluded that:

1. There was a significant effect of using comic strips on the eighth grade students' narrative writing achievement at SMP Negeri 5 Jember in the 2016/2017 academic year.
2. The use of comic strips in teaching writing to the eighth grade students of SMP Negeri 5 Jember in the 2016/2017 academic year was 8,9120% more effective than teaching and learning process without comic strips at SMP Negeri 5 Jember.

### 5.2 Implications

Due to the results of the research which showed that there was a significant effect of using comic strips on the eighth grade students' narrative writing achievement, the implications of this research are proposed to the following people:

#### 5.2.1 The English Teacher

In order to make the teaching and learning class are meaningful and to improve the quality of the English teaching and learning process in the future, the English teacher of SMP Negeri 5 Jember should use comic strips in teaching writing as the media to increase the students' narrative writing achievement because the finding of this research was proved that the use of comic strips has significant effect in students' writing achievement.

### 5.2.2 The Future Researchers

For the future researchers, the result of this research can be used as reference and information to conduct further research dealing with a similar topic by using a different genre text, different website to create comic strips, different research design or in different research area.



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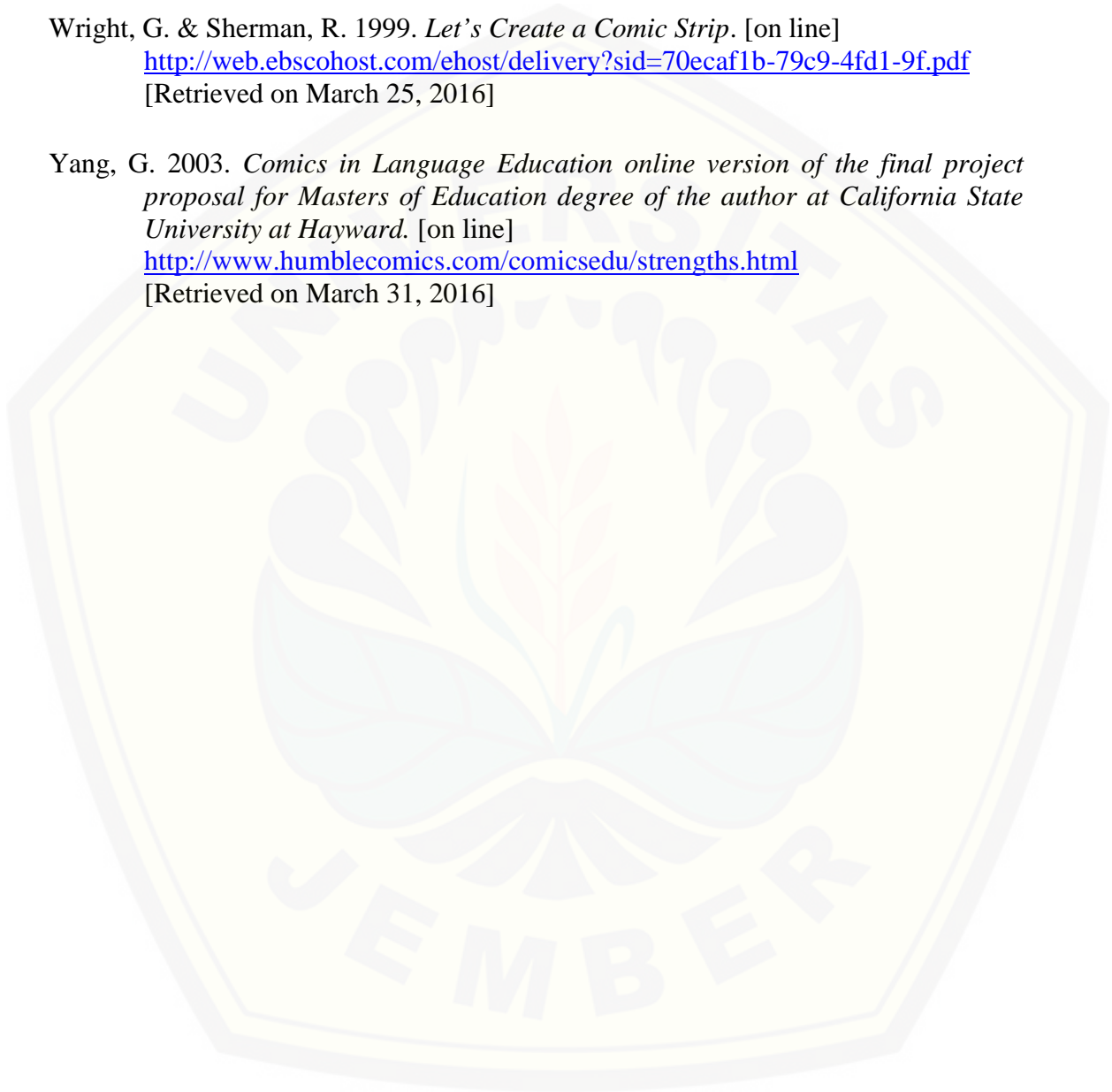
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## APPENDIX 1.

### RESEARCH MATRIX

| Title   | Problems  | Variables  | Indicators  | Data Resources  | Research Method   | Hypothesis   |
|---|---|--|---|---|---|--|
| <p>The Effect of Using Comic Strips on the Eighth Grade Students' Narrative Writing Achievement at SMPN 5 Jember in the 2016/2017 Academic Year</p> | <p>Is there any significant effect of using comic strips on the eighth grade students' narrative writing achievement at SMPN 5 Jember in 2016/2017 academic year?</p> | <p><b>1. Independent Variable</b><br/>The Use of Comic strips in teaching narrative writing.</p> <p><b>2. Dependent Variable</b><br/>The students' narrative writing achievement</p> | <p>Teaching narrative writing by using comic strips covering:</p> <ul style="list-style-type: none"> <li>• BKoF (Building Knowledge of the Field)</li> <li>• MoT (Modeling of the Text)</li> <li>• JCoT (Joint Construction of the Text)</li> <li>• ICoT (Independent Construction of the Text)</li> </ul> <p>The scores of students' narrative writing test including the students' ability to apply</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Organization</li> <li>• Vocabulary</li> <li>• Language use</li> <li>• Mechanic (Hughes,1989:104)</li> </ul> | <p><b>1. Respondents:</b><br/>The eighth grade students of SMPN 5 Jember.</p> <p><b>2. Informant:</b><br/>The English teacher of SMPN 5 Jember.</p> <p><b>3. Documents</b></p> <ul style="list-style-type: none"> <li>• The name of respondents</li> <li>• The name of English Teacher</li> </ul> | <p><b>1. Research design:</b><br/>A quasi-experimental research with the post-test only design</p> <p><b>2. Area Determination Method:</b><br/>Purposive Method</p> <p><b>3. Respondents Determination Method:</b><br/>Cluster Random Sampling</p> <p><b>4. Data Collection Method:</b><br/>-Primary data:<br/>Writing test<br/>-Secondary data:<br/>Interview<br/>Documents</p> <p><b>5. Data Analysis</b><br/>The data will be analyzed by independent t-test. The calculation of t-test will be done by using SPSS (Statistical Package for Social Science).</p> | <p>There is a significant effect of using comic strips on the eighth grade students' narrative writing achievement at SMPN 5 Jember.</p> |



## APPENDIX 2.

### Instrument of the Preliminary Study

#### A. Interview Guide

| No. | Questions   | Source                              |
|-----|---|-------------------------------------|
| 1.  | What curriculum do you use in teaching English at SMPN 5 Jember?            | English Teacher of the Eighth Grade |
| 2.  | How many times do you teach English in a class every week?                  |                                     |
| 3.  | How long do you teach English in every meeting?                             |                                     |
| 4.  | What resources/materials do you use to teach writing to the students?       |                                     |
| 5.  | What techniques and media do you apply in teaching writing?                 |                                     |
| 6.  | What kind of writing task do you give to the students during writing class? |                                     |
| 7.  | How often do you teach writing in a week?                                   |                                     |
| 8.  | What is the minimum required score for English subject at SMPN 5 Jember?    |                                     |
| 9.  | Have you ever used comic strips to teach writing?                           |                                     |

#### B. Documents

| No. | Data                                      | Source           |
|-----|---|------------------|
| 1.  | Total number of the eighth grade students | School Documents |
| 2.  | Names of the respondents                  |                  |

**C. Interview Result**

| No. | Questions   | Answer  |
|-----|---|---|
| 1.  | What curriculum do you use in teaching English at SMPN 5 Jember?            | The 2006 Institutional-Based Curriculum   |
| 2.  | How many times do you teach English in a class every week?                  | Twice a week  |
| 3.  | How long do you teach English in every meeting?                             | 2x40 minutes  |
| 4.  | What resources/materials do you use to teach writing to the students?       | I use “English in Focus 2” for eighth grade students of SMP/MTs published by Pusat Perbukuan Jakarta, Departemen Pendidikan Nasional. |
| 5.  | What techniques and media do you apply in teaching writing?                 | I just apply lecturing technique. After lecturing, I give them an assignment.   |
| 6.  | What kind of writing task do you give to the students during writing class? | I give a topic to be written in a certain type of text.   |
| 7.  | How often do you teach writing in a week?                                   | I teach writing only once or twice in each semester.  |
| 8.  | What is the minimum required score for English subject at SMPN 5 Jember?    | 75  |
| 9.  | Have you ever used comic strips to teach writing?                           | I never use comic strips in teaching writing  |

**APPENDIX 3.**

The Scoring Rubric of Students' Writing Achievement

(Adapted from Jacob et al.'s (1981) Scoring Profile (in Hughes, 2003:105))

| <b>COMPOSITION RUBRIC</b> |              |   |
|---------------------------|--------------|---|
| <b>ASPECT OF WRITING</b>  | <b>SCORE</b> | <b>CRITERIA</b>   |
| <b>CONTENT</b>            | 30-27        | EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough development – relevant to assigned topic.  |
|                           | 26-22        | GOOD TO AVERAGE: some knowledge of subject – adequate range – limited development – mostly relevant to topic, but lacks detail.   |
|                           | 21-17        | FAIR TO POOR: limited knowledge of subject – little substance – inadequate development of topic.  |
|                           | 16-13        | VERY POOR: does not show knowledge of subject – non substantive – not pertinent – OR not enough to evaluate.  |
|                           | 25-22        | EXCELLENT TO VERY GOOD: effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.  |
| <b>LANGUAGE USE</b>       | 17-14        | GOOD TO AVERAGE: effective but simple constructions - minor problems in complex constructions -several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.                        |
|                           | 13-10        | FAIR TO POOR: major problems in simple/complex constructions – frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions - meaning confused or obscured. |
|                           | 9-7          | VERY POOR: virtually no mastery of sentence construction – rules dominated by errors – does not communicate – OR not enough to evaluate.  |

|                     |       |  |
|---------------------|-------|--|
| <b>ORGANIZATION</b> | 20-18 | EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/ supported – succinct – well-organized – logical sequencing –cohesive.                                |
|                     | 17-14 | GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.                                   |
|                     | 13-10 | FAIR TO POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.  |
|                     | 9-7   | VERY POOR: does not communicate – no organization – OR not enough to evaluate.   |
| <b>VOCABULARY</b>   | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice ad usage – word from mastery – appropriate register.   |
|                     | 17-14 | GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.  |
|                     | 13-10 | FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.  |
|                     | 9-7   | VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate.  |
| <b>MECHANICS</b>    | 5     | EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.                                       |
|                     | 4     | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.  |
|                     | 3     | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured.                                |
|                     | 2     | VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate. |



**APPENDIX 4.**

**LESSON PLAN**

**(Meeting I)**

|                 |                       |
|-----------------|-----------------------|
| Subject         | : English             |
| School          | : SMP Negeri 5 Jember |
| Level/Semester  | : VIII / 2            |
| Language Skill  | : Writing             |
| Text Type       | : Narrative text      |
| Theme           | : Animals             |
| Time Allocation | : 2 x 40 minutes      |

**I. Standard of Competence**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

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

**III. Indicators (Experimental Group)**

**Cognitive Product**

12.2.1.1. Writing a narrative text based on the comic strips given

**Cognitive Process**

12.2.2.1. Identifying the generic structures and language features of a narrative text

12.2.2.2. Changing the forms of verb 1 into verb 2 (past tense) and direct speech into indirect speech

12.2.2.3. Making supporting sentences based on information from comic strips

12.2.2.4. Arranging sentences into a narrative text (follows the generic structure)

#### **Affective**

12.2.3.1. Showing careful work while identifying the generic structures, the language features of a narrative text and changing the form of verb and direct indirect speech.

