



**USING ENGLISH COMIC STRIPS TO HELP SENIOR HIGH SCHOOL
STUDENTS WRITE NARRATIVE TEXT AND IMPROVE THEIR
WRITING ACHIEVEMENT**

THESIS

BY:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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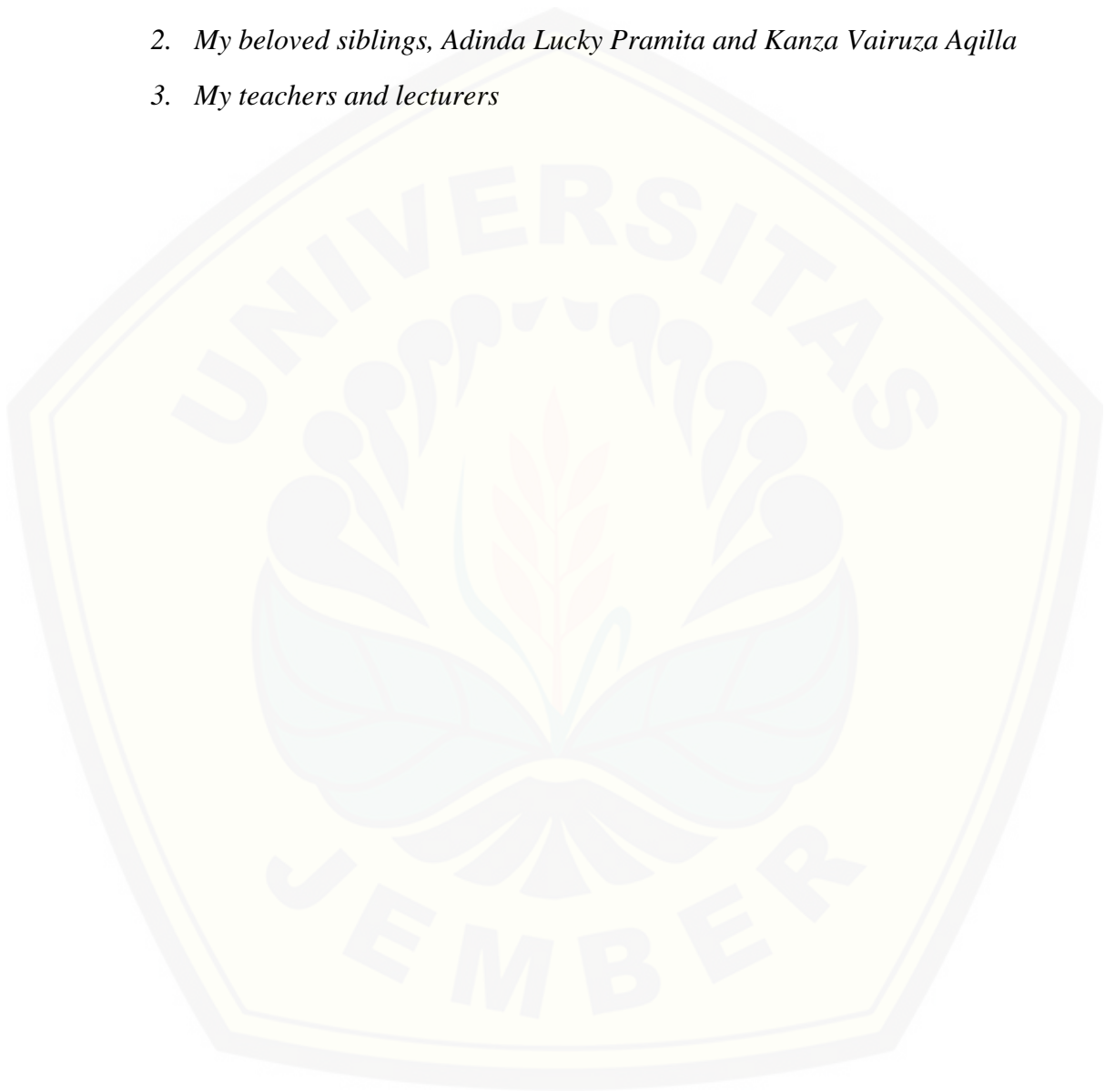
2019



DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Suyono and Minarni*
- 2. My beloved siblings, Adinda Lucky Pramita and Kanza Vairuza Aqilla*
- 3. My teachers and lecturers*



MOTTO

“Many of life’s failures are people who did not realize how close they were to success when they gave up”

(Thomas Alva Edison)



(Source: www.brainyquote.com)

STATEMENT OF AUTHENTICITY

I certify that this thesis is an original and authentic piece of work made by the author myself. All materials incorporated from secondary source have been fully acknowledge and referenced.

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CONSULTANTS' APPROVAL

**USING ENGLISH COMIC STRIPS TO HELP SENIOR HIGH SCHOOL
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THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, The University of Jember.

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9. Qonit Darojat
10. All my friends in Bu Dasin’s boarding house
11. Player’s Unknown Battle Ground (PUBG)

Finally, I hope this thesis would be useful and beneficial for the readers. I admit that this thesis far from the word perfect. Therefore, any constructive critics and suggestions are highly appreciated.

Jember, 15 July 2019

Ananda Putra Akbar
NIM. 130210401033



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SUMMARY

Using English Comic Strips to Help Senior High School Students Write Narrative Text and Improve Their Writing Achievement; Ananda Putra Akbar; 130210401033; 2013; English Education Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was classroom action research which aimed in enhancing the eleventh-grade students' writing ability by using comic strips as the media. Based on preliminary study done by researcher at SMA Negeri 1 Tegaldlimo, Banyuwangi, it was found that students had some problems in writing especially they had difficulties in identifying grammar/language feature and writing a narrative text. In this case, the researcher proposed comic strips to help them in writing. Comic strips contain picture panels in the story would help to increase students' comprehension about the story.

This research was conducted at SMA Negeri 1 Tegaldlimo and the participants were from XI MIPA 1 and XI MIPA 2. The researcher chose XI MIPA 1 because students in this class did not pass score criteria. They had difficulties in identifying grammar/language feature and producing a narrative text.

This research used two research questions. The research questions are 1. How do English comic strips help students identify the language features of narrative text? 2. How do English comic strips help senior high school students write a narrative text?. The first question was used to describe the use of comic strips to identify language features, adverbs, and adjectives in the story. The second question was used to describe students' result in writing an outline and writing a narrative text.

The data collection methods of this research were observation, documentation, and writing test. Observation will be used to collect data about: how English comic strips help senior high school students write the narrative text

(identifying language features, write an outline, develop draft, and revise the narrative text). The documentation method is used to collect data from students' work artifacts (worksheets, outlines, and writing drafts). To know students' achievement in writing narrative text, writing test was given after students done their worksheet. Students were asked to write a narrative text following generic structure based on the story.

The enhancement of students' writing score was the main indicator of success in using comic strips. The result of writing test in Cycle 1 showed that the mean score reached above 75 or students' mean score reached 78 (total number of students in the class who achieved the target score was 78.5%). It means, students who got score ≥ 75 are more than students failed to get ≥ 75 or Cycle 1 was categorized succeed. In Cycle 2, the improvement of students' mean score was 80.3 or 81.1%. Students in Cycle 2 gained better result than in Cycle 1 and increased up to 1.8. The result of analysis data of observation proved that the use of comic strips in teaching narrative writing could help students to organize ideas including identifying language feature/verbs 2, adverbs, and adjectives from the story of narrative text given. Furthermore, the use of comic strips could also help students to write a narrative text after they had done their outline by using their own words.

CHAPTER I INTRODUCTION

This introductory chapter gives readers information about the issue to be investigated, the importance of investigating the issue, the research gap, and research focus formulated as research question(s), and the research contributions.

1.1 Research Background

The present study raises the issue of comic strips in teaching writing and examines their influence on high school students' performance in writing narrative text. This issue is important to investigate due to its potentials to help English language learners develop their English skills both conceptually and empirically.

Conceptually, as visual media, comic strips, defined as a series of picture inside boxes telling the story (Liu, 2004:5), can serve as a means to motivate teenagers and young adults in learning writing narrative text because of their ability to bring a cheerful atmosphere into the class (Khoii and Forouzesh, 2010). Students start to arrange the story in first panel (it includes settings or introduction) up to the last that tells end of story. Thus, comic strips are convinced as an appropriate strategy to develop students' skills in producing good narrative writing. As stated by Wright (1983:42), comic strips assist the students in generating ideas and retrieving words for their writing. Besides, they can make students more careful in using correct spellings.

Empirically, the effectiveness of comic strips as instructional media has been reported by previous researchers in different EFL contexts. A research conducted by Engler, Christopher and Payne (in Ferit Kılıçkaya and Jaroslaw Krajka, 2012), who had students design a two-page comic based on their section of the text, they were using digital assets such as readymade photos and images as well as their own artwork. Frey and Fisher (in Ronda Rixon, 2011) introduced high school students to a narrative writing project that allowed students to draw,

write, and take digital pictures to create comic books. Afrilyasanti (2011) reported that comics and cartoons could become media that could be used in the teaching and learning which involved the students in using their multi modalities. The visual images in comics and cartoons helped encourage students to observe and analyze the situation. It helped the students in understanding the situation that was brought and discussed in comics and cartoons more simply. Another research conducted by Saputra (2010), Kamalia (2015), and Utomo (2013). Saputra (2010:47) found that comic strips could improve students' writing ability. The improvement could be seen from the students' writing test results and observation result. A research conducted by Kamalia (2015:93) concluded that using comic strips as the media could improve students' writing skills in five aspects of writing which were content, organization, vocabulary, language use and mechanics. Another research conducted by Utomo (2013:66) showed that there was a significant effect of using comic strips on the senior high students' spoof writing achievement.

Based on the strengths of comic strips as well as the findings of previous studies, the use of comic strips can improve senior high school students' narrative writing achievement. One of the previous researchers focused on the effect of comic strip on the students' writing achievement. In this research the researcher wants to improve students' narrative writing achievement, so the researcher decides to conduct classroom action research as the research design. Comics as the media make students more interesting, because in 37 students of XI MIPA 1 only 67.5% from 100% reached the passing grade in writing and the rest did not pass the passing grade. Whereas, 77.1% students of XI MIPA 2 reached the passing grade, it means this class got higher passing grade percentage than XI IPS 1. Besides, in learning English, these students need a new learning writing model such comic strips. Comics usually have interesting and funny story, therefore, it can be applied into teaching and learning process. In addition, the researcher decides to create comic strips by himself using online comic makers or application. The teacher can create his own story including characters and settings.

Considering the explanation, the researcher intended to conduct a research entitled “Using English Comic Strips to Enhance Senior High School Students’ Narrative Writing Ability”.

1.2 Research Questions

Based on the research background, the foci of the present study were formulated in the following research questions:

1. How do English comic strips help students identify the language features of narrative text?
2. How do English comic strips help students understand the generic structure of narrative text?
3. How does the outline mediated through comic strip help students draft the narrative text?
4. How is the students’ writing achievement after implementing comic strips?

1.3 Research Objectives

Based on research questions above, the research objectives were formulated as follow:

1. To improve students in identifying the language features of narrative text.
2. To know whether or not students understand the generic structure of narrative text.
3. To know whether or not students can write a narrative text.
4. To know students improvement in writing narrative text through comic strips.

1.4 Research Significance

1. Empirical contribution

This research is expected to be useful for those who want to research in English teaching and learning process by focusing on using comic strips in different skills which can be used to teach some subjects.

2. Practical contribution

The result of this research provides the English teacher with the formation or an input about the use of English comic strips in teaching and learning writing.

CHAPTER II

RELATED LITERATURE REVIEW

This chapter discusses some literatures dealing with the research covering related theories supporting the use of media in ELT, the concept of comic strips as visual media in teaching writing, writing tasks mediated by comic strips to help students develop writing skill, and previous studies on using comic strips in teaching writing.

2.1 Some Theories Supporting the Use of Media in ELT

Two theories (*Learning Style* and *Cone of Experience*) will guide the investigation of using English comic strips in the teaching of narrative text. From 'learning style' theory proposed by Leaver et al., 2005, it is believed that students may have different learning styles (i.e., visual, auditory, and motor learners). Students who prefer in seeing things while learning are called as visual learners, those who enjoy listening called as auditory learners, and those who like doing activities called as motor learners. 'Visual' learners acquire new information (e.g. vocabulary and grammar in language learning) through sight. They store information in their memory as an image (imagists) or keep in memory the letters of the word (verbalists). 'Auditory' learners (aural and oral learners) perceive new information through sound (i.e., by listening to others or by listening to themselves). Finally, 'motor' learners acquire new information through movement. They can be differentiated between kinesthetic and mechanical learners. The former (kinesthetic learners) prefer to use gross motor muscles (arms, legs, or whole body) and hence learn and remember new vocabulary and grammar via role plays and total physical response activities in language classes, the latter (mechanical learners) use fine motor muscles (fingers or hands) and, therefore, prefer to write. Since classrooms do not usually consist of pupils with the same sensory preferences, teachers may see a great advantage in using various kinds of media in classrooms.

In line with using different kinds of media, Edgar Dales' Cone of Experience theory provides teachers with different kinds of media sequencing from a very abstract media up to a very concrete one. Cone of Experience describes various learning experiences that's how progression of experiences from the most concrete (at the bottom of the cone) to the most abstract (at the top of the cone). Those progressions are arranged as follows: (1) reading, (2) hearing, (3) viewing images, (4) watching video, (5) attending exhibit/sites, (6) watching a demonstration, (7) participating in hands-on workshop, (8) designing collaborative lessons, (9) simulating or modeling a real experience, (10) designing/performing a presentation - doing the real thing (Davis& Summers, 2014). Thus, teachers' jobs are selecting the strategies of learning writing narrative by using comic strips as the media for students based on Dale's Cone theory as follows:

1. Reading story in the comic strips and hearing teacher's explanation about the story and learning tasks,
2. Viewing images in the texts/comic strips to explain the characters and settings in the story,
3. Teacher demonstrates material about writing text especially narrative and importance of comic strips as the media in learning writing while the students paying attention,
4. Analyzing grammatical features and vocabularies in the dialogues,
5. Creating their own paragraph based on comic strips given by the teacher

By selecting those strategies of learning theory based on Dale's Cone Experience, the students focus only on their topic about story in the comic strips. The dialogues are not difficult to be understood because through the steps. Moreover, by applying Dale's cone, usage of media for language teaching is more effective to stimulate students in learning writing in order to improve their narrative writing skill.

2.2 The Procedure of Writing Narrative Text

According to Wooson (1982), narrative is arranging events in a story in chronological order, is also way of thinking about those events. Narrative should be arranged as good as possible in order to get a good story. In addition, it should be suitable with the plot from beginning until the last of the story. Ruetten (2012: 35) that in narrative writing, the writer focuses on a particular incident to support the main point. The incident is always linked in every story. All the events should support the controlling idea. The writer also includes words and details that support the controlling idea. Consequently, it should be arranged, detailed, and clear.

The procedure of writing a complex narrative text is important to be done. Students follow the steps in order to produce a good writing. Therefore, students firstly have to understand the language features of narrative text. According to Anderson (1998:3), language features are explained in the following characteristics:

1. Nouns that identify the specific characters and places in the story
2. Adjectives that provide accurate descriptions of the characters and settings.
3. Verbs that show the actions that occur in the story.
4. Time words that connect events, telling when they occurred.

On the other hand, Anderson (1997: 8) explained the procedures for writing a narrative text are:

1. Orientation/exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2. Complication/rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) toward them from reaching their goal.

3. Sequence of event

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

4. Resolution/falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end?')

5. Reorientation

It is an optional closure of event.

Based on the explanation above, it can be concluded that the steps of writing a narrative text are explained as follows:

1. Introduction

Students describe the background of the story given. Students have to know where the story takes place, what characteristics of the story, how problems began.

2. Complication

It is where the problem begins. Students start to arrange the problem in the story. Complication contains the characters' problems in their life.

3. Resolution

Students in this step make a resolution of the story. The resolution can be a happy ending or sad ending. Moreover, students put a conclusion from the whole story if it is required.

2.3 The Concept of Comic Strips as Visual Media in Teaching Writing

Comic strip is a short text that contains panels, funny story, characters, dialogue and narration. As stated by Gonzales-Espada (2003), comic strip as the sequence panels where the story is presented, usually by dialogue, narration, or purely visual symbols. According to the American Heritage Dictionary (as cited in Gonzales-Espada, 2003), comic strips is "a usually humorous narrative sequence

of cartoon panels”. Scott McCloud also defines comic as “juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer”. In line with this paragraph, it means that comic strip is a storybook consists of some panels that have various characters with a happy/sad ending. Furthermore, in the comic strip, the story belongs to narration so that the storylines are arranged.

Before carry out about explaining the concept of comic strips in teaching writing, here are some explanations of media that are important to be understood. Media in teaching and learning process is important to help students or teacher. Media can help students to understand some certain concepts that cannot be explained orally by the teacher. Meanwhile, media can also help the English teacher to facilitate in giving information to students when he/she cannot explain it, so they can think concretely through the objects of media. Thus, comic strip is the effective way to put some importance in teaching especially in learning writing narrative. Jacobs (2007:185) asserts the importance of comic strips as they highly support literacy and recommended that educators “see the potential that exists when we, as teachers and scholar, engage with comics in meaningful way”. Furthermore, in this study, comic strips provide story contain texts/dialogues easy to spell in order to understand the meaning.

This study is used to help students in writing narrative. Through using comic strips as the media, it makes easier between teacher and students in teaching and learning process. According to Lavery (2001), the popularity of comic strips makes them friendly for most learning levels for a variety of language discussion activity as they can:

1. Tell a complex story in a few images,
2. Provide comment and provoke thoughts on events and issued in the news,
3. Give an example of vocabulary related to current trends,
4. Give the illustration of idioms and expression,
5. Stimulate dialogues to inject humor into class session,
6. Provide a basis for oral discourse and writing activities,

7. Show culture and values in action with the ways that men or women are behaving and are expected to behave.

Comic strip allows students to explore language. The teacher gives direction about way to explore the language through comic strips. The more the teacher exploits comic, the better chance to increase students' interest and succeed in learning process.

Using comic strips as visual media in teaching writing have advantages for students to generating ideas. Actually, generating ideas is one of steps in writing. In this study, most of students confused to start writing because they cannot generate ideas.

Besides, comic strips are a series of pictures that tell a story. According to Hornby (1973), series of picture are really serviceable in teaching writing because they provide complete ideas to stimulate students' imagination. The story in a comic strip has importance for students to learn about narrative. Wright (cited in Gonzales-Espada, 2003) adds another statement who sounds that comic strips are sequence of pictures which are related to a narrative text. Comic strips enable students to identify the elements of story (plot, characters, and theme) through visual and dialogue. In line with the paragraph, comic strips are related to a narrative text has power enrich students' knowledge about writing especially in narrative.

From those explanations, it can be concluded that comic strips as the visual media can help students to learn writing effectively. The teacher can teach narrative writing easily by using comic strips as the media, because students certainly understand after being explained about comic strips usage in their writing especially in narrative. Furthermore, comic strips are appropriate to teach students in reducing monotonous in the writing class with interesting stories and understandable learning materials.

2.4 Writing Tasks Mediated by Comic Strips that Help Students Develop Writing Ability

With regard to specific features of comic strips, teachers could design writing tasks that can help students develop narrative writing ability through comic strips. Writing tasks in this context mean some writing activities/ exercises designed by the English teachers mediated by comic strips.

Designing writing task mediated by comic strips is a primary purpose in this research. The first process starts from asking definition of comic strips. It is done because of most students only know comic/comic strips without knowing the implementation of comic strips in developing their writing skills especially in narrative. After that, the teacher explains whole explanation about narrative text (including grammatical features, social function, generic structure, and purpose). For the writing task, first, the teacher creates his own story in comic strips as the task, distributes the task to students, and gives instruction. Second, the English teacher asks students to read carefully and after that asks them to identify the language features, grammatical structure, and generic structure of the story. For grammatical/ English words tasks, students are asked to fill the blank words in the conversation balloons. Furthermore, the English teacher asks students to complete the narrative text/story based on the comic strips. In addition, comic strips have interesting story that can bring and help students in enhancing writing skill and understanding narrative text.

In helping students develop writing skill, the English teacher has to create learning tasks by using comic strips as the media. According to Willis and Willis (2007), teachers who engage in Task-Based Learning promote real language use; when doing so, they become leaders and organizers of discussion, managers of group or pair work, motivators to engage students in performing a task and language experts to provide language feedback when needed. The English teacher as the motivator and facilitator has an important role in teaching and learning writing activity. Furthermore, before the lesson is started, students recognize the learning materials given and hear some information from the teacher. Thus, serving and control learning process is a must for the teacher in order to facilitate

successful learning, stimulate, react the learning material. The teacher gives feedback and guidance about their performance on a learning task.

In order to make students active in writing by using comic strips, narrative was the primarily concluded in the comic strips. The teacher explained a narrative by using comic strips as the media. Cary (2004: 33) states that comic strips can be used to help students deal with difficulties in complex language in language learning especially. Comic strips also have a narrative in the story and including pictures and characters. Inge (1979:631) states that comic strip is an open-ended dramatic narrative about a recurring text, published serially in newspapers.

Comic strips as series of picture are serviceable in teaching writing because they provide complete ideas to stimulate students' imagination (Hornby, 1973). While Wright (1979) (in González-Espada, 2003:60) asserts generally, longer comic strips contain all the elements of a short story: characters, dialogue, plot, conflict, and climax. Comic strips can help students to improve their writing through their imagination or ideas and stories. It is useful for English teachers to develop students' writing skill. Furthermore, comic strips as the media have importance role to make students interested in learning writing narrative.

2.5 Previous Studies on Using Comic Strips in Teaching Writing

The previous study related with the use of comic strips to enhance narrative writing ability was conducted by some researchers. Megawati (2012) conducted the research about the implementation of comic strips in teaching writing through a collaborative classroom action research for twelve class students at MAN Bangil. She found that the students' writing ability in narrative texts was unsatisfactory. Most of the students could not pass the minimum passing criterion. Students were also unmotivated to write narrative texts and it was also difficult for them to make their own writing. She used procedures in teaching by using comic strips. The following procedures were planning, implementing, observing, and reflecting. The finding showed that teaching writing using comic strips could successfully improve students' ability in writing.