12.2.3.2. Showing cooperation when discussing in pairs

12.2.3.3. Showing enthusiasm in doing the exercises

#### **Indicators (Control Group)**

##### **Cognitive Product**

12.2.1.1. Writing a narrative text based on the topics given

##### **Cognitive Process**

12.2.2.1. Identifying the generic structures and language features of a narrative text

12.2.2.2. Making supporting sentences related to the topic given

12.2.2.3. Arranging sentences into a narrative text (follows the generic structure)

##### **Affective**

12.2.3.1. Showing careful work while identifying the generic structures, the language features of a narrative text and making the supporting sentences related to the topic given

12.2.3.2. Showing cooperation when discussing in pairs

12.2.3.3. Showing enthusiasm in doing the exercises

#### **IV. Learning Objectives (Experimental Group)**

##### **Cognitive Product**

13.2.1.1. Students are able to write a narrative text based on the comic strips given

**Cognitive Process**

- 13.2.2.1. Students are able to identify the generic structures and language features of a narrative text
- 13.2.2.2. Students are able to change the form of verb 1 into verb 2 (past tense) and direct speech into indirect speech
- 13.2.2.3. Students are able to make supporting sentences based on information from the comic strips
- 13.2.2.4. Students are able to arrange the sentences into a narrative text

**Learning Objectives (Control Group)****Cognitive Product**

- 13.2.1.1. Students are able to write a narrative text based on the topics given

**Cognitive Process**

- 13.2.2.1. Students are able to identify the generic structures and language features of a narrative text
- 13.2.2.2. Students are able to make supporting sentences related to the topic given
- 13.2.2.3. Students are able to arrange the sentences into a narrative text

**Affective for the Experimental and the Control Groups**

- 13.2.3.1. Students are able to show careful work while identifying the generic structures, the language features of a narrative text and changing the form of verb and direct indirect speech
- 13.2.3.2. Students are able to show cooperation when discussing in pairs
- 13.2.3.3. Students are able to show enthusiasm in doing the exercise

**V. Learning Materials**

Learning materials are enclosed.

**VI. Teaching Approach and Techniques**

Approach : Process-Genre Based

Techniques : Question and Answer, Group Discussion

### VII. Teaching Learning Activities

| Experimental Group |  |                               | Control Group   |                               |
|--------------------|--|-------------------------------|---|-------------------------------|
| No.                | Activities   | Time                          | Activities  | Time                          |
| 1.                 | <p><b>Set Induction</b></p> <p>a. Greeting</p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>b. Asking some leading questions related to the topic “The Fox and the Cat”</p> <p><b>Stating the Objectives</b></p> <p>a. Stating the objectives of the lesson</p>  | <p>1’</p> <p>2’</p> <p>1’</p> | <p><b>Set Induction</b></p> <p>a. Greeting</p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>b. Asking some leading questions related to the topic “The Fox and the Cat”</p> <p><b>Stating the Objectives</b></p> <p>a. Stating the objectives of the lesson</p>   | <p>1’</p> <p>2’</p> <p>1’</p> |
| 2.                 | <p><b>Main Activities</b></p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>a. Explaining about the definition, social function, generic structures and language features of a narrative text</p> <p><b>-MoT (Modeling of the Text):</b></p> <p>b. Giving the comic strips related to the model of a narrative text entitled “The Fox and the Cat”</p> <p>c. Identifying the generic structure and language</p> | <p>5’</p> <p>1’</p> <p>4’</p> | <p><b>Main Activities</b></p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>a. Explaining about the definition, social function, generic structures and language features of a narrative text</p> <p><b>-MoT (Modeling of the Text) :</b></p> <p>b. Giving the example of a narrative text entitled “The Fox and the Cat”</p> <p>c. Identifying the generic structure and language</p> | <p>5’</p> <p>1’</p> <p>5’</p> |

|    |   |   |   |  |
|----|---|---|---|--|
|    | <p>features of the text</p> <p>d. Changing the form of verb 1 into verb 2 and direct speech into indirect speech</p> <p>e. Making supporting sentences based on the information from comic strips</p> <p>f. Arranging the sentences into a narrative text (follows the generic structure)</p> <p><b>-JCOT (Joint Construction of the Text)</b></p> <p>g. Giving the comic strips (The Bear and Tortoise) and asking the students to discuss with their partner</p> <p><b>-ICOT (Independent Construction of the Text)</b></p> <p>h. Asking the students to make a narrative text (The Bear and Tortoise) through process writing individually</p> | <p>54'</p> <p>5'</p> <p>4'</p> <p>5'</p> <p>45'</p> | <p>features of the text</p> <p>d. Giving the topic sentence to the students</p> <p>e. Making supporting sentences related to the topic given</p> <p>f. Arranging the sentences into a narrative text (follows the generic structure)</p> <p><b>-JCOT (Joint Construction of the Text)</b></p> <p>f. Giving the topic (The Bear and Tortoise) and asking the students to discuss with their partner</p> <p><b>-ICOT (Independent Construction of the Text)</b></p> <p>h. Asking the students to make a narrative text (The Bear and Tortoise) through process writing individually</p> | <p>2'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>45'</p> |
| 3. | <p><b>Closure</b></p> <p>a. Guiding the students to make conclusion</p> <p>b. Parting the students</p>  | <p>2'</p> <p>1'</p>                                 | <p><b>Closure</b></p> <p>a. Guiding the students to make conclusion</p> <p>b. Parting the students</p>  | <p>2'</p> <p>1'</p>                                |

### VIII. Media and Sources

#### Media for the Experimental Group

a. A website from Aesop Fables

c. Comic strips

<http://www.aesopfables.com/aesopsel.html>

- b. A website from kids world fun d. Short stories

[www.kidsworldfun.com/shortstories](http://www.kidsworldfun.com/shortstories)

#### Media for the Control Group

- a. A website from Aesop Fables c. Short stories

<http://www.aesopfables.com/aesopsel.html>

- b. A website from kids world fun

[www.kidsworldfun.com/shortstories](http://www.kidsworldfun.com/shortstories)

#### Sources

1. Derewianka, Beverly. 1990. *Exploring How Text Work*. Australia: Primary English Teaching Association.
2. Hughes, A. 2003. *Testing for Language Teachers*. New York: Cambridge University Press.
3. [www.toondoo.com](http://www.toondoo.com)
4. <http://www.aesopfables.com/aesopsel.html>
5. [www.kidsworldfun.com/shortstories](http://www.kidsworldfun.com/shortstories)

#### IX. Assessment

##### a. Process Assessment

It's conducted during the teaching learning process to assess affective domain. The indicators to be assessed are careful work, cooperation, and enthusiasm.

##### b. Product Assessment

Scoring rubric for product assessment is enclosed.

Jember, .....

Researcher,

**Ika Fitriani Martages**

NIM. 130210401063

## X. Enclosure

### 10.1 Learning Materials for the Experimental Group

#### Pre-Instructional Activities

##### A. Leading Questions:

1. Have you ever heard the story about “The Fox and the Cat”?
2. If yes, did you remember that story?
3. In your opinion, is it recount or narrative text?

#### The Comic Strips Used in the Set Induction



## **Main Activities**

### **I. Explanation of Narrative Text**

#### **The Definition of Narrative Text**

Narrative text is a short text that consists of the act of following sequence of action or events in time. The purpose is to entertain, amuse the readers or listeners.

#### **The Generic Structures of Narrative Text**

- a. Orientation: this is the beginning of the story in which the writer tells the audience about who the characters in the story, when the story is taking a place and when the action happens.
- b. Complication: it contains a series of event, during which we usually expect some sort of complication or problem to arise. This complication will involve the main characters.
- c. Resolution: the problem (the climax) is resolved, either in happy ending or sad ending. The writer usually gives advice or moral value from the story.

#### **The Language Features of Narrative Text**

- a. Using specific characters  
For example: lion, fox, etc.
- b. Using action verb (a verb that shows an activity)  
For example: killed, climbed, turned, brought, etc.
- c. Using simple past tense (a tense uses v2 and tell past)
- d. Using temporal conjunction  
For example: once upon a time, long time ago, one day.
- e. Using adjectives which are for noun phrase  
For example: long ears, short hair, etc.
- f. Using adverbs and adverbial phrase to show the location of events.  
For example: here, in the mountain, in the sea, in the forest, etc.

#### **The Example of Narrative Text**

##### **The Fox and the Cat**

One day, there were two animals in the forest. The fox and cat were having a conversation.



The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick.

Then, the fox said, “One day, I may teach you a few of the simpler one.” And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said “What is your trick, Fox? Hurry up!!” The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.

Finally, the dogs attacked and tore him into pieces.

(Source: <http://fablesdfaesop.com/the-fox-and-the-cat.html>)

**a. Identifying the generic structure of a narrative text**

1. **Orientation:** One day, there were two animals in the forest. The fox and cat were having a conversation.
2. **Complication:** The fox told his friend that he knew a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick. Then, the fox said, “One day, I may teach you a few of the simpler one.” And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said “What is your trick, Fox? Hurry up!!” The fox said that he was confused which one the best trick that he could use. He was still thinking until the dogs came closer.
3. **Resolution:** Finally, the dogs attacked and tore him into pieces.

(Moral value: A single plan that works is better than a thousand doubtful plans)

**b. Identifying the language features of a narrative text**

- Using specific characters: the fox and cat.
- Using action verb (a verb that shows an activity): told, said.
- Using simple past tense: agreed, had, heard
- Using temporal conjunction: one day
- Using adjectives: the best trick

- Use adverbs and adverbial phrase to show the location of events: in the forest.

**c. Changing the form of verb 1 into verb 2 (past tense) and direct speech into indirect speech**

1. Verb 1

I (know) a lot of tricks to get away from our enemies, the dogs.

Verb 2

I knew a lot of tricks to get away from our enemies, the dogs.

2. Verb 1

I (am) confused which one the trick that I should use.

Verb 2

I was confused which one the trick that I should use.

3. Direct speech

The fox: "I know a lot of tricks to get away from our enemies, the dogs."

Indirect speech

The fox told his friend that he knew a lot of tricks to get away from their enemies, the dogs.

4. Direct speech

The fox: "I'm confused which one the trick that I should use."

Indirect speech

The fox said that he was confused which one the trick that he should use.

**d. Making supporting sentences based on the information from comic strips**

Panel 1: One day, there were two animals in the forest. The fox and cat were having a conversation.

Panel 2: The cat was curious because he only had one trick.

Panel 3: The cat climbed the tree and sat among the branches. The cat did his trick.

Panel 4: The fox still was thinking until the dogs came closer.

Panel 5: Finally, the dogs attacked and tore him into pieces.

**e. Arranging sentences into a narrative text (following the generic structure)**

The Fox and the Cat

One day, there were two animals in the forest. The fox and cat were having a conversation.

The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick.

Then, the fox said, "One day, I may teach you a few of the simpler one." And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said "What is your trick, Fox? Hurry up!!" The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.

Finally, the dogs attacked and tore him into pieces.

## II. Exercises

### The Comic Strip Used in Exercises



## III. Exercise for the Experimental Group

### Read the following instruction carefully!

Discuss the comic strips entitled “The Bear and Tortoise” in pairs. Then, compose a narrative text about “The Bear and Tortoise” contains at least 70 up to 100

words in 40 minutes through process writing individually. After that, write the moral value from the story. Your writing will be scored based on its contents, organization, language use, vocabulary, and mechanics.