Normazla et al. (2016) conducted the research in using comic strips in teaching and learning writing year 1 students of Faculty of Quran and Sunnah Studies at University Sains Islam Malaysia (USIM). Their research showed that using newspaper comic strips could improve students in reading and writing skills, as well as to motivate students in appreciating narrative texts with graphics. They concluded that this research was useful to the English instructor (teacher) and readers (students) to improve their abilities in teaching reading and writing skills.

Another research was conducted by Harwiningsih (2014). She did the research in order to improve the students' narrative writing ability. The researcher chose comic strips as the media to improve junior high school students especially in eighth grade. She showed some problems in students learning narrative. The problems were low ability in writing and difficulties to write narrative texts. Students could not organize texts into a good organization. She also found that many students could not use grammatical rules. Students also felt confused how to start their writing since most of them did not have any idea of what they wanted to write.

In this research, Harwiningsih (2014) used classroom action research in nature and consisted of two cycles. To gain the data, the researcher used qualitative and quantitative. The qualitative data were gained through observation and interview, while quantitative data were gained from test. It showed that comic strips can improve the students' narrative writing ability.

The last previous research was from González-Espada (2003) who designed a study by using comics in teaching science for high school and college students. The result showed that comic was effective to increase students' motivation and achievement in learning science. Comic strips were the better way to promote higher order thinking skills by presenting scientific knowledge in a popular form that was enjoyed by most students.

From these previous researchers, it can be concluded that in their own study had the same purpose to improve students writing ability through comic strips as the media. The use of comic strips succeed in their research which have increased the writing and reading skills, grammatical use in writing narrative, and their

knowledge in narrative text. Moreover, these previous researchers had gained good results in their study. Before conducted a research, they found any problems in students writing. Thus, comic strips as the media can help students to enhance their writing narrative in teaching and learning process.



CHAPTER III

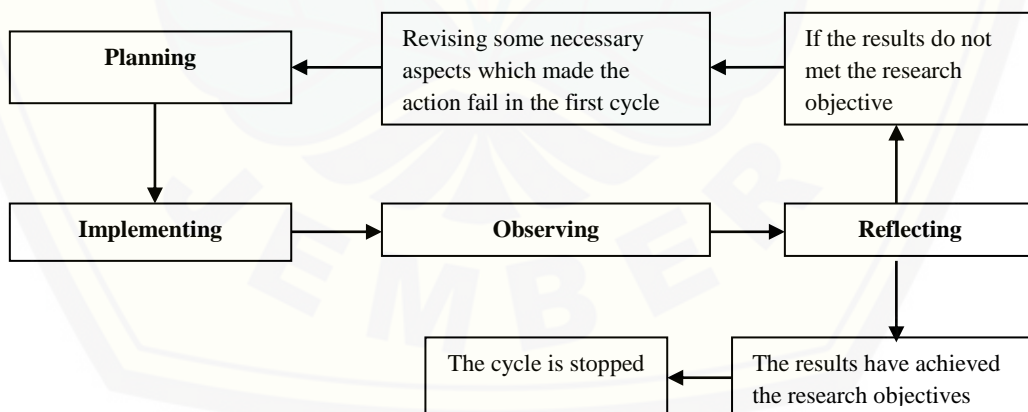
RESEARCH METHODOLOGY

This chapter discusses the selection of research design, research context, research participant, action design, data collection method, and data analysis method.

3.1 Research Design

This research was intended to enhance senior high school students' narrative writing ability. Therefore, classroom action research (CAR) was used as the research design because CAR is a systematic investigation done by the teacher or a researcher in teaching and learning process to gather information about how the school operates, how the teacher teaches, and how students learn (Mills, 2011). This CAR was conducted in collaboration with Senior High School English teacher which focuses on finding the research problems, planning the action, implementing, and doing reflection and evaluation (Elliot 1991: 70). The design of this research is illustrated in the following diagram:

Figure 3.1: The design of action research



(Adapted from Lewin, in Elliot (1991:70))

Based on the diagram above, this action research follows the following steps:

1. **Planning**

The action was conducted by designing lesson plans for the first and second Cycle and preparing for the teaching learning process (including materials, worksheet, and writing test).

2. **Implementing**

The action was done during teaching and learning process by using comic strips. The lesson plans developed was implemented in the class. In the implementation, the researcher was the doer of the action (teaching narrative text through comic strips as the media).

3. **Observing**

The action was done in each Cycle. The teacher observes the teaching and learning process.

4. **Reflecting**

This step was based on the results of observation, students' problem in writing (worksheet) and the result of writing test in the first Cycle. If the result does not achieve the criteria, it can be continued in the second Cycle by revising some aspects. Then, conducting writing test after the action given in Cycle 2. The next step is analyzing the results of the test in Cycle 2 by using percentage formula. However, the study will be stopped if it gains the success criteria in the first cycle.

3.2 Research Context

This study was conducted at SMA Negeri 1 Tegaldlimo, Banyuwangi, East Java. The main reason why the researcher chooses this school was because this school preferred to use Bahasa Indonesia in teaching English writing and English as the foreign language. In addition, teaching of writing by using comic strips had not been applied yet in this school. This school has implemented English Curriculum 2013. English lesson has the proportion of 4 hours or 2 meetings in a week. Lastly, the school and the English teacher had given permission to

researcher to do a research in helping students write narrative text by using English comic strips as the media and improve their writing achievement.

3.3 Research Participants

The participants of this study were the eleventh grade students of SMA Negeri 1 Tegaldlimo in academic year 2018/2019. Based on the last English test scores of students from two classes, the XI MIPA 1 got the lower English test score than XI MIPA 2. Moreover, students of XI MIPA 1 had difficulties in learning narrative text especially in applying grammatical rules. Therefore, the researcher decided to choose XI MIPA 1 as the research participants.

3.4 Action Design (Design of Instruction using Comic Strips)

1. Materials

The material used in teaching learning process is writing narrative text. The teacher gave comic strips text to students to read the story and they were asked to identify the language feature and the generic structure of the story.

2. Media

The researcher used comic strips as the media in helping students to solve the problem in writing especially narrative text. Comic strips could interest students writing and understand what the story in the comic strips mean.

3. Teaching Procedures

The researcher used scientific approach in the teaching and learning activities. There are five stages in teaching writing through scientific approach based on Curriculum 2013 (i.e., observing, questioning, exploring/experimenting, associating, and communicating).

The first step is **observing**. The researcher in this step shows the example of a narrative text. Then, students pay attention to the teacher's explanation about characteristics of narrative text (language features and generic structure). Next, students are asked to identify the information from the text given by the teacher.

The second step is **questioning**. After identifying the characteristics of narrative text, the teacher asks students to ask questions about narrative text dealing with its generic structure and language features.

The third step is **exploring**. In this step, the teacher distributes students' worksheet and shows picture of comic strip story. Students have to do first task in the worksheet, such as identifying past form/verbs 2, adverbs, and adjectives.

The fourth step is **associating**. The teacher asks students to make an outline of narrative text following the generic structure. Then, students write a narrative text based on the outline done by them.

The fifth step is **communicating**. In this last step, the teacher discusses students' work together in the class.

3.5 Data Collection Method

3.5.1 Observation

Observation was used to collect data about: how English comic strips help senior high school students write the narrative text (identified the language features, write outline, develop draft, and revise the narrative text). During the observation, the English teacher and the researcher made notes (*field notes*) that illustrated how students understand the features of narrative text, how students produce outline, and how students revise and produce good quality of narrative text. These field notes were checked at home to see if there are some missing data. Observation was conducted in the first cycle and second cycle.

3.5.2 Documentation

Besides observation, the documentation method was used. Documentation method was used to collect the data from students' work artifacts (such as outlines, writing drafts, revised versions of their writing, the final product of students' writing).

3.5.3 Writing Test

To know students' achievement in writing narrative text, writing test was given at the end of cycle. In writing test, students had to write a narrative text about legend. The text consisted of minimum three paragraphs including generic structure or 50 - 100 words. Students had to do the writing test in 30 minutes.

In scoring the text, there were 5 elements of writing were scored; content, organization, vocabulary, grammar, and mechanics. The point from each element

was summed. Then, total point was divided by five, and becomes students' final score. To score the writing test more objectively, the researcher asked one of his friends that competent in scoring writing to be his collaborator in scoring the students' narrative text.

3.6 Data Analysis Method

The data analyzed in this study were qualitative data and quantitative data. These two kinds of data were used to get results of the research.

The qualitative data was analyzed based on the data that researcher got from observation (field notes) and students work artifacts. The researcher analyzed the data using thematic analysis in two steps. The first step was 'coding the data'. The data was coded in the following categories: (1) identify language features, (2) write an outline, and (3) write a narrative text. The second step was used to analyze the data to find themes in each category. The last step was draw a conclusion and report the findings.

The quantitative data was analyzed using descriptive statistics. In this action, the frequency distribution and percentage were used by the researcher. Thus, the writing score was classified by two groups, (1) the percentage of students who got minimum score (75) and students who got below 75. Furthermore, if there were 75% students get minimum scores (meets the criteria), the research was stopped.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter explains the research conclusions and suggestions. The research conclusion and suggestion are going to be explained in this following section.

5.1 Conclusions

The result of writing test analysis data on the writing scores and observation are explained in the following conclusions:

1. The result of analysis data of observation proved that the use of comic strips in teaching narrative writing could help students to analyze verbs, adverbs, and adjectives from the story of narrative text given.
2. The use of comic strips in teaching and learning activity could help students' comprehension of generic structure of narrative text after they had been taught by the researcher in each cycle (Cycle 1 and Cycle 2).
3. The use of comic strips as the media in teaching and learning activity could help students write an outline from the comic strips showed by the researcher in front of the class and students could also write well-organized narrative text based on their outline done before.
4. Students improvement in writing narrative text by using comic strips proved that they achieved the target score in Cycle 1 was 75.7%. In Cycle 2, students who succeed in achieving the target score became 81.1%. It can be concluded that there was an improvement for students in writing narrative text after being taught by using comic strips as the media.