## 10.2 Learning Materials for Control Group

### Pre-Instructional Activities

#### A. Leading Questions:

1. Have you ever heard the story about the Fox and the Cat?
2. Did you remember that story?
3. In your opinion, is it recount or narrative text?

### Main Activities

#### I. Explanation of Narrative Text

##### The Definition of Narrative Text

Narrative text is a short text that consists of the act of following sequence of action or events in time. The purpose is to entertain, amuse the readers or listeners.

##### The Generic Structures of Narrative Text

- A. Orientation: this is the beginning of the story in which the writer tells the audience about who the characters in the story, when the story is taking a place and when the action happens.
- B. Complication: it contains a series of event, during which we usually expect some sort of complication or problem to arise. This complication will involve the main characters.
- C. Resolution: the problem (the climax) is resolved, either in happy ending or sad ending. The writer usually gives advice or moral value from the story.

##### The Language Features of Narrative Text

- a. Using specific characters  
For example: the lion, fox, etc.
- b. Using action verb (a verb that shows an activity)  
For example: killed, climbed, turned, brought, etc.
- c. Using simple past tense (a tense uses v2 and tell past)
- d. Using temporal conjunction  
For example: once upon a time, long time ago, one day.
- e. Using adjectives which are for noun phrase  
For example: long ears, short hair, etc.

- f. Use adverbs and adverbial phrase to show the location of events.

For example: here, in the mountain, in the sea, in the forest, etc.

### **The Example of Narrative Text**

#### The Fox and the Cat

One day, there were two animals in the forest. The fox and cat were having a conversation.

The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick.

Then, the fox said, “One day, I may teach you a few of the simpler one.” And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said “What is your trick, Fox? Hurry up!!” The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.

Finally, the dogs attacked and tore him into pieces.

(Source: <http://fablesdfaesop.com/the-fox-and-the-cat.html>)

#### **a. Identifying the generic structure of a narrative text**

1. **Orientation** : One day, there were two animals in the forest. The fox and cat were having a conversation.
  2. **Complication** : The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick. Then, the fox said, “One day, I may teach you a few of the simpler one.” And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said “What is your trick, Fox? Hurry up!!” The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.
  3. **Resolution** : Finally, the dogs attacked and tore him into pieces.
- Moral value: A single plan that works is better than a thousand doubtful plans.

**b. Identifying the language features of a narrative text**

- Using specific characters: the fox and cat.
- Using action verb (a verb that shows an activity): told, said.
- Using simple past tense: agreed, had, heard
- Using temporal conjunction: one day
- Using adjectives which are for noun phrase: the best trick
- Using adverbs and adverbial phrase to show the location of events: in the forest.

**c. Giving the topic sentence related to the topic given**

One day, the fox and cat were having a conversation in the forest. (Topic sentence given by the teacher)

**d. Making supporting sentences related to the topic given**

1. The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs.
2. One day, I may teach you a few the simpler one said the fox.
3. The cat was curious because he only had one trick.
4. After a while, they heard about the barking of dogs from the distance.
5. The cat climbed the tree and sat among the branches. The cat his did trick.
6. What is your trick, Fox? Hurry up!! said the cat.
7. The fox still was thinking until the dogs came closer.
8. He was confused which one the best trick that he should use.
9. Finally, the dogs attacked and tore him into pieces.

**e. Arranging sentences into a narrative text (following the generic structure)****The Fox and the Cat**

One day, there were two animals in the forest. The fox and cat were having a conversation.

The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick.

Then, the fox said, "One day, I may teach you a few of the simpler one." And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did



his trick and said “What is your trick, Fox? Hurry up!!” The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.

Finally, the dogs attacked and tore him into pieces.

## **II. Exercise for the Control Group**

### **Read the following instructions bellow carefully!**

Choose your partner and discuss the topic about “The Bear and Tortoise”. The topic sentence: Once upon a time, the bear challenged the tortoise to race in the forest. Write the supporting sentences related to the topic sentence given. Then, compose a narrative text about “The Bear and Tortoise” contains 70 up to 100 words in 40 minutes trough process writing individually. After that, write the moral value from the story. Your writing will be scored based on its contents, organization, language use, vocabulary, and mechanics.

**APPENDIX 5.**

**LESSON PLAN**

**(Meeting II)**

|                 |                       |
|-----------------|-----------------------|
| Subject         | : English             |
| School          | : SMP Negeri 5 Jember |
| Level/Semester  | : VIII / 2            |
| Language Skill  | : Writing             |
| Text Type       | : Narrative text      |
| Theme           | : Animals             |
| Time Allocation | : 2 x 40 minutes      |

**I. Standard of Competence**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

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

**III. Indicators (Experimental Group)**

**Cognitive Product**

12.2.1.1. Writing a narrative text based on the comic strips given

**Cognitive Process**

12.2.2.1. Identifying the generic structures and language feature of a narrative text

12.2.2.2. Changing the forms of verb 1 into verb 2 (past tense) and direct speech into indirect speech

12.2.2.3. Making supporting sentences based on information from comic strips

12.2.2.4. Arranging sentences into a narrative text (follows the generic structure)

#### **Affective**

12.2.3.1. Showing careful work while identifying the generic structures, the language features of a narrative text and changing the form of verb and direct indirect speech.

12.2.3.2. Showing cooperation when discussing in pairs

12.2.3.3. Showing enthusiasm in doing the exercises

#### **Indicators (Control Group)**

##### **Cognitive Product**

12.2.1.1. Writing a narrative text based on the topics given

##### **Cognitive Process**

12.2.2.1. Identifying the generic structures and language features of a narrative text

12.2.2.2. Making supporting appropriate sentences related to the topic given

12.2.2.3. Arranging sentences into a narrative text (follows the generic structure)

##### **Affective**

12.2.3.1. Showing careful work while identifying the generic structures and the language features of a narrative text and making the supporting sentences related to the topic given

12.2.3.2. Showing cooperation when discussing in pairs

12.2.3.3. Showing enthusiasm in doing the exercises

#### **IV. Learning Objectives (Experimental Group)**

##### **Cognitive Product**

13.2.1.1. Students are able to write a narrative text based on the comic strips given

**Cognitive Process**

- 13.2.2.1. Students are able to identify the generic structures and language features of a narrative text
- 13.2.2.2. Students are able to change the form of verb 1 into verb 2 (past tense) and direct speech into indirect speech
- 13.2.2.3. Students are able to make supporting sentences based on information from the comic strips
- 13.2.2.4. Students are able to arrange the sentences into a narrative text.

**Learning Objectives (Control Group)****Cognitive Product**

- 13.2.1.1. Students are able to write a narrative text based on the topics given

**Cognitive Process**

- 13.2.2.1. Students are able to identify the generic structures and language features of a narrative text
- 13.2.2.2. Students are able to make supporting sentences related to the topic given
- 13.2.2.3. Students are able to arrange the sentences into a narrative text

**Affective for the Experimental and the Control Groups**

- 13.2.3.1. Students are able to show careful work while identifying the generic structures, the language features of a narrative text and changing the form of verb and direct indirect speech
- 13.2.3.2. Students are able to show cooperation when discussing in pairs
- 13.2.3.3. Students are able to show enthusiasm in doing the exercise

**V. Learning Materials**

Learning materials are enclosed.

**VI. Approach, Method, and Techniques**

Approach : Process-Genre Based

Techniques : Question and Answer, Group Discussion

## VII. Teaching Learning Activities

| Experimental Group |  |                               | Control Group   |                               |
|--------------------|--|-------------------------------|---|-------------------------------|
| No.                | Activities   | Time                          | Activities  | Time                          |
| 1.                 | <p><b>Set Induction</b></p> <p>a. Greeting</p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>b. Asking some leading questions related to the topic “The Lion and the Sheep”</p> <p><b>Stating the Objectives</b></p> <p>a. Stating the objectives of the lesson</p>   | <p>1’</p> <p>2’</p> <p>1’</p> | <p><b>Set Induction</b></p> <p>a. Greeting</p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>b. Asking some leading questions related to the topic “The Lion and the Sheep”</p> <p><b>Stating the Objectives</b></p> <p>a. Stating the objectives of the lesson</p>  | <p>1’</p> <p>2’</p> <p>1’</p> |
| 2.                 | <p><b>Main Activities</b></p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>a. Reminding about the definition, social function, generic structures and language features of a narrative text</p> <p><b>-MoT (Modeling of the Text):</b></p> <p>b. Giving the comic strips related to the model of a narrative text entitled “The Lion and the Sheep”</p> <p>c. Identifying the generic structure and language</p> | <p>5’</p> <p>1’</p> <p>4’</p> | <p><b>Main Activities</b></p> <p><b>-BKoF (Building Knowledge of Field) :</b></p> <p>a. Reminding about the definition, social function, generic structures and language features of a narrative text</p> <p><b>-MoT (Modeling of the Text) :</b></p> <p>b. Giving the example of a narrative text entitled “The Lion and the Sheep”</p> <p>c. Identifying the generic structure and language</p> | <p>5’</p> <p>1’</p> <p>5’</p> |

|    |  |  |  |  |
|----|--|--|--|--|
|    | <p>features of the text</p> <p>d. Changing the form of verb 1 into verb 2 and direct speech into indirect speech</p> <p>e. Making supporting sentences based on the information from comic strips</p> <p>f. Arranging the sentences into a narrative text (follows the generic structure)</p> <p><b>-JCOT (Joint Construction of the Text)</b></p> <p>g. Giving the comic strips (Two Boys and the Bear) and asking the students to discuss with their partner</p> <p><b>-ICOT (Independent Construction of the Text)</b></p> <p>h. Asking the students to make a narrative text (Two Boys and the Bear) trough process writing individually</p> | <p>4'</p> <p>5'</p> <p>4'</p> <p>5'</p> <p>45'</p> | <p>features of the text</p> <p>d. Making supporting sentences related to the topic given</p> <p>e. Arranging the sentences into a narrative text (follows the generic structure)</p> <p><b>-JCOT (Joint Construction of the Text)</b></p> <p>f. Giving the topic (Two Boys and the Bear) and asking the students to discuss with their partner</p> <p><b>-ICOT (Independent Construction of the Text)</b></p> <p>g. Asking the students to make a narrative text (Two Boys and the Bear) trough process writing individually</p> | <p>5'</p> <p>5'</p> <p>5'</p> <p>45'</p> |
| 3. | <p><b>Closure</b></p> <p>a. Guiding the students to make conclusion</p> <p>b. Parting the students</p>   | <p>2'</p> <p>1'</p>                                | <p><b>Closure</b></p> <p>a. Guiding the students to make conclusion</p> <p>b. Parting the students</p>   | <p>2'</p> <p>1'</p>                      |

### VIII. Media and Sources

#### Media for the Experimental Group

a. A website from Aesop Fables

<http://www.aesopfables.com/aesopsel.html>

c. Comic strips

- b. A website from kids world fun d. Short stories  
[www.kidsworldfun.com/shortstories](http://www.kidsworldfun.com/shortstories)

#### Media for the Control Group

- a. A website from Aesop Fables c. Short stories  
<http://www.aesopfables.com/aesopsel.html>
- b. A website from kids world fun  
[www.kidsworldfun.com/shortstories](http://www.kidsworldfun.com/shortstories)

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2. Hughes, A. 2003. *Testing for Language Teachers*. New York: Cambridge University Press.
3. [www.toondoo.com](http://www.toondoo.com)
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### IX. Assessment

#### a. Process Assessment

It's conducted during the teaching learning process to assess affective domain. The indicators to be assessed are careful work, cooperation, and enthusiasm.

#### a. Product Assessment

Scoring rubric for product assessment is enclosed.

Jember, .....  
Researcher,

**Ika Fitriani Martages**  
NIM. 130210401063

## X. Enclosure

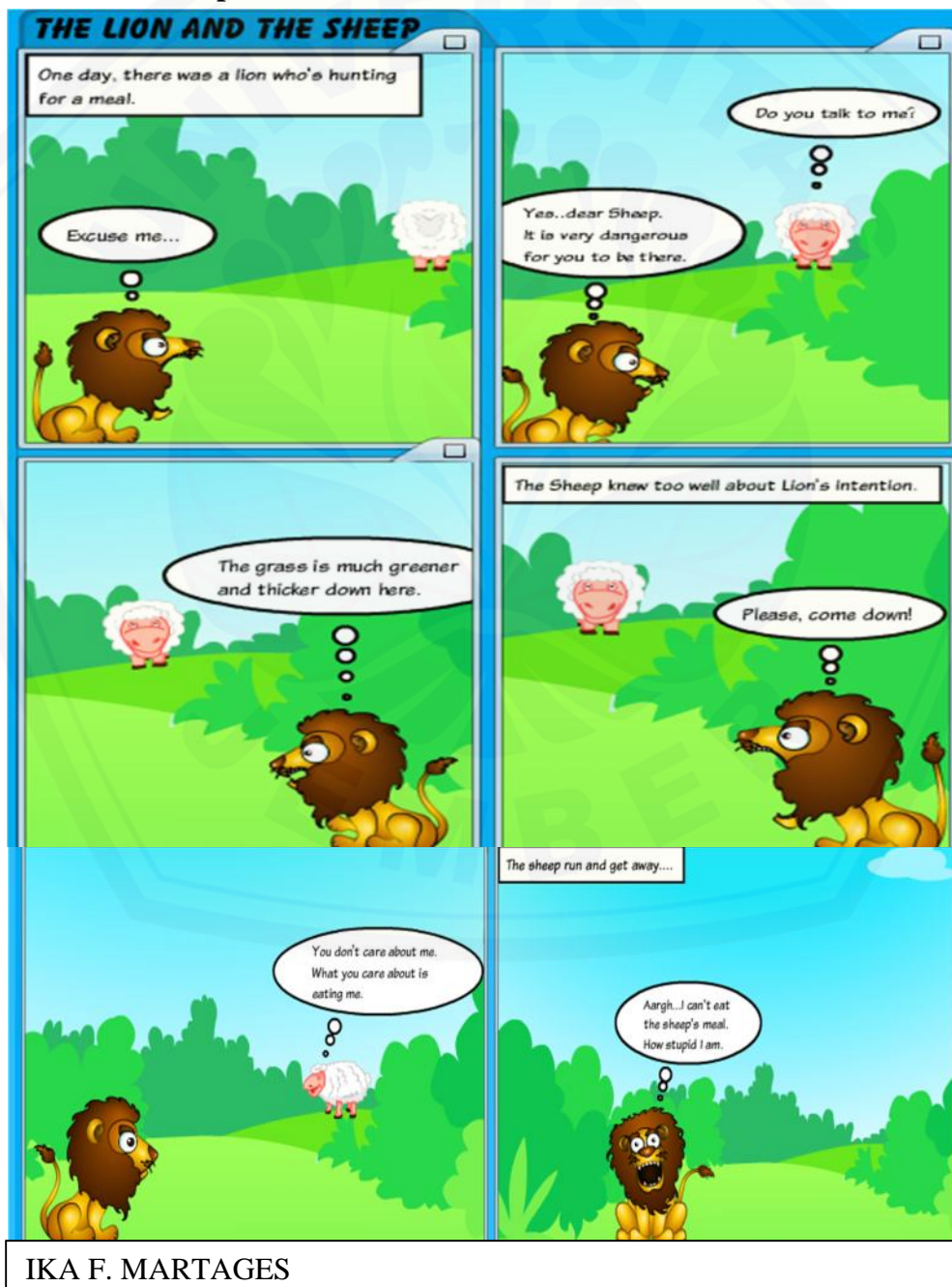
### 10.1 Learning Materials for the Experimental Group

#### Pre-Instructional Activities

##### A. Leading Questions:

1. Have you ever heard the story about “The Lion and the Sheep”?
2. Did you remember that story?
3. How’s the ending of that story?

#### The Comic Strips Used in the Set Induction





## **Main Activities**

### **I. Explanation of Narrative Text**

#### **The Definition of Narrative Text**

Narrative text is a kind of text to retell the story that past tense. The purpose is to entertain, amuse the readers or listeners.

#### **The Generic Structures of Narrative Text**

- a. Orientation: this is the beginning of the story in which the writer tells the audience about who the characters in the story, when the story is taking a place and when the action happens.
- b. Complication: it contains a series of event, during which we usually expect some sort of complication or problem to arise. This complication will involve the main characters.
- c. Resolution: the problem (the climax) is resolved, either in happy ending or sad ending. The writer usually gives advice or moral value from the story.

#### **The Language Features of Narrative Text**

- a. Using specific characters  
For example: lion, fox, etc.
- b. Using action verb (a verb that shows an activity)  
For example: killed, climbed, turned, brought, etc.
- c. Using simple past tense (a tense uses v2 and tell past)
- d. Using temporal conjunction  
For example: once upon a time, long time ago, one day.
- e. Using adjectives which are for noun phrase  
For example: long ears, short hair, etc.
- f. Using adverbs and adverbial phrase to show the location of events.  
For example: here, in the mountain, in the sea, in the forest, etc.

#### **The Example of Narrative Text**

##### **The Lion and the Sheep**

One day, there was a lion who was hunting for a meal. He walked alone in the forest.

After that, he saw a sheep feeding on grass on the top of high hill. Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her.

“Excuse me.” said the lion in a friendly voice. The sheep turned around and talked to the lion “Do you talk to me?” Then, the lion said that it was very dangerous for the sheep to be there. He also said that the grass was much greener and thicker down here. The lion tried to make the sheep accept his advice. He asked the sheep to come down. But the sheep knew too well of the lion’s intention. The sheep didn’t believe lion’s speech. After that, he said, “You don’t care about me. What you care about is eating me.”

In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep’s meal.

(Source: <http://fablesdfaesop.com/the-lion-and-the-sheep.html>)

a. **Identifying the generic structure of a narrative text**

1. **Orientation:** One day, there was a lion who was hunting for a meal. He walked alone in the forest.
2. **Complication:** After that, he saw a sheep feeding on grass on the top of high hill. Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her. “Excuse me.” said the lion in a friendly voice. The sheep turned around and talked to the lion “Do you talk to me?” Then, the lion said that it was very dangerous for the sheep to be there. He also said that the grass was much greener and thicker down here. The lion tried to make the sheep accept his advice. He asked the sheep to come down. But the sheep knew too well of the lion’s intention. The sheep didn’t believe lion’s speech. After that, he said, “You don’t care about me. What you care about is eating me.”
3. **Resolution:** In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep’s meal. (Moral value: beware of the enemy)

**b. Identifying the language features of a narrative text**

1. Using specific characters: the lion and sheep
2. Using action verb (a verb that shows an activity): said, ran.
3. Using simple past tense: called, talked, knew.
4. Using temporal conjunction: one day.
5. Using adjectives which are for noun phrase: high hill
6. Using adverbs and adverbial phrase to show the location of events: on the top of high hill

**c. Changing the form of verb 1 into verb 2 (past tense) and direct speech into indirect speech**

## a. Verb 1

It (is) very dangerous for you to be there

Verb 2

It was very dangerous for you to be there

## b. Verb 1

I (can't) eat the sheep's meal

Verb 2

I couldn't eat the sheep's meal

## c. Direct speech

The lion: "It is very dangerous for you to be there."

Indirect speech

The lion said that it was very dangerous for the sheep to be there.

## d. Direct speech

The lion: "The grass is much greener and tucker down here."

Indirect speech

The lion said to the sheep that the grass was much greener and tucker down here.

**d. Making supporting sentences based on the information from comic strips**

Panel 1: One day, there was a lion who was hunting for a meal. He walked alone in the forest. After that he saw a sheep feeding on grass on the top of high hill.

Panel 2: Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her.

Panel 3: The lion tried to make the sheep accept his advice.

Panel 4: But the sheep knew too well of the lion's intention.

Panel 5: The sheep didn't believe lion's speech

Panel 6: In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep's meal.

**e. Arranging sentences into a narrative text (following the generic structure)****The Lion and the Sheep**

One day, there was a lion who was hunting for a meal. He walked alone in the forest.

After that, he saw a sheep feeding on grass on the top of high hill. Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her.

"Excuse me." said the lion in a friendly voice. The sheep turned around and talked to the lion "Do you talk to me?" Then, the lion said that it was very dangerous for the sheep to be there. He also said that the grass was much greener and thicker down here. The lion tried to make the sheep accept his advice. He asked the sheep to come down. But the sheep knew too well of the lion's intention. The sheep didn't believe lion's speech. After that, he said, "You don't care about me. What you care about is eating me."

In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep's meal.

## II. Exercises

### The Comic Strip Used in the Exercises

**2 BOYS AND THE BEAR**

Once, two friends were playing together in the forest.

Hey, are you afraid? No at all. . . Let's go!

Yeah, but we promise to still together, right?

Do you know that the dangerous thing can happen in the forest?

Suddenly, they saw a bear was approaching them.

I don't know how to climb. We have to climb the tree.

The boy who can't climb was pretending to be a dead man.

Does he dead?

Bear left the place because he didn't touch dead creature

What did the bear say into your ears? He advised me not to believe a false friend

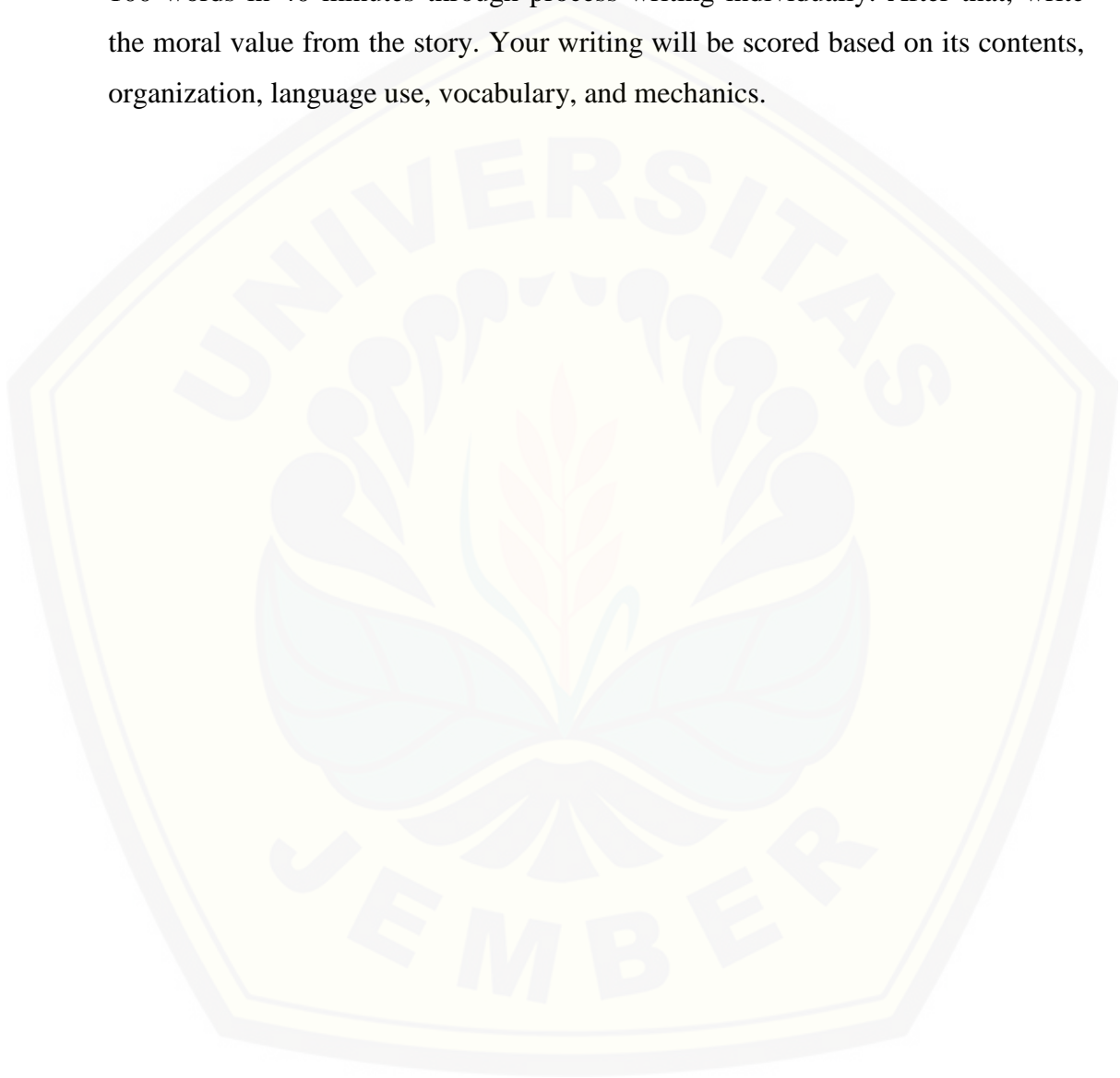
You are not my friend anymore.