5.2 Suggestions

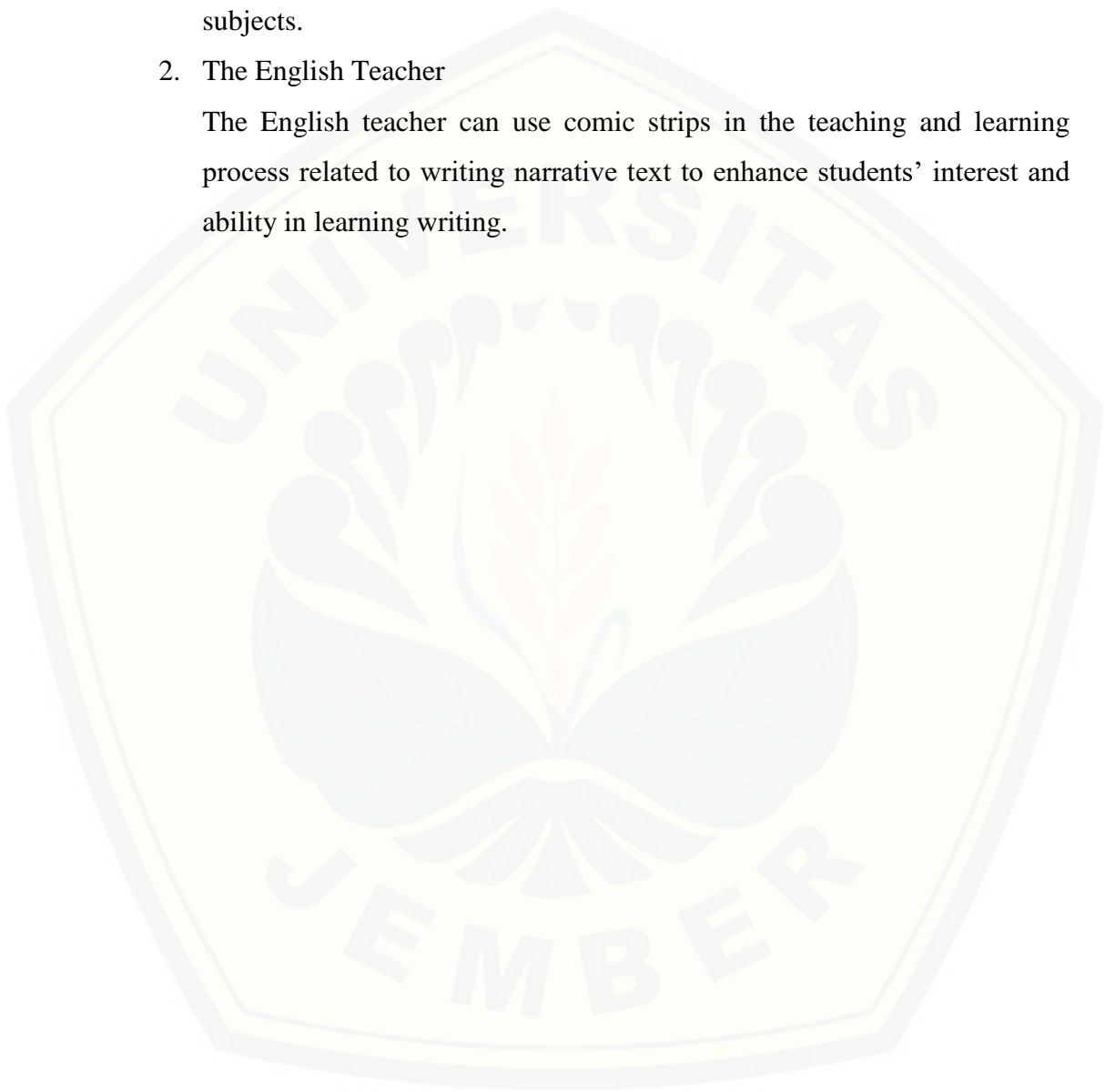
Based on the result of this research, suggestions can be given to the future researcher and the English teacher:

1. The Future Researcher

The result of this research can be used for those who want to conduct research in English teaching and learning process by focusing on using comic strips in same or different skills which can be used to teach some subjects.

2. The English Teacher

The English teacher can use comic strips in the teaching and learning process related to writing narrative text to enhance students' interest and ability in learning writing.



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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Method
<p>Using English Comic Strips to Help Senior High School Students Write Narrative Texts and Improve Their Writing Achievement</p>	<ol style="list-style-type: none"> 1. How do English comic strips help students identify the language features of narrative text? 2. How do English comic strips help senior high school understand the generic structure of narrative text? 3. How does the outline mediated through comic strip help students draft the narrative text? 4. How is the students' writing achievement after implementing comic strips? 	<ol style="list-style-type: none"> 1. Independent Variable The use of comic strips as the media in learning writing narrative text 2. Dependent Variable <ol style="list-style-type: none"> a. Students' ability in writing an outline of narrative text through comic strip b. Students ability in writing a narrative text through comic strip by their own words 	<ol style="list-style-type: none"> 1. Students read comic strip showed in front of the class 2. Students identify language features of narrative text including verbs 2/past form, adverbs and adjectives 3. Students write an outline of narrative text based on the story 4. Students write a complex narrative text based on their outline of narrative text from the comic strip story by using their own words 	<ol style="list-style-type: none"> 1. Research Participants: The XI MIPA 1 students of SMA Negeri 1 Tegaldlimo 2. Informant: The English teacher 3. Documents: <ol style="list-style-type: none"> a. The names of participants. b. The previous students' writing scores obtained from the English teacher. 	<ol style="list-style-type: none"> 1. Research Design Classroom Action Research with cycles consisting four steps of each cycle: <ol style="list-style-type: none"> 1) Planning 2) Implementing 3) Observing 4) Reflecting 2. Research Context SMA Negeri 1 Tegaldlimo 3. Research Participants Class XI MIPA 1 students of SMA Negeri 1 Tegaldlimo 4. Data Collection Methods <ol style="list-style-type: none"> 1) Writing test 2) Observation 3) Students' work artefacts 5. Data Analysis Method The data will be analysed in this study are qualitative data and quantitative data

APPENDIX B**The Interview Guide for Preliminary Study****A. Interview Guide**

No.	Question	Interviewees' Response
1.	How many classes do you teach?	4 classes
2.	How long do you teach in each meeting?	90 minutes
3.	How many English teachers in this school?	4 English teachers
4.	What curriculum do you used in teaching English?	Curriculum K13
5.	How do you decide the material while teaching writing?	I always use syllabus to decide the material
6.	What English book do you usually used to teach writing?	I am using LKS and English Book
7.	Have you ever teach English by using media like comic strips?	Never
8.	What skill are the most difficult for students?	I think the most difficult skill for students are grammar and writing
9.	What are your students' difficulties in learning writing?	Grammar and adverb
10.	How do you solve that problem?	I asked them to re discuss material with the class together. Give them a homework related to grammar and adverb
11.	How were the students' writing scores?	In certain class that the most students get below standard score
12.	What class that has the lowest scores?	The grade XI MIA 1

B. Documentations Guide

No.	Supporting Data	Source
1.	The name of research participants	School documentation
2.	Previous scores of students' English Test	School Documentation

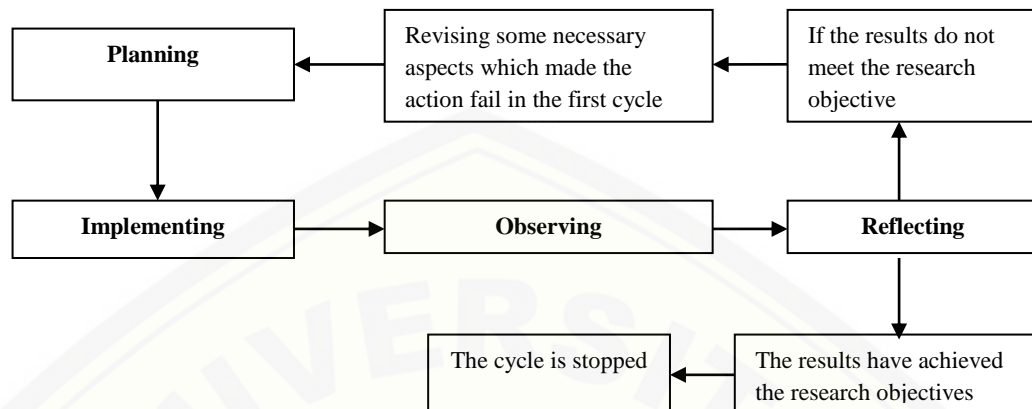
APPENDIX C

The List of XI MIPA 1 and 2 Students' Previous Score of English Test

No.	MIPA1 Students' Initial Names	Scores	MIPA2 Students' Initial Names	Scores
1.	ABF	75	AP	80
2.	ADS	75	AMF	75
3.	AA	65	AW	75
4.	AAK	75	AN	70
5.	AIR	55	BA	65
6.	BANM	75	BWK	75
7.	BA	80	CL	80
8.	BF	70	DA	85
9.	DAP	50	DRAP	75
10.	DM	75	EP	85
11.	EDA	50	FF	80
12.	EDY	75	FAM	70
13.	FA	55	GAP	85
14.	FW	75	HS	85
15.	GRS	75	I	80
16.	HTA	75	INW	75
17.	HHPYD	80	KK	75
18.	LPI	75	KP	85
19.	LF	75	MA	70
20.	LCK	75	MLS	75
21.	MAH	75	MB	60
22.	MRV	55	MHJK	75
23.	MSA	75	NS	75
24.	NKS	55	NW	80
25.	NAF	75	NAF	65
26.	NEP	75	P	70
27.	NN	50	QA	50
28.	PA	75	RWS	75
29.	RMC	75	RP	80
30.	RAS	75	SN	85
31.	RSP	50	SCP	80
32.	SS	75	VADP	75
33.	SMH	75	WAP	85
34.	SR	50	WPN	75
35.	VDA	75	YS	65
36.	WN	75		
37.	WBR	75		
	TOTAL	2565		2640
	MEAN SCORE	69,3		75,4
	E%=n/N x 100	67.5%		77.1%

APPENDIX D

The Design of Classroom Action Research



(Adapted from Lewin, in Elliot (1991:70))

APPENDIX E

Table of Scoring Rubric of the Students' Writing

No	Criteria	Score
1	Grammar:	
	- Few (if any) errors of grammar of word order	5
	- Some errors of grammar of word order but do not interfere comprehension	4
	- Errors of grammar of word order fairly frequent; re-reading necessary for full comprehension	3
	- Errors of grammar of word order frequent; effort of interpretation sometimes required on readers' part	2
	- Error of grammar of word order very frequent; readers own interpretation is needed	1
2	Vocabulary:	
	- Use few (if any) inappropriate words	5
	- Use some inappropriate words but do not interfere comprehension	4
	- Use wrong or inappropriate words frequent; expressing of ideas limited	3
	- Use wrong or inappropriate words very frequent; readers own interpretation is needed	2
	- Vocabulary so limited as to make comprehension impossible	1
3	Mechanics:	
	- Few (if any) misspelling, wrong punctuation, and capitalization	5
	- Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4
	- Misspelling, wrong punctuation, and capitalization frequent, rre-reading is necessary for full comprehension	3
	- Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2
	- Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible	1
4	Content:	
	- Main idea stated clearly and accurately, change of opinion very clear	5
	- Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak	3
	- Main ideas not clear and accurate change of opinion statement weak	2
	- Main ideas not all clear and accurate change of opinion statement very weak	1
5	Organization:	
	- Few (if any) lack of organization and link to ideas	5
	- Some lack of organization and link of ideas but do not impair communication	4
	- Lack of organization and link of ideas frequent; re-reading is required for clarification	3
	- Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	- Lack of organization and link of ideas so serve as to make communication impaired	1
<p>Total score: (score of grammar) + (score of vocabulary) + (score of mechanic) + (score of content) + (score of organization)</p> <p>Writing score: $\frac{\text{Total Score}}{25} \times 100 = \dots$</p>		

Adapted from Hughes (2003:101-102)