IKA F. MARTAGES [www.toondoo.com](http://www.toondoo.com)

### **III. Exercise for the Experimental Group**

#### **Read the following instruction carefully!**

Discuss the comic strips entitled “Two Boys and the Bear” in pairs. Then, compose a narrative text about “Two Boys and the Bear” which contains 70 up to 100 words in 40 minutes through process writing individually. After that, write the moral value from the story. Your writing will be scored based on its contents, organization, language use, vocabulary, and mechanics.



## 10.2 Learning Materials for Control Group

### Pre-Instructional Activities

#### A. Leading Questions:

1. Have you ever heard the story about the Lion and the Sheep?
2. Did you remember that story?
3. How's the ending of that story?

### Main Activities

#### I. Explanation of Narrative Text

##### The Definition of Narrative Text

Narrative text is a short text that consists of the act of following sequence of action or events in time. The purpose is to entertain, amuse the readers or listeners.

##### The Generic Structures of Narrative Text

- A. Orientation: this is the beginning of the story in which the writer tells the audience about who the characters in the story, when the story is taking a place and when the action happens.
- B. Complication: it contains a series of event, during which we usually expect some sort of complication or problem to arise. This complication will involve the main characters.
- C. Resolution: the problem (the climax) is resolved, either in happy ending or sad ending. The writer usually gives advice or moral value from the story.

##### The Language Features of Narrative Text

- a. Using specific characters  
For example: the lion, fox, etc.
- b. Using action verb (a verb that shows an activity)  
For example: killed, climbed, turned, brought, etc.
- c. Using simple past tense (a tense uses v2 and tell past)
- d. Using temporal conjunction  
For example: once upon a time, long time ago, one day.
- e. Using adjectives which are for noun phrase  
For example: long ears, short hair, etc.

- f. Using adverbs and adverbial phrase to show the location of events.

For example: here, in the mountain, in the sea, in the forest, etc.

### **The Example of Narrative Text**

#### **The Lion and the Sheep**

One day, there was a lion who was hunting for a meal. He walked alone in the forest.

After that, he saw a sheep feeding on grass on the top of high hill. Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her.

“Excuse me.” said the lion in a friendly voice. The sheep turned around and talked to the lion “Do you talk to me?” Then, the lion said that it was very dangerous for the sheep to be there. He also said that the grass was much greener and thicker down here. The lion tried to make the sheep accept his advice. He asked the sheep to come down. But the sheep knew too well of the lion’s intention. The sheep didn’t believe lion’s speech. After that, he said, “You don’t care about me. What you care about is eating me.”

In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep’s meal.

(Source: <http://fablesdfaesop.com/the-lion-and-the-sheep.html>)

#### **a. Identifying the generic structure of a narrative text**

1. **Orientation:** One day, there was a lion who was hunting for a meal. He walked alone in the forest.
2. **Complication:** After that, he saw a sheep feeding on grass on the top of high hill. Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her. “Excuse me.” said the lion in a friendly voice. The sheep turned around and talked to the lion “Do you talk to me?” Then, the lion said that it was very dangerous for the sheep to be there. He also said that the grass was much greener and thicker down here. The lion tried to make the sheep accept his advice. He asked the sheep to come down. But the sheep knew



too well of the lion's intention. The sheep didn't believe lion's speech. After that, he said, "You don't care about me. What you care about is eating me."

3. **Resolution:** In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep's meal. (Moral value: beware of the enemy)

**b. Identifying the language features of a narrative text**

- Using specific characters: the lion and sheep
- Using action verb (a verb that shows an activity): said, ran.
- Using simple past tense: called, talked, knew.
- Using temporal conjunction: one day.
- Using adjectives which are for noun phrase: high hill
- Using adverbs and adverbial phrase to show the location of events: on the top of high hill

**c. Giving the topic sentence related to the topic given**

One day, there was a lion who was hunting for a meal in the forest and he saw a sheep feeding on grass on the top of high hill. (Topic sentence given by the teacher)

**d. Making supporting sentences based on the information from comic strips**

1. Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her.
2. The lion tried to make the sheep accept his advice.
3. But the sheep knew too well of the lion's intention.
4. The sheep didn't believe lion's speech
5. In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep's meal.

**e. Arranging sentences into a narrative text (following the generic structure)**

The Lion and the Sheep

One day, there was a lion who was hunting for a meal. He walked alone in the forest.

After that, he saw a sheep feeding on grass on the top of high hill. Wishing to get the sheep to climb down from the hill into his grasp, he called and talked to her.

“Excuse me.” said the lion in a friendly voice. The sheep turned around and talked to the lion “Do you talk to me?” Then, the lion said that it was very dangerous for the sheep to be there. He also said that the grass was much greener and thicker down here. The lion tried to make the sheep accept his advice. He asked the sheep to come down. But the sheep knew too well of the lion’s intention. The sheep didn’t believe lion’s speech. After that, he said, “You don’t care about me. What you care about is eating me.”

In the end, the sheep ran away and the lion got angry with himself because he could not eat the sheep’s meal.

## **II. Exercise for the Control Group**

### **Read the following instructions bellow carefully!**

Choose your partner and discuss the topic about “2 Boys and the Bear”. The topic sentence: One day, two boys played in the forest and met the big bear. Write the supporting sentences related to the topic sentence given. Then, compose a narrative text about “2 Boys and the Bear” which contains 70 up to 100 words in 40 minutes trough process writing individually. After that, write the moral value from the story. Your writing will be scored based on its contents, organization, language use, vocabulary, and mechanics.

**APPENDIX 6.**

THE SCHEDULE OF THE RESEARCH

| No. | Activities                                     | Date                                  |
|-----|--|---------------------------------------|
| 1.  | Interviewing the eighth English teacher        | October, 30 <sup>th</sup> 2016        |
| 2.  | Taking the documentation                       | October, 31 <sup>th</sup> 2016        |
| 3.  | Administering homogeneity test                 | January, 9 <sup>th</sup> 2017         |
| 4.  | Analyzing the homogeneity test result          | January, 9 <sup>th</sup> 2017         |
| 5.  | Administering try out                          | January, 10 <sup>th</sup> 2017        |
| 6.  | Giving the treatment to the experimental group | January, 11 and 12 <sup>th</sup> 2017 |
| 7.  | Teaching the control group                     | January, 11 and 12 <sup>th</sup> 2017 |
| 8.  | Administering the post test                    | January, 19 <sup>th</sup> 2017        |
| 9.  | Analyzing the post test result                 | January, 20 <sup>th</sup> 2017        |

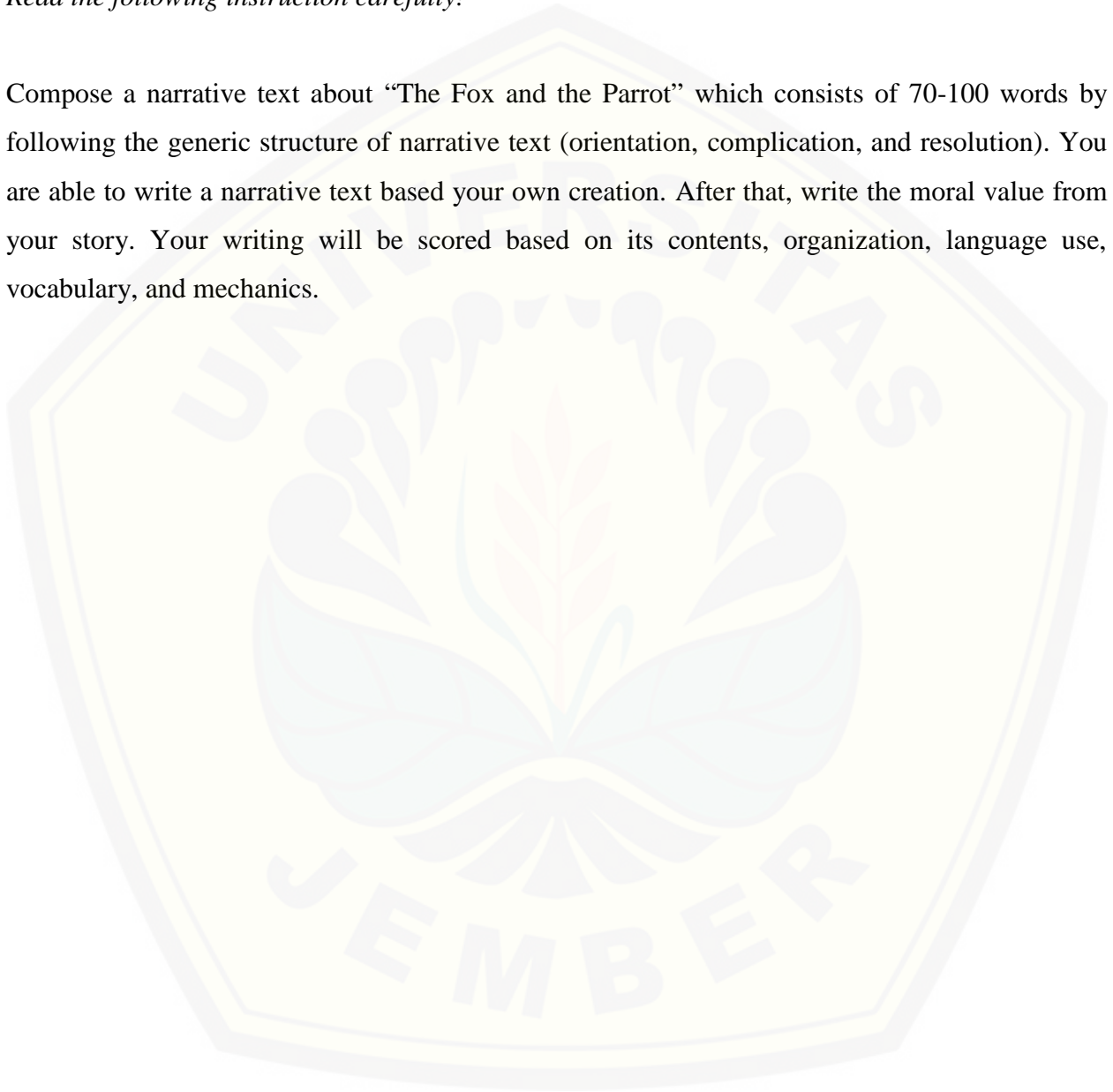
**APPENDIX 7.**

**HOMOGENEITY TEST**

**Time: 70 minutes**

*Read the following instruction carefully!*

Compose a narrative text about “The Fox and the Parrot” which consists of 70-100 words by following the generic structure of narrative text (orientation, complication, and resolution). You are able to write a narrative text based your own creation. After that, write the moral value from your story. Your writing will be scored based on its contents, organization, language use, vocabulary, and mechanics.



**APPENDIX 8.**

The Result of Homogeneity Test

| The Homogeneity Test Scores |        |        |        |        |        |        |        |
|-----------------------------|--------|--------|--------|--------|--------|--------|--------|
| No.                         | VIII A | VIII B | VIII C | VIII D | VIII E | VIII F | VIII G |
| 1                           | 60     | 72     | 70     | 58     | 75     | 68     | 74     |
| 2                           | 68     | 64     | 72     | 70     | 66     | 72     | 67     |
| 3                           | 65     | 70     | 70     | 60     | 71     | 70     | 73     |
| 4                           | 70     | 71     | 68     | 72     | 70     | 72     | 70     |
| 5                           | 71     | 73     | 71     | 71     | 73     | 71     | 72     |
| 6                           | 73     | 70     | 74     | 74     | 75     | 80     | 74     |
| 7                           | 70     | 68     | 65     | 66     | 68     | 71     | 71     |
| 8                           | 70     | 65     | 60     | 65     | 73     | 78     | 70     |
| 9                           | 66     | 62     | 65     | 71     | 70     | 60     | 60     |
| 10                          | 74     | 73     | 70     | 70     | 66     | 68     | 62     |
| 11                          | 68     | 70     | 70     | 75     | 71     | 64     | 63     |
| 12                          | 65     | 70     | 80     | 67     | 74     | 71     | 70     |
| 13                          | 62     | 71     | 78     | 74     | 70     | 72     | 78     |
| 14                          | 73     | 72     | 72     | 65     | 68     | 70     | 68     |
| 15                          | 78     | 80     | 71     | 66     | 71     | 80     | 70     |
| 16                          | 71     | 74     | 62     | 71     | 72     | 70     | 73     |
| 17                          | 75     | 70     | 70     | 73     | 70     | 61     | 60     |
| 18                          | 72     | 68     | 78     | 75     | 74     | 72     | 70     |
| 19                          | 76     | 56     | 72     | 70     | 73     | 70     | 72     |
| 20                          | 70     | 70     | 73     |        | 70     | 73     | 73     |
| 21                          | 71     | 60     | 68     | 72     | 68     | 72     | 70     |
| 22                          | 70     | 72     | 74     | 62     | 72     | 70     | 68     |
| 23                          | 74     | 66     | 73     | 76     | 75     | 74     | 74     |
| 24                          | 60     | 78     | 70     | 70     | 70     | 72     | 66     |
| 25                          | 71     | 70     | 66     | 75     | 62     | 71     | 70     |
| 26                          | 73     | 71     | 75     | 70     | 74     | 71     | 71     |
| 27                          | 70     | 73     | 72     | 71     | 73     | 64     | 70     |
| 28                          | 80     |        | 70     | 72     | 75     | 70     | 70     |
| 29                          | 72     | 76     | 78     | 71     | 71     | 80     | 65     |
| 30                          | 75     | 70     | 70     | 65     | 68     | 68     | 60     |
| 31                          | 70     | 68     | 72     | 73     | 70     |        |        |
| 32                          | 71     | 60     | 74     | 68     | 66     |        |        |
| 33                          | 75     | 73     | 73     | 70     |        |        |        |
| 34                          | 71     | 70     | 68     | 68     |        |        |        |
| 35                          | 70     | 75     | 75     | 60     |        |        |        |

|    |       |       |       |       |       |       |       |
|----|-------|-------|-------|-------|-------|-------|-------|
| 36 | 78    |       | 71    | 70    |       |       |       |
| 37 | 74    | 74    | 66    | 76    |       |       |       |
| 38 | 73    | 60    | 72    | 78    |       |       |       |
|    | 2695  | 2505  | 2698  | 2580  | 2264  | 2125  | 2074  |
|    | 70.92 | 69.58 | 71.00 | 69.73 | 70.75 | 70.83 | 71.52 |



**APPENDIX 9.**

The Result of Try Out Test

| NO. | NAME | C  |    | LU |    | O  |    | V  |    | M |   | OS |    | FS   |
|-----|------|----|----|----|----|----|----|----|----|---|---|----|----|------|
|     |      | 1  | 2  | 1  | 2  | 1  | 2  | 1  | 2  | 1 | 2 | S1 | S2 |      |
| 1   | MDA  | 23 | 22 | 16 | 15 | 16 | 16 | 15 | 15 | 5 | 5 | 75 | 73 | 74   |
| 2   | AMY  | 23 | 22 | 17 | 17 | 16 | 15 | 15 | 15 | 5 | 5 | 76 | 74 | 75   |
| 3   | ARR  | 20 | 21 | 15 | 15 | 16 | 16 | 14 | 14 | 5 | 5 | 70 | 71 | 70.5 |
| 4   | APR  | 22 | 21 | 15 | 15 | 15 | 15 | 15 | 15 | 5 | 5 | 72 | 71 | 71.5 |
| 5   | AA   | 22 | 22 | 16 | 15 | 17 | 15 | 15 | 15 | 5 | 5 | 75 | 72 | 73.5 |
| 6   | AFY  | 20 | 20 | 16 | 14 | 15 | 16 | 15 | 15 | 5 | 5 | 71 | 70 | 70.5 |
| 7   | AFN  | 20 | 20 | 15 | 15 | 15 | 14 | 15 | 15 | 5 | 5 | 70 | 69 | 69.5 |
| 8   | ASA  | 23 | 23 | 16 | 16 | 16 | 16 | 16 | 16 | 5 | 5 | 76 | 76 | 76   |
| 9   | AID  | 21 | 20 | 15 | 15 | 15 | 15 | 15 | 15 | 5 | 5 | 71 | 70 | 70.5 |
| 10  | BA   | 20 | 20 | 15 | 16 | 15 | 16 | 15 | 15 | 5 | 5 | 70 | 72 | 71   |
| 11  | CV   | 25 | 25 | 18 | 18 | 17 | 16 | 16 | 16 | 5 | 5 | 81 | 80 | 80.5 |
| 12  | DL   | 20 | 19 | 15 | 16 | 15 | 15 | 15 | 14 | 5 | 5 | 70 | 69 | 69.5 |
| 13  | DAM  | 20 | 20 | 16 | 16 | 15 | 14 | 15 | 15 | 5 | 5 | 71 | 70 | 70.5 |
| 14  | AWD  | 22 | 22 | 17 | 17 | 16 | 16 | 15 | 15 | 5 | 5 | 75 | 75 | 75   |
| 15  | AGY  | 20 | 20 | 15 | 15 | 16 | 16 | 14 | 14 | 5 | 5 | 70 | 70 | 70   |
| 16  | FN   | 23 | 22 | 16 | 16 | 15 | 15 | 15 | 15 | 5 | 5 | 74 | 73 | 73.5 |
| 17  | FDA  | 22 | 21 | 17 | 17 | 18 | 18 | 15 | 15 | 5 | 5 | 77 | 76 | 76.5 |
| 18  | FAP  | 23 | 23 | 16 | 16 | 16 | 14 | 15 | 15 | 5 | 5 | 75 | 73 | 74   |
| 19  | GDN  | 23 | 23 | 16 | 17 | 15 | 15 | 15 | 15 | 5 | 5 | 74 | 75 | 74.5 |
| 20  | HA   | 25 | 25 | 15 | 15 | 15 | 15 | 15 | 15 | 5 | 5 | 75 | 75 | 75   |
| 21  | INK  | 23 | 23 | 16 | 15 | 16 | 16 | 15 | 15 | 5 | 5 | 75 | 74 | 74.5 |
| 22  | IIA  | 22 | 22 | 15 | 15 | 16 | 16 | 14 | 14 | 5 | 5 | 72 | 72 | 72   |
| 23  | MSH  | 21 | 21 | 15 | 15 | 15 | 15 | 15 | 15 | 5 | 5 | 71 | 71 | 71   |
| 24  | MFA  | 23 | 23 | 16 | 16 | 16 | 15 | 15 | 14 | 5 | 5 | 75 | 73 | 74   |
| 25  | MAH  | 22 | 22 | 16 | 15 | 15 | 14 | 15 | 15 | 5 | 5 | 73 | 71 | 72   |
| 26  | MAS  | 21 | 20 | 15 | 16 | 16 | 15 | 15 | 14 | 5 | 5 | 72 | 70 | 71   |
| 27  | MAM  | 21 | 21 | 16 | 16 | 15 | 15 | 14 | 14 | 5 | 5 | 71 | 71 | 71   |
| 28  | MBF  | 22 | 22 | 16 | 15 | 15 | 16 | 15 | 15 | 5 | 5 | 73 | 73 | 73   |
| 29  | MDA  | 21 | 22 | 15 | 15 | 15 | 15 | 15 | 15 | 5 | 5 | 71 | 72 | 71.5 |
| 30  | MY   | 22 | 22 | 17 | 17 | 14 | 15 | 14 | 14 | 5 | 5 | 72 | 73 | 72.5 |
| 31  | NMA  | 25 | 25 | 18 | 18 | 15 | 15 | 15 | 15 | 5 | 5 | 78 | 78 | 78   |
| 32  | RS   | 21 | 21 | 16 | 16 | 14 | 15 | 15 | 15 | 5 | 5 | 71 | 72 | 71.5 |
| 33  | RMM  | 23 | 23 | 16 | 16 | 15 | 15 | 15 | 15 | 5 | 5 | 74 | 74 | 74   |
| 34  | RRW  | 23 | 23 | 17 | 16 | 16 | 15 | 15 | 15 | 5 | 5 | 76 | 74 | 75   |

|    |     |    |    |    |    |    |    |    |    |   |   |    |    |      |
|----|-----|----|----|----|----|----|----|----|----|---|---|----|----|------|
| 35 | SOP | 22 | 21 | 16 | 16 | 15 | 15 | 15 | 15 | 5 | 5 | 73 | 72 | 72.5 |
| 36 | SW  | 23 | 22 | 16 | 16 | 15 | 15 | 15 | 15 | 5 | 5 | 74 | 73 | 73.5 |
| 37 | SL  | 21 | 20 | 16 | 16 | 16 | 15 | 15 | 15 | 5 | 5 | 73 | 71 | 72   |
| 38 | YDK | 22 | 21 | 16 | 16 | 16 | 16 | 16 | 15 | 5 | 5 | 75 | 73 | 74   |

Note:

C: Content

L: Language Use

O: Organization

V: Vocabulary

M: Mechanics

OS: Obtained Score

FS: Final Score

S1: 1<sup>st</sup> Scorer (The Researcher)

S2: 2<sup>nd</sup> Scorer (The English Teacher)



**APPENDIX 10.**

**POST TEST**

**Time: 70 minutes**

*Read the following instruction carefully!*

Choose one of the topics below, and then construct a narrative text about the topic you chose. Your narrative text consists of 3 paragraphs (70-100 words) by following the generic structure of narrative text (orientation, complication and resolution). You are able to create the story based on your own creation. After that, write the moral value from the story. Your writing will be scored based on its contents, organization, language use, vocabulary, and mechanics.