APPENDIX F

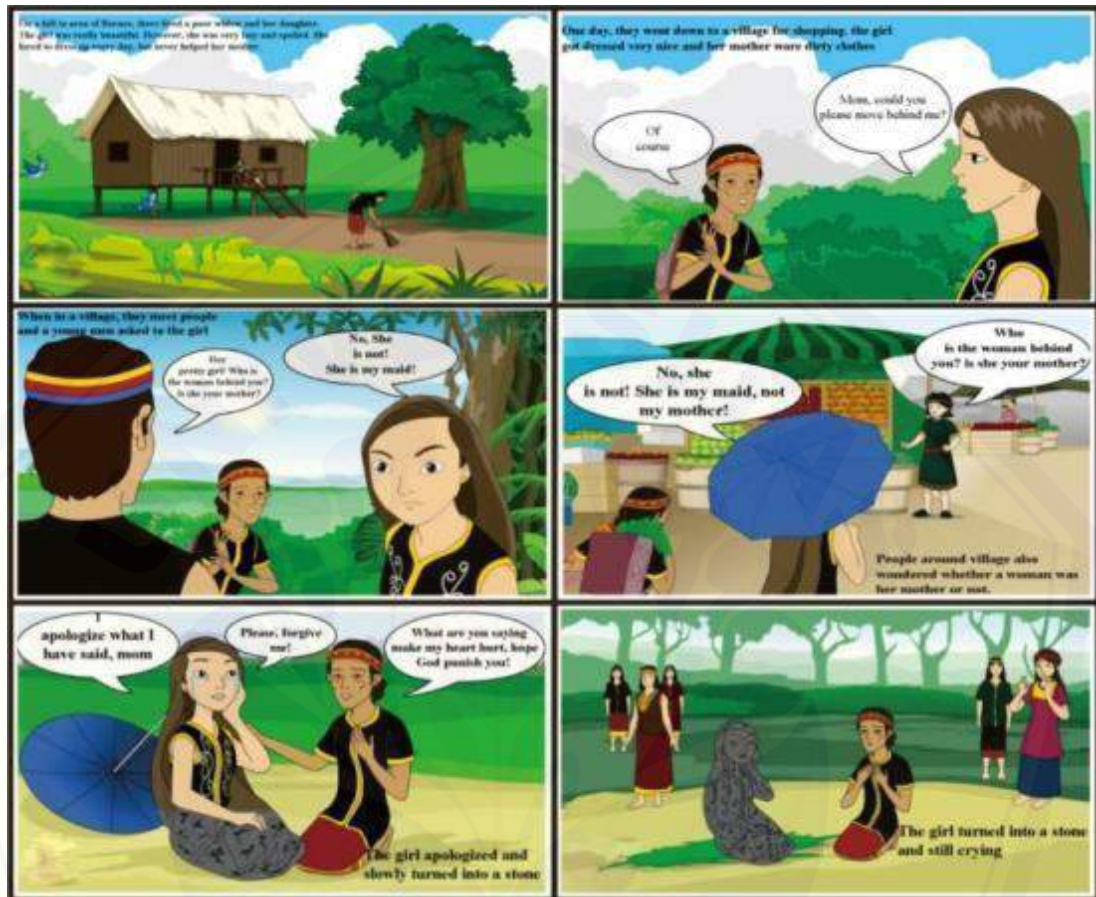
Observation Guide

Date :
 Time :
 School :
 Participants :
 Observer :

Activities	Description	√	Observation	Observer's Comment
Set Induction	<ol style="list-style-type: none"> 1. Teacher greets students and checks students' attendance 2. Teacher asks the leader to lead the pray 3. Teacher shows and asks some leading question 4. Teacher starts the learning objective 			
Main Activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Teacher shows the example of a narrative text 2. Teacher asks students to identify the information from the text 3. Students identify grammatical feature of the text 4. Students pay attention to the explanation explained by teacher 5. Showing a comic strip story 6. Teacher asks students to identify the information from the text <p>Questioning</p> <ol style="list-style-type: none"> 7. Teacher asks students to ask some questions related to narrative text dealing with its generic structure, social function and language feature <p>Exploring</p> <ol style="list-style-type: none"> 8. Teacher distributes students worksheet 9. Students analyze Task 1 <p>Associating</p> <ol style="list-style-type: none"> 10. Students make an outline of narrative text based on the comic strip (Task 2) 11. Students write a narrative text from their outline based on the comic strip (Task 3) <p>Communicating</p> <ol style="list-style-type: none"> 12. Students submitted their worksheets and discussed it together in the class 			
Closure	<ol style="list-style-type: none"> 1. Teacher and students conclude the material that already explained 2. Parting 			

APPENDIX G

The Comic Strip of Writing Test in Cycle 1



APPENDIX H

The Comic Strips of Writing Test in Cycle 2



APPENDIX I**CYCLE 1****LESSON PLAN**

School	: SMA/ MA
Subject	: English
Text Type	: Narrative text
Skill	: Writing
Topic	: Legend (Malin Kundang)
Grade/ Semester	: XI/2
Time Allocation	: 2 JP

A. Core Competence

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Showing grateful in learning English as an international language
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Showing care, confident, and responsible in communicating about narrative text
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.9.1 Identifying the generic structure of the narrative text 3.9.2 Identifying the language features from narrative text 3.9.3 Identifying social function from the narrative text
4.5. Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1 Concept the story based on comic strips 4.5.2 Re-arrange the narrative text based on comic strips by using their own words

C. Learning Objectives

1. The students will be able to show grateful in learning English as an international language
2. The students will be able to show their care, confident, and responsible in communicating about narrative text
3. The students will be able to identify the generic structure of the narrative text
4. The students will be able to identify the language features from narrative text
5. The students will be able to identify social function from the narrative text
6. The students will be able to concept the story based on comic strips
7. The students will be able to re-arrange the narrative text based on comic strips by using their own words

D. Learning Materials

1. Narrative text
2. Comic strips

Text Structure of Narrative:

- a. Orientation (Pengenalan tokoh dan latar/setting)
- b. Complication or problem (awal masalah yang menyebabkan krisis/klimaks)
- c. Resolution (Akhir cerita)
- d. Reorientation/ coda (optional): lesson from the story

Language Features:

- a. Past tense (killed, drank, etc)
- b. Adverbs of time (once upon time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc.)

- d. Specific character (Cinderella, Snow White, Alibaba, etc.)
- e. Action verbs. A verb that shows an action (killed, dug, walked, etc.)
- f. Direct speech (Snow White said, “My name is Snow White”)

E. Learning Method/Technique

- a. Approach : Scientific Approach
- b. Steps : Observing, questioning, exploring/experimenting, associating, communicating.

F. Media

1. Laptop
2. LCD Projector
3. Comic strips

G. Learning Activity

ACTIVITIES	DESCRIPTION	TIME ALLOCATION
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students and checking students' attendance 2. Asking the leader to lead the pray 3. Showing a picture and asking some leading questions related to the topic 4. Starting learning objective 	<ul style="list-style-type: none"> • 3 Minutes • 1 Minute • 5 Minutes • 1 Minute
Main Activities	<p>Observing:</p> <ul style="list-style-type: none"> • Showing the example of a narrative text • Asking students to identify the information from the text • Students identify the grammatical feature in the text • Students pay attention to the explanation explained by the teacher about narrative text • Showing a comic strip entitled “Malin Kundang” • Asking students to identify the information from the text <p>Questioning:</p> <ul style="list-style-type: none"> • Asking students to ask some questions about narrative text dealing with its generic structure, social function, and language features. <p>Exploring:</p> <ul style="list-style-type: none"> • Distributing students' worksheet • Students analyze verbs 2, adverbs, adjectives. (Task 1) <p>Associating:</p> <ul style="list-style-type: none"> • Students make an outline of narrative text based on the comic strip showed. (Task 2) • Students write a narrative text by using their own words from their outline based on the comic strip showed. (Task 3) <p>Communicating:</p> <ul style="list-style-type: none"> • Giving feedback to students • Revising their draft from the feedback given by the teacher 	<ul style="list-style-type: none"> • 5 Minutes • 5 Minutes • 5 Minutes • 10 Minutes • 10Minutes • 15 Minutes • 15 Minutes • 10 Minutes
Closure	<ol style="list-style-type: none"> 1. Teacher and students conclude the material that already explained 2. Parting 	<ul style="list-style-type: none"> • 5 Minutes

I. Learning Sources

1. Internet
2. Students' worksheets

J. Scoring

- a. Scoring process:
Scoring process is done during teaching and learning activity
- b. Scoring product:
Teacher asks students to make a narrative text given by the teacher



Scoring Rubric for writing

No	Criteria	Score
1	Grammar:	
	- Few (if any) errors of grammar of word order	5
	- Some errors of grammar of word order but do not interfere comprehension	4
	- Errors of grammar of word order fairly frequent; re-reading necessary for full comprehension	3
	- Errors of grammar of word order frequent; effort of interpretation sometimes required on readers' part	2
	- Error of grammar of word order very frequent; readers own interpretation is needed	1
2	Vocabulary:	
	- Use few (if any) inappropriate words	5
	- Use some inappropriate words but do not interfere comprehension	4
	- Use wrong or inappropriate words frequent; expressing of ideas limited	3
	- Use wrong or inappropriate words very frequent; readers own interpretation is needed	2
	- Vocabulary so limited as to make comprehension impossible	1
3	Mechanics:	
	- Few (if any) misspelling, wrong punctuation, and capitalization	5
	- Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4
	- Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension	3
	- Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2
	- Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible	1
4	Content:	
	- Main idea stated clearly and accurately, change of opinion very clear	5
	- Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak	3
	- Main ideas not clear and accurate change of opinion statement weak	2
	- Main ideas not all clear and accurate change of opinion statement very weak	1
5	Organization:	
	- Few (if any) lack of organization and link to ideas	5
	- Some lack of organization and link of ideas but do not impair communication	4
	- Lack of organization and link of ideas frequent; re-reading is required for clarification	3
	- Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	- Lack of organization and link of ideas so serve as to make communication impaired	1
<p>Total score: (score of grammar) + (score of vocabulary) + (score of mechanic) + (score of content) + (score of organization)</p> <p>Writing score: $\frac{\text{Total Score}}{25} \times 100 = \dots$</p>		

Adapted from Hughes (2003:101-102)

LEARNING MATERIALS

Pre – Instructional Material

A. Leading Questions



The English teacher shows 3 pictures to make leading questions

1. What the meaning of “west” in Indonesia?
2. What do you know about the picture number 1?
3. What popular legend of West Sumatra do you know?
4. What do you know about the picture number 4?

B. Main Learning Material**a. Definition of Narrative Text**

Narrative text is a text that tells story in the past time. Narrative is also known as telling story like personal experience, myth, fable, legend, fairy tale, love story, and mysteries.

b. Generic Structure of Narrative Text

A narrative text has a generic structure namely orientation, complication, and resolution. These types of generic structure are explained below:

1. **Orientation:** The opening paragraph where the characters in the story are introduced. It includes introduction of the story, setting, and time where the story is happened.
2. **Complication:** This is where the problem begins and developed. It usually involves the main character.
3. **Resolution:** It shows the crisis or problem is solved for better or worse.

c. Language Features of Narrative Text

1. **Using past tense (v2/past form)**
Example: Went, did, was, attended, etc.
2. **Using adverb of time**
Example: Once upon a time, one day, etc.
3. **Using adjectives**
Example: Beautiful, lazy, smart, etc.
4. **Using direct speech**
Example: Putri said: "you are a smart boy".

d. Purpose of narrative text

The purpose of narrative text is to entertain readers with the story.