- a. The Boys and the Frogs
- b. The Fox and the Goat
- c. The Ant and the Dove

**APPENDIX 11.**

**THE RESULT OF POST-TEST**

| THE EXPERIMENTAL GROUP |                   |       | THE CONTROL GROUP |                  |       |
|------------------------|-------------------|-------|-------------------|------------------|-------|
| NO.                    | NAME              | SCORE | NO.               | NAME             | SCORE |
| 1                      | ADINDA NUR F      | 70    | 1                 | ABDI EKA ROBBI   | 64.5  |
| 2                      | ADRIAN ABINANDA   | 74.5  | 2                 | ADAM BERLIAN     | 72    |
| 3                      | AHDINI SYAUVI     | 70    | 3                 | AHMAD FARIS M    | 72    |
| 4                      | ALFIANA MORITA    | 86    | 4                 | AHAMD RIHNU E    | 68    |
| 5                      | ALIF LAILATUS     | 79    | 5                 | AHMAT MAULANA    | 66    |
| 6                      | AMELIA RISA       | 79    | 6                 | ALVIN DANI       | 71    |
| 7                      | AXEL PRADIPTA     | 77    | 7                 | ARIES DWI R      | 78    |
| 8                      | DANI PRAMUDA      | 76    | 8                 | DANDUNG MAHESA   | 76    |
| 9                      | DIKY PURWANTO     | 77    | 9                 | DEWI AZKA        | 75    |
| 10                     | EGA PUTRA GANI    | 73    | 10                | DHIA AHMAD       | 71    |
| 11                     | ETWIN CAHYANI     | 72.5  | 11                | DYAH PUSPITA N   | 68    |
| 12                     | EVI YUDITA        | 83    | 12                | EKA DWI YANTI    | 66    |
| 13                     | FIFI DWI OKTAVIA  | 82    | 13                | ELOK MUSTIKA D   | 72    |
| 14                     | GHIFARI ANHAR     | 83.5  | 14                | ELSA RIZKY A     | 75    |
| 15                     | JEFRI APRILIYANTO | 66    | 15                | FENRIAN AJI P    | 70    |
| 16                     | KUKUH AHMAD       | 77    | 16                | FISAFIRINA C     | 75    |
| 17                     | M. RISKI SETIAWAN | 75    | 17                | IBNU HASAN       | 72    |
| 18                     | MAURA CAHYA       | 82    | 18                | KAVITA ILMIAH    | 76    |
| 19                     | MOH. HILMY        | 77    | 19                | LAILATUL H       | 70    |
| 20                     | MOH. RIDWAN       | 85    | 20                | LIDIYA M         | 68    |
| 21                     | MUH. FADLI        | 78    | 21                | M. ALFI AULIA    | 75    |
| 22                     | NANDA AISYAH      | 70    | 22                | MUH. ASRIO PUTRA | 68    |
| 23                     | OKTAVIAN PUTRA    | 70    | 23                | MUH. DWI AKBAR   | 71    |
| 24                     | MUH. FATHUR R     | 71    | 24                | PRAMES AULIA     | 66    |
| 25                     | REYHAN IZZA A     | 82    | 25                | NADIA AYU S      | 71    |
| 26                     | RIAN HIDAYAT      | 73    | 26                | NUNKA M J        | 70    |
| 27                     | RIVALDO           | 65    | 27                | RAYHAN PERDANA   | 71    |
| 28                     | SESILIA STEFANI   | 90    | 28                | RINDANG BAYU     | 63    |
| 29                     | SISILIA NUR HIKMA | 86    | 29                | RIZKY MAYDY P    | 60    |
| 30                     | MOH. ILHAM CAHYA  | 74.5  | 30                | SALSABILA FAIRIZ | 71    |
|                        |                   |       | 31                | SEPTA RAHAYU     | 71    |
|                        |                   |       | 32                | SISKA WULANDARI  | 74    |

**APPENDIX 12.**

**The Tabulation of Students' Post Test Scores of the Experimental Group**

| NO. | NAME | C  |    | L  |    | O  |    | V  |    | M  |    | OS |    | SCORE |
|-----|------|----|----|----|----|----|----|----|----|----|----|----|----|-------|
|     |      | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 |       |
| 1   | ANF  | 20 | 20 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 70 | 70 | 70    |
| 2   | AA   | 25 | 25 | 15 | 14 | 15 | 15 | 15 | 15 | 5  | 5  | 75 | 74 | 74.5  |
| 3   | AS   | 20 | 20 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 70 | 70 | 70    |
| 4   | AM   | 28 | 28 | 17 | 17 | 18 | 18 | 18 | 18 | 5  | 5  | 86 | 86 | 86    |
| 5   | ALS  | 25 | 25 | 15 | 15 | 17 | 17 | 17 | 17 | 5  | 5  | 79 | 79 | 79    |
| 6   | AR   | 27 | 27 | 15 | 15 | 15 | 15 | 17 | 17 | 5  | 5  | 79 | 79 | 79    |
| 7   | AP   | 26 | 26 | 16 | 16 | 15 | 15 | 15 | 15 | 5  | 5  | 77 | 77 | 77    |
| 8   | DPR  | 25 | 25 | 15 | 15 | 16 | 16 | 15 | 15 | 5  | 5  | 76 | 76 | 76    |
| 9   | DPU  | 25 | 25 | 15 | 15 | 15 | 15 | 17 | 17 | 5  | 5  | 77 | 77 | 77    |
| 10  | EPG  | 25 | 25 | 15 | 15 | 15 | 15 | 13 | 13 | 5  | 5  | 73 | 73 | 73    |
| 11  | EC   | 20 | 20 | 18 | 17 | 15 | 15 | 15 | 15 | 5  | 5  | 73 | 72 | 72.5  |
| 12  | EY   | 25 | 25 | 17 | 17 | 18 | 18 | 18 | 18 | 5  | 5  | 83 | 83 | 83    |
| 13  | FDO  | 25 | 25 | 18 | 18 | 17 | 17 | 17 | 17 | 5  | 5  | 82 | 82 | 82    |
| 14  | GA   | 27 | 27 | 18 | 17 | 17 | 17 | 17 | 17 | 5  | 5  | 84 | 83 | 83.5  |
| 15  | JA   | 20 | 20 | 15 | 15 | 13 | 13 | 13 | 13 | 5  | 5  | 66 | 66 | 66    |
| 16  | KA   | 25 | 25 | 17 | 17 | 15 | 15 | 15 | 15 | 5  | 5  | 77 | 77 | 77    |
| 17  | MRS  | 25 | 25 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 75 | 75 | 75    |
| 18  | MCN  | 25 | 25 | 18 | 18 | 17 | 17 | 17 | 17 | 5  | 5  | 82 | 82 | 82    |
| 19  | MH   | 25 | 25 | 17 | 17 | 15 | 15 | 15 | 15 | 5  | 5  | 77 | 77 | 77    |
| 20  | MR   | 24 | 24 | 21 | 21 | 18 | 18 | 17 | 17 | 5  | 5  | 85 | 85 | 85    |
| 21  | MF   | 25 | 25 | 16 | 16 | 16 | 16 | 16 | 16 | 5  | 5  | 78 | 78 | 78    |
| 22  | NA   | 20 | 20 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 70 | 70 | 70    |
| 23  | OPA  | 20 | 20 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 70 | 70 | 70    |
| 24  | MFR  | 25 | 25 | 13 | 13 | 14 | 14 | 14 | 14 | 5  | 5  | 71 | 71 | 71    |
| 25  | RIA  | 25 | 25 | 18 | 18 | 17 | 17 | 17 | 17 | 5  | 5  | 82 | 82 | 82    |
| 26  | RH   | 23 | 23 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 73 | 73 | 73    |
| 27  | RA   | 20 | 20 | 14 | 14 | 13 | 13 | 13 | 13 | 5  | 5  | 65 | 65 | 65    |
| 28  | SS   | 28 | 28 | 17 | 17 | 20 | 20 | 20 | 20 | 5  | 5  | 90 | 90 | 90    |
| 29  | SNH  | 28 | 28 | 17 | 17 | 18 | 18 | 18 | 18 | 5  | 5  | 86 | 86 | 86    |
| 30  | MIC  | 23 | 23 | 17 | 16 | 15 | 15 | 15 | 15 | 5  | 5  | 75 | 74 | 74.5  |

**The Tabulation of Students' Post Test Scores of the Control Group**

| NO. | NAME | C  |    | L  |    | O  |    | V  |    | M  |    | OS |    | SCORE |
|-----|------|----|----|----|----|----|----|----|----|----|----|----|----|-------|
|     |      | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 | S1 | S2 |       |
| 1   | AER  | 20 | 20 | 13 | 13 | 14 | 14 | 13 | 12 | 5  | 5  | 65 | 64 | 64.5  |
| 2   | ABD  | 22 | 22 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 72 | 72 | 72    |
| 3   | AFK  | 22 | 22 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 72 | 72 | 72    |
| 4   | ARE  | 20 | 20 | 13 | 13 | 15 | 15 | 15 | 15 | 5  | 5  | 68 | 68 | 68    |
| 5   | ALMS | 20 | 20 | 13 | 13 | 15 | 15 | 13 | 13 | 5  | 5  | 66 | 66 | 66    |
| 6   | AD   | 22 | 22 | 14 | 14 | 15 | 15 | 15 | 15 | 5  | 5  | 71 | 71 | 71    |
| 7   | ADR  | 25 | 25 | 17 | 17 | 16 | 16 | 15 | 15 | 5  | 5  | 78 | 78 | 78    |
| 8   | DMS  | 23 | 23 | 17 | 17 | 16 | 16 | 15 | 15 | 5  | 5  | 76 | 76 | 76    |
| 9   | DAJ  | 23 | 23 | 17 | 17 | 15 | 15 | 15 | 15 | 5  | 5  | 75 | 75 | 75    |
| 10  | DAF  | 22 | 22 | 14 | 14 | 15 | 15 | 15 | 15 | 5  | 5  | 71 | 71 | 71    |
| 11  | DPN  | 20 | 20 | 13 | 13 | 15 | 15 | 15 | 15 | 5  | 5  | 68 | 68 | 68    |
| 12  | EDY  | 20 | 20 | 13 | 13 | 14 | 14 | 14 | 14 | 5  | 5  | 66 | 66 | 66    |
| 13  | EMD  | 22 | 22 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 72 | 72 | 72    |
| 14  | ERA  | 23 | 23 | 17 | 17 | 15 | 15 | 15 | 15 | 5  | 5  | 75 | 75 | 75    |
| 15  | FAP  | 22 | 22 | 14 | 14 | 15 | 15 | 14 | 14 | 5  | 5  | 70 | 70 | 70    |
| 16  | FC   | 23 | 23 | 17 | 17 | 15 | 15 | 15 | 15 | 5  | 5  | 75 | 75 | 75    |
| 17  | IH   | 22 | 22 | 15 | 15 | 15 | 15 | 15 | 15 | 5  | 5  | 72 | 72 | 72    |
| 18  | KIAZ | 23 | 23 | 16 | 16 | 15 | 15 | 16 | 16 | 5  | 5  | 75 | 75 | 76    |
| 19  | LH   | 22 | 22 | 14 | 14 | 15 | 15 | 14 | 14 | 5  | 5  | 70 | 70 | 70    |
| 20  | LM   | 20 | 20 | 13 | 13 | 15 | 15 | 15 | 15 | 5  | 5  | 68 | 68 | 68    |
| 21  | MAA  | 23 | 23 | 17 | 17 | 15 | 15 | 15 | 15 | 5  | 5  | 75 | 75 | 75    |
| 22  | MAP  | 20 | 20 | 13 | 13 | 15 | 15 | 15 | 15 | 5  | 5  | 68 | 68 | 68    |
| 23  | MDA  | 22 | 22 | 15 | 15 | 15 | 15 | 14 | 14 | 5  | 5  | 71 | 71 | 71    |
| 24  | PA   | 20 | 20 | 13 | 13 | 14 | 14 | 14 | 14 | 5  | 5  | 66 | 66 | 66    |
| 25  | NAS  | 22 | 22 | 15 | 15 | 15 | 15 | 14 | 14 | 5  | 5  | 71 | 71 | 71    |
| 26  | NMJ  | 22 | 22 | 14 | 14 | 15 | 15 | 14 | 14 | 5  | 5  | 70 | 70 | 70    |
| 27  | RPP  | 22 | 22 | 15 | 15 | 15 | 15 | 14 | 14 | 5  | 5  | 71 | 71 | 71    |
| 28  | RBR  | 18 | 18 | 13 | 13 | 14 | 14 | 13 | 13 | 5  | 5  | 63 | 63 | 63    |
| 29  | RMP  | 15 | 15 | 13 | 13 | 14 | 14 | 13 | 13 | 5  | 5  | 60 | 60 | 60    |
| 30  | SFA  | 22 | 22 | 15 | 15 | 15 | 15 | 14 | 14 | 5  | 5  | 71 | 71 | 71    |
| 31  | SRS  | 22 | 22 | 15 | 15 | 15 | 15 | 14 | 14 | 5  | 5  | 71 | 71 | 71    |
| 32  | SW   | 22 | 22 | 16 | 16 | 15 | 15 | 16 | 16 | 5  | 5  | 74 | 74 | 74    |

Note:

C: Content

L: Language Use

O: Organization

V: Vocabulary

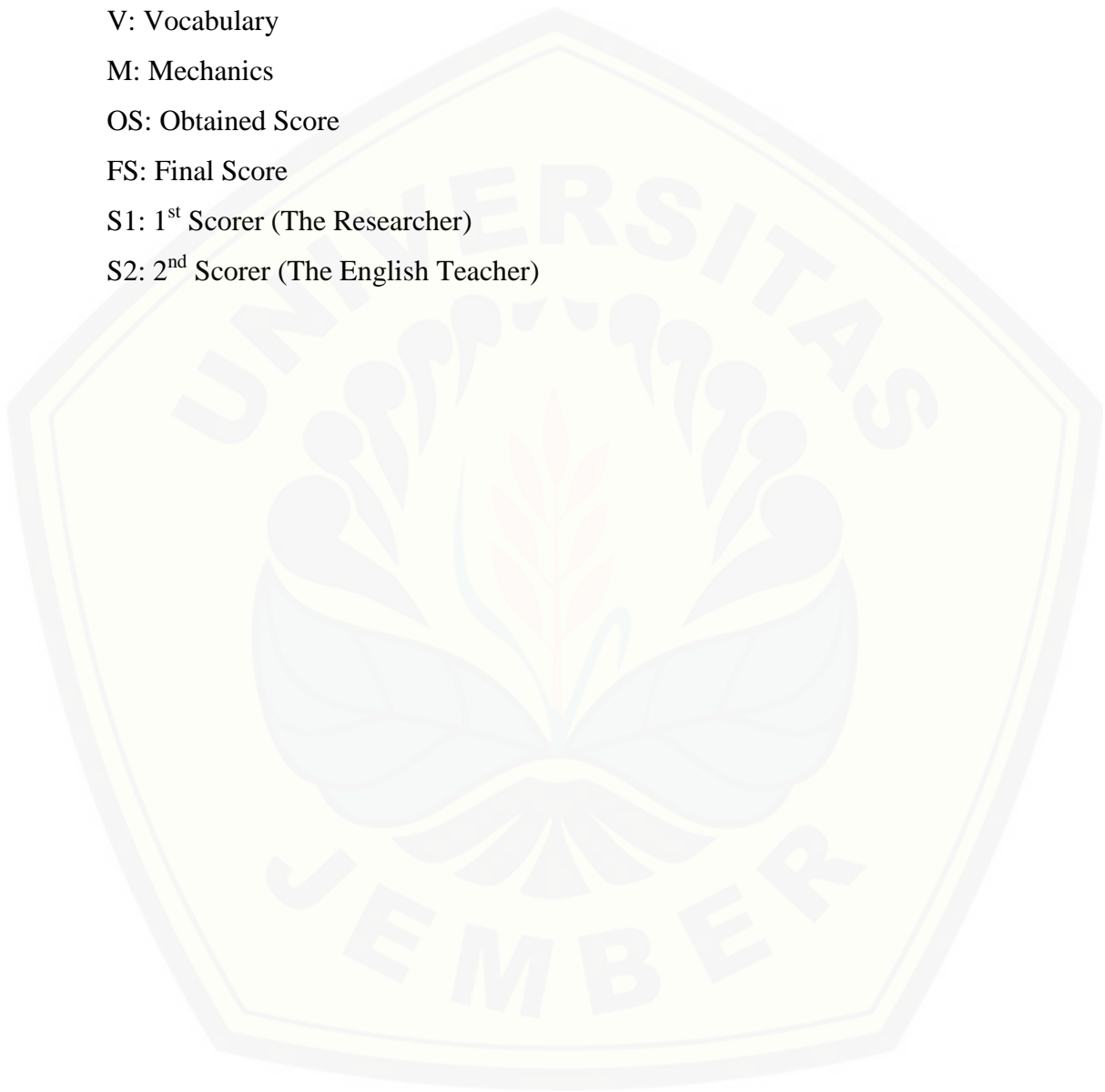
M: Mechanics

OS: Obtained Score


FS: Final Score

S1: 1<sup>st</sup> Scorer (The Researcher)

S2: 2<sup>nd</sup> Scorer (The English Teacher)



APPENDIX 13.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

09 JAN 2017

Nomor : 0152 / UN25.1.5 / LT / 2017  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 5 Jember  
di Jember

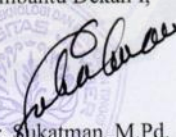
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

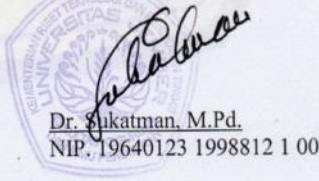
Nama : Ika Fitriani Martages  
NIM : 130210401063  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah yang Saudara pimpin dengan judul: The Effect of Using Comic Strips on the Eighth Grade Students' Narrative Writing Achievement at SMP Negeri 5 Jember in the 2016/1017 Academic Year.


Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan  
Pembantu Dekan I,  
  
Dr. Sukatman, M.Pd.  
NIP. 19640123 1998812 1 001



APPENDIX 14.



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 5 JEMBER**  
Jl. Imam Bonjol No. 39 Telepon 0331 - 321737 Jember  
Email – smp5jember@gmail.com

---

**SURAT KETERANGAN**  
Nomor : 423.1/ 011 /413.02.20523906/2017


Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Jember, menerangkan dengan sebenarnya bahwa:

Nama : Ika Fitriani Martages  
No. Induk Mahasiswa : 130210401063  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Jember

Telah mengadakan penelitian di SMP Negeri 5 Jember dalam rangka penyusunan Skripsi terhitung mulai tanggal 9 Januari 2017 sampai dengan tanggal 18 Januari 2017 dengan Judul:  
“The Effect of Using Comic Strips on the Eighth Grade Students’ Narrative Writing Achievement at SMP Negeri 5 Jember in the 2016/2017 Academic Year “

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 18 Januari 2017  
An. Kepala SMPN 5 Jember,  
Wakil Kepala Sekolah.

  
SURATI, S.Pd  
NIP. 19650620 198903 2 010

APPENDIX 15.

The Samples of Results of the Students' Writing in the Experimental Group

Happiness, something have to share with others.

Date:

Name : Amelia Rira  
 Absent : 6<sup>th</sup>  
 Grade : 8<sup>th</sup> F

The Bear And Tortoise

Once Upon a time . There were two animals In the forest . The bear meet with tortoise .  
 The bear talked to Tortoise . And he wanted to race With the tortoise . The bear said " Hey . you . The Weak Animal ! I challanged u To race with me " .  
 With Confidence The tortoise said . " Okay , I accept it " .  
 Although , The bear was very boating . the tortoise don't ever afraid . After that They started to run . and the bear run faster than Tortoise . Because he can with fast . The bear felt tired . and The middle of The race he was Very tired . After that he break under trees and he said " He walked slowly . he was a loser . It's my time to relax . Hzzt . . . " Slow and Steady . The tortoise walked and walked . The bear still break and slept under tree . -  
 Until he don't know The tortoise would won .  
 Finally , The tortoise could reach the finished line

You can if you think you can

However, I can be a tame sheep playing with someone who treat me good.

Date:

The moral value from the story .

Don't ever boart and many said before you have a proof . and your destiny can change because you very bort .

79

C = 27  
 L = 15  
 O = 15  
 V = 17  
 M = 5

Tommorow will be better



APPENDIX 16.

The Samples of Results of the Students' Writing in the Control Group

Fisafirina C  
VIII E / 16

No. \_\_\_\_\_  
Date: \_\_\_\_\_

1. Topic sentence:  
Once upon a time the bear challenged the tortoise to race in the forest.

2. Supporting sentence  
A. The bear was an arrogant animal. He said to the tortoise that he was the strongest animal in the forest.  
B. He challenged the tortoise to race with him.  
C. The tortoise said "Yes, I will race with you"  
D. They started to ~~him~~ run. The tortoise run slowly.  
E. The bear <sup>run</sup> faster and he <sup>think</sup> that tortoise walk slowly and become a loser.  
F. In the half of the race, the bear stopped and slept under the ~~three~~ tree.  
G. The tortoise <sup>keep</sup> walking until he arrived in the finish area.  
H. In the end, the tortoise <sup>become</sup> a winner.

3. Narrative text  
The Bear and Tortoise  
Once upon a time, the bear challenged the tortoise to race in the forest.  
The bear was an arrogant animal. He said to the tortoise that he was the strongest animal in the forest. After that, he challenged the tortoise to race with him. The tortoise said "Yes, I will race with you". They started to run. The tortoise <sup>ran</sup> slowly. The bear <sup>ran</sup> faster and <sup>think</sup> that tortoise <sup>walked</sup> slowly and <sup>become</sup> a loser. In the half, of the race, the bear stopped and slept under the tree. The tortoise <sup>keep</sup> walking until ~~to~~ he arrived in the finish area. In the end, the tortoise <sup>become</sup> a winner.

Moral value:  
Don't boast too much

C = 25  
L = 13  
O = 15  
V = 14  
M = 5

72

A beginning is difficult  
VISION  
A pen mightier than a sword  
VISION

APPENDIX 17.

The Samples of Post Test Scores of the Students' Writing  
in the Experimental Group

Happiness,  
something have to share with others.

No.: \_\_\_\_\_ Date: \_\_\_\_\_

Nama : Amelia Rira

No/kelar : 66/8f

The fox and The goat

One day, there <sup>were</sup> are two animal in the forest.

The fox walked alone. after that, he saw a goat ate a grass.

"hay" The fox called the goat. The goat ran away <sup>with</sup> fast because he <sup>was</sup> afraid <sup>with</sup>.

The fox. After that, The goat ate again with a distance <sup>far</sup>. The fox called the goat with voice friendly quite. "What's your name" Said the fox, because the goat <sup>was</sup> afraid, he said with quite voice and he answered "My name goat. What are you doing?"

The fox said I dont had a friend, I wanted to you tobe my friend. Actually, The goat <sup>didn't</sup> not believed with the fox, because

The goat felt alone. he agreed tobe The fox's friend. The fox <sup>was</sup> very happy because the goat <sup>became</sup> tobe hir friend.

After that, at <sup>the</sup> afternoon he <sup>was</sup> very hungry. he walked alone in the forest. he saw a goat ate a grass. And

(KRY) You can if you think you can

However, I can be a tame sheep playing with someone who treat me good.

No.: \_\_\_\_\_ Date: \_\_\_\_\_

if was

he thought that Very delicious. The fox <sup>came</sup> closer and closer..... After that because The goat knew the fox would <sup>eat</sup> ate him <sup>was</sup>. So, he <sup>ran</sup> ran away, because the goat Very tired. he <sup>break</sup> break under tree and slept.

In the end. The fox ate the goat, finally The fox <sup>was</sup> Very happy because he <sup>was</sup> very full and all animal <sup>didn't</sup> don't believed him anymore.

The moral Value From Story.

Don't ever believe a new friend because we don't know about them.

C : 27  
L : 15  
O : 17  
V : 15  
M : 5

79

79

Tomorrow will be better

APPENDIX 18.

The Samples of Post Test Scores of the Students' Writing  
in the Control Group

Kelas: 8E  
No. 24      The boys and The Frogs      Date: 19-01-2017

One day, the boy <sup>was</sup> fishing at the river. After a while, the boy not yet get fish in fact his stomach hungry. The boy have an idea how to get fish that is make dam from wood & branch. Waiting fish to gather the boy <sup>were</sup> searching fruit around the river. The frogs in the bottom confused why the water don't flow in the bottom.

One of the frog saw in the top of river concrete dam to hamper water flow. Then, frog back to and talk to his friend. After, the frogs climbed in the top. At that moment they damaged the boy's dam. When the boy know the dam damaged's by frog. With angry the boy talk "why you damaged my dam that? I make did you know I am very hungry?" the frog answer "do you know if you make dam the water no flow in the bottom and we don't have water."

See the dam is damaged the boy take a wood and strike the frog. At the time when the boy strike the frogs, 2 frog <sup>were</sup> jumping to the body until make the boy falling because shock. The moment boy falling, the frogs jumping toward the boy. The frogs to throw the boy in the ~~river~~ river and boy washed away in river.

the moral value:  
we doesn't egret ✓

C = 21  
L = 13  
O = 14  
V = 12  
M = 5

65

Siswa