LEARNING TASKS

MATERIAL

Once upon a time, there lived a diligent boy named Malin Kundang and his mother. They lived together in a sheashore with very poor condition. However, they lived quiet and harmonious.

One day, there was a big ship closed to the beach near their village. Malin wanted to join with them. Malin's mother did not permit him. However, Malin kept his argument.

Malin, please don't go, I need you to stay with me

I have to go mom, this is the best moment to improve our family

Several years later, Malin Kundang Succeed and he became the best trader. Then, he came home with his beautiful wife and his mother quickly approached Malin.

I don't know you, who are you?

Who is his woman?

Seriously Malin! You forget me, I am your mother

Malin, congratulations to you. You are the best person know. Here, I bring you special cake for you

You make me upset. Let the God punish you!

I am sorry, mom. Please, get this curse off!

That's for you, Malin. You deserve to get this curse.

TASK 1

Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives

TASK 2

Make an outline of narrative text based on comic strips story.

Title	
Orientation	
Complication	
Resolution	

TASK 3

Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	
Orientation	
Complication	
Resolution	

ANSWER KEY**TASK 1**

Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives
Lived	Once upon a time	Poor
Closed	One day	Diligent
Asked	Several years later	Beautiful
Kept	Quickly	Rebellious
Became	Very	Harmonious

TASK 2

Make an outline of narrative text based on comic strips story.

Title	Malin Kundang
Orientation	<ul style="list-style-type: none"> - Malin Kundang and his mother lived in a little village/ seashore. - They lived in a poor condition but harmoniously.
Complication	<ul style="list-style-type: none"> - A big ship closed tied up in the beach near their village - Crewmen of the ship asked people to join work with them and Malin was the one who would join with them. - Malin's mother did not permit him, but Malin kept his argument. - Malin became a best trader and he came to their village with his ship. - His mother approached him and gave him a special cake. - Malin kicked the cake.
Resolution	<ul style="list-style-type: none"> - Malin was rebellious to his mother until his mother's heart was broken. - His mother prayed to God to give Malin punishment. - A storm struck Malin and his ship. - He was turned into a stone.

TASK 3

Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	Malin Kundang
Orientation	Once upon a time, there lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.
Complication	<p>One day, a big ship tied up in the beach near their village. The crewmen of the ship asked people to join work with them. Malin Kundang wanted to join with them because he wanted to improve his family. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship.</p> <p>Several years later, Malin Kundang was success and he became the best trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the cake brought by his mother until it scattered.</p>
Resolution	His mother's heart was being hurt by Malin. He was rebellious to his mother. Then, his mother prayed to god to punish Malin. Suddenly, Malin's bigship was struck by a big storm and all of his crewmen tossed aside out. Malin bowed down and became a stone together with the ship and his crewmen.

Writing Test (Cycle 1)

INSTRUCTION

Write a narrative text based on the comic strip showed using your own words with minimum 3 paragraphs following generic structure of narrative text (orientation, complication, and resolution).



ANSWER MODEL

Expected paragraph:

The Crying Stone

On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.

One day, they went down to a village for shopping. A market was far away from their house. They walked there. The girl dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket, and wore dirty clothes. Nobody knew they were mother and daughter.

While entering village, people looked at them. Young men were so fascinated by girl's beauty. However, she was in contrast to a woman walking behind her. It made people wonder. Some young men asked her whether woman was her mother. But girl arrogantly replied that she was her maid. More people asked her along the way to market. She gave a same answer that widow was her slave.

Eventually, mother's heart hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped then slowly turned to be a stone. Daughter cried; she apologized to his mother. But it was too late. Then, a pretty girl was turned into a stone but continued to tear; it's called A Crying Stone.

APPENDIX J**CYCLE 2****LESSON PLAN**

School	: SMA/ MA
Subject	: English
Text Type	: Narrative text
Skill	: Writing
Topic	: Legend (Rawa Pening)
Grade/ Semester	: XI/2
Time Allocation	: 2 JP

A. Core Competence

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Showing grateful in learning English as an international language
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Showing care, confident, and responsible in communicating about narrative text
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.9.1 Identifying the generic structure of the narrative text 3.9.2 Identifying the language features from narrative text 3.9.3 Identifying social function from the narrative text
4.5. Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1 Concept the story based on comic strips 4.5.2 Re-arrange the narrative text based on comic strips by using their own words

C. Learning Objectives

1. The students will be able to show grateful in learning English as an international language
2. The students will be able to show their care, confident, and responsible in communicating about narrative text
3. The students will be able to identify the generic structure of the narrative text
4. The students will be able to identify the language features from narrative text
5. The students will be able to identify social function from the narrative text
6. The students will be able to concept the story based on comic strips
7. The students will be able to re-arrange the narrative text based on comic strips by using their own words

D. Learning Materials

1. Narrative text
2. Comic strips

Text Structure of Narrative:

- a. Orientation (Pengenalan tokoh dan latar/setting)
- b. Complication or problem (awal masalah yang menyebabkan krisis/klimaks)
- c. Resolution (Akhir cerita)
- d. Reorientation/ coda (optional): lesson from the story

Language Features:

- a. Past tense (killed, drank, etc)

- b. Adverbs of time (once upon time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc.)
- d. Specific character (Cinderella, Snow White, Alibaba, etc.)
- e. Action verbs. A verb that shows an action (killed, dug, walked, etc.)
- f. Direct speech (Snow White said, “My name is Snow White”)

E. Learning Method/Technique

- a. Approach : Scientific Approach
- b. Steps : Observing, questioning, exploring/experimenting, associating, communicating.

F. Media

1. Laptop
2. LCD Projector
3. Comic strips

G. Learning Activity

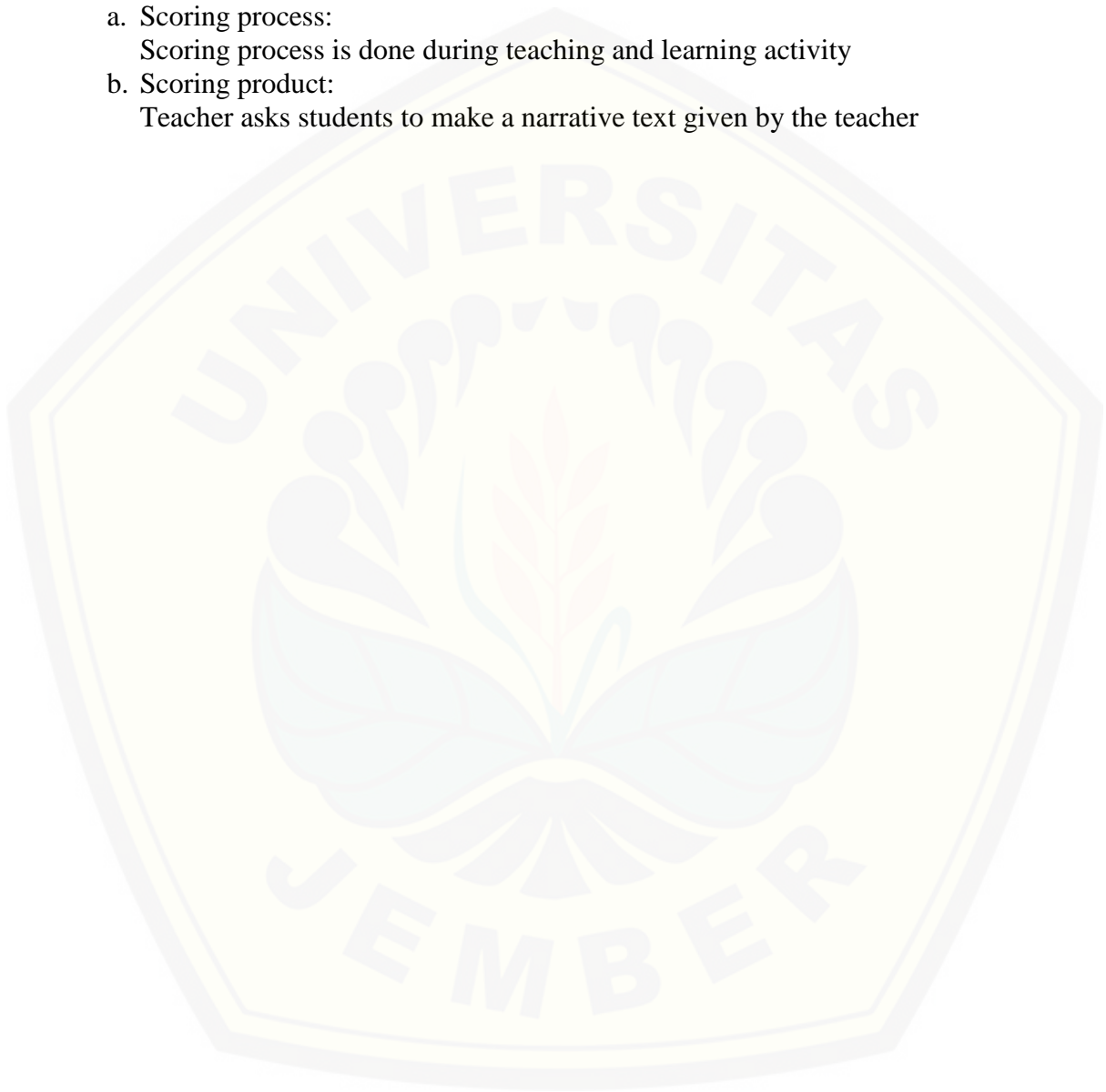
ACTIVITIES	DESCRIPTION	TIME ALLOCATION
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students and checking students' attendance 2. Asking the leader to lead the pray 3. Showing a picture and asking some leading questions related to the topic 4. Starting learning objective 	<ul style="list-style-type: none"> • 3 Minutes • 1 Minute • 5 Minutes • 1 Minute
Main Activities	<p>Observing:</p> <ul style="list-style-type: none"> • Showing the example of a narrative text • Asking students to identify the information from the text • Students identify the grammatical feature in the text • Students pay attention to the explanation explained by the teacher about narrative text • Showing a comic strip entitled “Malin Kundang” • Asking students to identify the information from the text <p>Questioning:</p> <ul style="list-style-type: none"> • Asking students to ask some questions about narrative text dealing with its generic structure, social function, and language features. <p>Exploring:</p> <ul style="list-style-type: none"> • Distributing students' worksheet • Students analyze verbs 2, adverbs, adjectives. (Task 1) <p>Associating:</p> <ul style="list-style-type: none"> • Students make an outline of narrative text based on the comic strip showed. (Task 2) • Students write a narrative text by using their own words from their outline based on the comic strip showed. (Task 3) <p>Communicating:</p> <ul style="list-style-type: none"> • Students submit their work and discussing together with the class 	<ul style="list-style-type: none"> • 5 Minutes • 5 Minutes • 5 Minutes • 10 Minutes • 10Minutes • 15 Minutes • 15 Minutes • 10 Minutes
Closure	<ol style="list-style-type: none"> 1. Teacher and students conclude the material that already explained 2. Parting 	<ul style="list-style-type: none"> • 5 Minutes

I. Learning Sources

1. Internet
2. Students' worksheets

J. Scoring

- a. Scoring process:
Scoring process is done during teaching and learning activity
- b. Scoring product:
Teacher asks students to make a narrative text given by the teacher



Scoring Rubric for writing

No	Criteria	Score
1	Grammar:	
	- Few (if any) errors of grammar of word order	5
	- Some errors of grammar of word order but do not interfere comprehension	4
	- Errors of grammar of word order fairly frequent; re-reading necessary for full comprehension	3
	- Errors of grammar of word order frequent; effort of interpretation sometimes required on readers' part	2
	- Error of grammar of word order very frequent; readers own interpretation is needed	1
2	Vocabulary:	
	- Use few (if any) inappropriate words	5
	- Use some inappropriate words but do not interfere comprehension	4
	- Use wrong or inappropriate words frequent; expressing of ideas limited	3
	- Use wrong or inappropriate words very frequent; readers own interpretation is needed	2
	- Vocabulary so limited as to make comprehension impossible	1
3	Mechanics:	
	- Few (if any) misspelling, wrong punctuation, and capitalization	5
	- Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4
	- Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension	3
	- Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2
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4	Content:	
	- Main idea stated clearly and accurately, change of opinion very clear	5
	- Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak	3
	- Main ideas not clear and accurate change of opinion statement weak	2
	- Main ideas not all clear and accurate change of opinion statement very weak	1
5	Organization:	
	- Few (if any) lack of organization and link to ideas	5
	- Some lack of organization and link of ideas but do not impair communication	4
	- Lack of organization and link of ideas frequent; re-reading is required for clarification	3
	- Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	- Lack of organization and link of ideas so serve as to make communication impaired	1
Total score: (score of grammar) + (score of vocabulary) + (score of mechanic) + (score of content) + (score of organization)		
Writing score: $\frac{\text{Total Score}}{25} \times 100 = \dots$		

Adapted from Hughes (2003:101-102)

LEARNING MATERIALS**Pre – Instructional Material****C. Leading Questions**

The English teacher shows at least 2 pictures to make leading questions

1. What is the meaning of “swamp” in Indonesia?
2. What do you know about the picture number 1?
3. What is the meaning of “dizzy” in Indonesia?
4. What do you know about the picture number 2?
5. Is the story of Rawa Pening a mystery or a legend?

D. Main Learning Material

a. Definition of Narrative Text

Narrative text is a text that tells story in the past time. Narrative is also known as telling story like personal experience, myth, fable, legend, fairy tale, love story, and mysteries.

b. Generic Structure of Narrative Text

A narrative text has a generic structure namely orientation, complication, and resolution. These types of generic structure are explained below:

1. Orientation: The opening paragraph where the characters in the story are introduced. It includes introduction of the story, setting, and time where the story is happened.
2. Complication: This is where the problem begins and developed. It usually involves the main character.
3. Resolution: It shows the crisis or problem is solved for better or worse.

c. Language Feature of Narrative Text

1. Using past tense (v2/past form)
Example: Went, did, was, attended, etc.
2. Using adverb of time
Example: Once upon a time, one day, etc.
3. Using adjectives
Example: Beautiful, lazy, smart, etc.
4. Using direct speech
Example: Putri said: "you are a smart boy".

d. Purpose of Narrative Text

The purpose of narrative text is to entertain readers with the story.

LEARNING TASKS

MATERIAL

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him.

Finally, a generous woman helped him. She gave him shelter and some meals.

You are welcome. Before you go, here I have something for you

Thank you very much for giving me good treatments. But, I have to go now

For what ?

This is a lesung, a big wooden mortar for pounding rice

If there is a flood, you must save yourself. Use this lesung as a boat!

Thank you. I will use this lesung when a flood comes

In his journey, he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick.

Can I try? "

Hahahaha.. You are a little boy with less strength. It is impossible for you to pull that stick out!

The boy wanted to try his luck. He did not hear those mockery so he stepped forward and pulled out the stick. Finally, he could do it easily. Everybody was dumbfounded.

Hey, look! Water spout out from a hole! Save your life!

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village

No one was saved from the flood except the little boy and the old woman. The boy used his lesung given from the old woman. Then, he picked up that old woman to save her. The whole village became a huge lake. It is now known as Rawa Pening Lake located in Salatiga, Central Java.

TASK 1

Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives

TASK 2

Make an outline of narrative text based on comic strips story.

Title	
Orientation	
Complication	
Resolution	

TASK 3

Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	
Orientation	
Complication	
Resolution	

ANSWER KEY

TASK 1

Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives
Came	Once upon a time	Poor
Knocked	Easily	Generous
Gave	Then	Hungry
Used	Very	Weak
Helped		Huge

TASK 2

Make an outline of narrative text based on comic strips story.

Title	Rawa Pening
Orientation	<ul style="list-style-type: none"> - A little poor boy came into a little village. - He was very hungry and weak - He was helpless and no one in that village helped him.
Complication	<ul style="list-style-type: none"> - A generous old woman helped him. - She gave him a shelter and some meals. - She also gave the little boy a lesung then he continued his journey. - The little boy saw many people challenged each other to pull out that stick stuck in the ground. - He came closer and asked to help them, but people laughed mockingly at him. - The little boy pulled that stick out easily.
Resolution	<ul style="list-style-type: none"> - Water spouted out from a hole left by stick until became a flood. - No one was saved from the flood except that little boy and the old woman who gave him a lesung. - The whole village became a huge lake.

TASK 3

Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	Rawa Pening
Orientation	Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.
Complication	<p>Finally, a generous old woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung, a big wooden mortar for pounding rice. She reminded him; "Please remember, if there is a flood you must save yourself. Use this lesung; as a boat!"</p> <p>The boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.</p>
Resolution	Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the flood except the little boy and the generous old woman who gave him shelter and meal. The boy used the lesung as a boat and picked up the old woman. The whole village became a huge lake and called Rawa Pening.

Writing Test (Cycle 2)

INSTRUCTION

Write a narrative text based on the comic strip showed using your own words with minimum 3 paragraphs following generic structure of narrative text (orientation, complication, and resolution).



ANSWER MODEL

Expected paragraph:

Toba Lake

In one village of North Sumatra, there lived a poor farmer named Toba. In the morning, Toba went fishing at the river near his home. Finally, he caught a beautiful gold fish and brought it to his home. In his house, he was shocked because the fish suddenly turned into a beautiful woman.

One night, the woman asked Toba not to tell anybody about his transformation. Toba accepted her requirement if the woman became his wife. Then, they married and had a son named Samosir. Their son was a lazy and greedy boy.

One day, Samosir's mother asked him to bring lunch to Toba at rice field. On his way to rice field, Samosir stopped and ate almost of his father's food. Toba knew his son was eating his food. Suddenly, Toba was very angry and said "you, a fish kid! You are so greedy!" Samosir was crying while running to his mother.

After he arrived, he asked his mother "mom, why did daddy call me a fish kid?" The woman was really upset that Toba broke his promise and the woman asked Samosir to go on a hill. Soon, the water spouted out and became a lake named Toba and a hill in the middle named Samosir.

APPENDIX K

Observation Guide (Cycle 1)

Date : 5th March 2019
Time : 08.30 – 10.00
School : XI MIPA 1
Participants : Students of XI MIPA 1
Observer : Ananda Putra Akbar

Activities	Description	√	Observation	Observer's Comment
Set Induction	1. Teacher greets students and checks students' attendance 2. Teacher asks the leader to lead the pray 3. Teacher shows and asks some leading question 4. Teacher starts the learning objective	√ √ √ √	In the first meeting, researcher came to the class and introduced himself and he greeted students,. After that, researcher checked students attendance. Then, he began the class by showing pictures and asked some leading questions to students. Some of students in the class responded the question from researcher and the rest of students were confused what researcher said. So, the researcher tried to ask studnts in Bahasa and they responded well. Then, researcher started learning objective.	Most of students were confused about what researcher said by using English. But, when the researcher speaks in Bahasa, students could get and answered researcher's questions.
Main Activities	Observing 1. Teacher shows the example of a narrative text 2. Teacher asks students to identify the information from the text 3. Students identify grammatical feature of the text 4. Students pay attention to the explanation explained by teacher 5. Showing a comic strip story entitled " Malin Kundang"	√ √ √ √ √	The researcher showed example of a narrative text and explained its components (including generic structure, language feature, and social function). After that, researcher asked students to identify the information from the text given by the researcher. Then, students were asked to identify grammatical feature of the text. After that, researcher showed comic strip story and he asked students to identify the information from thetext. Questioning Researcher asked students to ask some question related to	Some students were activey involved the teaching and learning writing process.

	<p>6. Teacher asks students to identify the information from the text.</p> <p>Questioning</p> <p>7. Teacher asks students to ask some questions related to narrative text dealing with its generic structure, social function, and language feature.</p> <p>Exploring</p> <p>8. Teacher distributes students worksheet</p> <p>9. Students analyze Task 1</p> <p>Associating</p> <p>10. Students make an outline of narrative text based on the comic strip (Task 2)</p> <p>11. Students write a narrative text text from their outline based on the comic strip (Task 3)</p> <p>Communicating</p> <p>12. Students submitted their worksheets and discussed it together in the class</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>X</p>	<p>narrative txt dealing with its generic structure, social function, and language feature to make sure students really get the material.</p> <p>Exploring Researcher distributed the worksheets and students were asked by the researcher to identify Task 1 which was about simple past tense (verbs 2), adverbs, and adjectives in the story.</p> <p>Associating After doing the Task 1, students continued to do Task 2 and Task 3. Students firstly did the Task 2 which was about making an outline. They had to re read the story from comic strip so that they more understand and wrote it into an outline. Then, in the task 3, students started to write a narrative text from their outline.</p> <p>Communicating The researcher skipped this step due to time limitation</p>	
Closure	<p>1. Teacher and students conclude the material that already explained</p> <p>2. Parting</p>	<p>√</p> <p>√</p>	<p>Researcher reviewed today and guided students to make conclusion</p> <p>He closed the lesson by praying</p>	

APPENDIX L

Observation Guide (Cycle 2)

Date : 12th March 2019
Time : 08.30 – 10.00
Class : XI MIPA 1
Participants : Students of XI MIPA 1
Observer : Ananda Putra Akbar

Activities	Description	√	Observation	Observer's Comment
Set Induction	1. Teacher greets students and checks students' attendance	√	Similar in the Cycle 1, researcher entered the class and he greeted students. After that, researcher checked students attendance. Then, he began the class by showing pictures and asked some leading questions to students. Most of students performed better than before. They could respond well and they were excited to start the lesson.	Most of students understood what researcher said and they could respond well
	2. Teacher asks the leader to lead the pray	√		
	3. Teacher shows and asks some leading question	√		
	4. Teacher starts the learning objective	√		

<p>Main Activities</p>	<p>Observing</p> <ol style="list-style-type: none"> 1. Teacher shows the example of a narrative text 2. Teacher asks students to identify the information from the text 3. Students identify grammatical feature of the text 4. Students pay attention to the explanation explained by teacher 5. Showing a comic strip story entitled “ Rawa Pening” 6. Teacher asks students to identify the information from the text. <p>Questioning</p> <ol style="list-style-type: none"> 7. Teacher asks students to ask some questions relatetd to narrative text dealing with its generic structure, social function, and language feature. <p>Exploring</p> <ol style="list-style-type: none"> 8. Teacher distributes students worksheet <p>Associating</p> <ol style="list-style-type: none"> 9. Studdents analyze Task 1 10. Students make an outline of narrative text based on the comic strip (Task 2) 11. Students write a narrative text text from their outline based on the comic strip (Task 3) <p>Communicating</p> <ol style="list-style-type: none"> 12. Students and the researcher concluded together about their worksheets 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>The researcher showed example of a narrative text and explained its components (including generic structure, language feature, and social function). After that, researcher asked students to identify the information from the text given by the researcher. Then, students were asked to identify grammatical feature of the text. After that, researcher showed comic strip story and he asked students to identify the information from the text.</p> <p>Questioning Researcher asked students to ask some question related to narrative txt dealing with its generic structure, socia function, and language feature to made sure students really get the material.</p> <p>Exploring Researcher distributed the worksheets and students were asked by the researcher to identify Task 1 which was about simple past tense (verbs 2), adverbs, and adjectives in the story.</p> <p>Associating After doing the Task 1, students continued to do Task 2 and Task 3. Students firstly did the Task 2 which was about making an outline. They had to re read the story from comic strip so that they more understand and wrote it into an outline. Then, in the task 3, students started to write a narrative text from their outline.</p> <p>Communicating Researcher discussed their work together but the researcher only discussed the correct/best answer in order to save time.</p>	<p>The class was in a good condition and under control. Students were enjoyed the teaching and learning process. Most of students focused on their worksheets. They were able to do the task 1, task 2, and task 3.</p>
<p>Closure</p>	<ol style="list-style-type: none"> 1. Teacher and students conclude the material that already explained 2. Parting 	<p>√</p> <p>√</p>	<p>Researcher reviewed today and guided students to make conclusion</p> <p>He closed the lesson by praying</p>	

APPENDIX M

The Result of the Students' Writing Test in Cycle 1

No.	Name	Scorer 1	Scorer 2	Average	A/N
1.	ABF	56	64	60	N
2.	ADS	64	64	64	N
3.	AA	92	92	92	A
4.	AAK	84	88	86	A
5.	AIR	84	84	84	A
6.	BANM	92	96	94	A
7.	BA	76	76	76	A
8.	BF	80	80	80	A
9.	DAP	72	72	72	N
10.	DM	96	92	94	A
11.	EDA	80	80	80	A
12.	EDY	76	76	76	A
13.	FA	84	84	84	A
14.	FW	80	88	84	A
15.	GRS	76	76	76	A
16.	HTA	80	76	78	A
17.	HHPYD	64	64	64	N
18.	LPI	96	96	96	A
19.	LF	76	76	76	A
20.	LCK	80	76	78	A
21.	MAH	76	76	76	A
22.	MRV	68	76	72	N
23.	MSA	76	80	78	A
24.	NKS	76	76	76	A
25.	NAF	76	76	76	A
26.	NEP	68	68	78	N
27.	NN	92	84	88	A
28.	PA	76	80	78	A
29.	RMC	76	80	78	A
30.	RAS	72	68	70	N
31.	RSP	80	84	82	A
32.	SS	68	68	68	N
33.	SMH	96	88	92	A
34.	SR	84	84	84	A
35.	VDA	60	60	60	N
35.	WN	80	84	82	A
37.	WBR	76	76	76	A
Total				2908	N=9
Mean Score				78.5	A=28
E% = n/N x 100				75.7%	

APPENDIX N

The Scores of Each Indicators of Writing Test in Cycle 1

No	Name	Grammar			Vocabulary			Mechanic			Content			Organization		
		S 1	S 2	Average	S 1	S 2	Average	S 1	S2	Average	S 1	S 2	Average	S 1	S 2	Average
1	ABF	3	3	3	3	3	3	2	4	3	3	2	2.5	3	4	3.5
2	ADS	3	3	3	3	4	3.5	2	2	2	5	4	4.5	3	3	3
3	AA	5	5	5	5	5	5	3	3	3	5		5	5	5	5
4	AAK	4	4	4	5	5	5	4	4	4	4	5	4.5	4	5	4.5
5	AIR	5	5	5	5	5	5	4	3	3.5	3	4	3.5	4	4	4
6	BAN	5	5	5	5	5	5	3	4	3.5	5	5	5	5	5	5
7	BA	4	4	4	4	5	4.5	4	4	4	4	3	3.5	3	3	3
8	BF	3	4	3.5	4	4	4	3	3	3	5	5	5	5	4	4.5
9	DAP	2	2	2	3	4	3.5	3	2	2.5	5	5	5	5	5	5
10	DM	5	5	5	5	5	5	4	4	4	5	5	5	5	4	4.5
11	EDA	4	3	3.5	4	5	4.5	4	4	4	5	4	4.5	3	4	3.5
12	EDY	2	3	2.5	3	3	3	4	4	4	5	4	4.5	5	5	5
13	FA	4	4	4	5	5	5	3	3	3	5	5	5	4	4	4
14	FW	5	4	4.5	5	5	5	3	4	3.5	3	4	3.5	4	5	4.5
15	GRS	5	5	5	3	3	3	4	3	3.5	3	3	3	4	5	4.5
16	HTA	4	3	3.5	4	5	4.5	4	4	4	5	5	5	3	4	3.5
17	HH	4	4	4	4	4	4	3	3	3	2	2	2	3	3	3
18	LPI	5	5	5	4	4	4	5	5	5	5	5	5	5	5	5
19	LF	4	4	4	4	3	3.5	2	2	2	5	4	4.5	4	4	4
20	LCK	5	5	5	4	4	4	4	4	4	3	3	3	4	3	3.5
21	MAH	4	4	4	3	3	3	2	2	2	5	5	5	5	5	5
22	MRV	4	4	4	4	4	4	3	4	3.5	3	3	3	3	4	3.5
23	MSA	2	2	2	3	4	3.5	4	4	4	5	5	5	5	5	5
24	NKS	5	5	5	4	4	4	4	4	4	3	4	3.5	3	3	3
25	NAF	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3
26	NEP	1	1	1	4	4	4	4	4	4	5	4	4.5	4	5	4.5
27	NN	5	5	5	5	4	4.5	3	4	3.5	5	3	4	5	5	5

28	PA	1	2	1.5	4	4	4	4	4	4	5	5	5	5	5	5
29	RMC	1	1	1	4	4	4	4	4	4	5	4	4.5	4	5	4.5
30	RAS	5	5	5	4	4	4	2	2	2	4	4	4	3	2	2.5
31	RSP	4	4	4	4	5	4.5	3	3	3	4	4	4	5	5	5
32	SS	1	1	1	4	4	4	4	4	4	5	4	4.5	4	5	4.5
33	SMH	5	5	5	5	5	5	4	3	3.5	5	5	5	5	4	4.5
34	SR	5	5	5	5	5	5	3	3	3	4	4	4	4	4	4
35	VDA	1	2	1.5	4	4	4	2	2	2	4	4	4	4	3	3.5
36	WN	4	4	4	5	5	5	2	3	2.5	4	4	4	5	5	5
37	WBR	4	4	4	3	4	3.5	2	4	3	5	5	5	5	4	4.5



APPENDIX O

The Result of Students' Writing Test in Cycle 2

No	Name	Scorer 1	Scorer 2	Average	N/A
1	ABF	40	56	48	N
2	ADS	92	96	94	A
3	AA	96	96	96	A
4	AAK	88	92	90	A
5	AIR	88	88	88	A
6	BANM	96	96	96	A
7	BA	80	80	80	A
8	BF	76	84	80	A
9	DAP	80	84	82	A
10	DM	92	96	94	A
11	EDA	80	80	80	A
12	EDY	76	76	76	A
13	FA	96	96	96	A
14	FW	92	92	92	A
15	GRS	84	88	86	A
16	HTA	96	92	94	A
17	HHPYD	64	60	62	N
18	LPI	68	68	68	N
19	LF	84	84	84	A
20	LCK	92	92	92	A
21	MAH	64	64	64	N
22	MRV	28	40	34	N
23	MSA	76	76	76	A
24	NKS	80	80	80	A
25	NAF	76	76	76	A
26	NEP	92	92	92	A
27	NN	68	68	68	N
28	PA	88	88	88	A
29	RMC	88	92	90	A
30	RAS	76	76	76	A
31	RSP	84	88	86	A
32	SS	76	76	76	A
33	SMH	80	88	84	A
34	SR	56	60	58	N
35	VDA	76	80	78	A
36	WN	92	92	92	A
37	WBR	76	80	78	A
Total				2974	N=7
Mean Score				80.3	A=30
E% = n/N x 100				81.1%	

APPENDIX P

The Scores of Each Indicators of Writing Test in Cycle 2

No	Name	Grammar			Vocabulary			Mechanic			Content			Organization		
		S 1	S 2	Average	S 1	S 2	Average	S 1	S2	Average	S 1	S 2	Average	S 1	S 2	Average
1	ABF	1	2	1.5	2	2	2	2	2	2	3	4	3.5	2	4	3
2	ADS	5	5	5	5	5	5	4	4	4	4	5	4.5	5	5	5
3	AA	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5
4	AAK	5	5	5	5	5	5	4	4	4	4	5	4.5	4	4	4
5	AIR	3	4	4.5	5	4	4.5	4	4	4	5	5	5	5	5	5
6	BAN	4	5	4.5	5	5	5	5	4	4.5	5	5	5	5	5	5
7	BA	3	3	3	5	5	5	5	5	5	4	3	3.5	3	4	3.5
8	BF	3	4	3.5	3	5	4	3	4	3.5	5	4	4.5	5	4	4.5
9	DAP	4	4	4	4	4	4	2	3	2.5	5	5	5	5	5	5
10	DM	5	5	5	5	5	5	3	4	3.5	5	5	5	5	5	5
11	EDA	3	4	3.5	5	4	4.5	3	3	3	4	4	4	5	5	5
12	EDY	2	2	2	5	4	4.5	4	3	3.5	4	5	4.5	4	4	4
13	FA	3	3	3	5	5	3	4	4	4	5	5	5	3	4	3.5
14	FW	5	5	5	5	5	5	4	5	4.5	5	5	5	5	4	4.5
15	GRS	4	4	4	5	5	5	3	4	3.5	4	4	4	5	5	5
16	HTA	5	5	5	5	4	4.5	4	4	4	5	5	5	5	5	5
17	HH	3	3	3	2	2	2	1	2	1.5	5	3	4	5	4	4.5
18	LPI	2	3	2.5	3	3	3	3	2	2.5	5	5	5	4	4	4
19	LF	5	5	5	5	5	5	4	5	4.5	4	3	3.5	3	3	3
20	LCK	5	5	5	5	5	5	5	5	5	3	4	3.5	5	4	4.5
21	MAH	3	3	3	2	2	2	1	2	1.5	5	5	5	5	4	4.5
22	MRV	1	2	1.5	1	1	1	1	1	1	2	4	3	2	2	2
23	MSA	4	4	4	3	4	1	4	4	4	5	5	5	3	3	3
24	NKS	5	5	5	3	3	3	3	3	3	5	4	4.5	4	5	4.5
25	NAF	5	5	5	5	4	4.5	4	3	3.5	2	2	2	3	5	4
26	NEP	4	4	4	5	5	5	4	4	4	5	5	5	5	5	5
27	NN	3	3	3	4	4	4	2	2	2	3	3	3	5	5	5
28	PA	4	5	4.5	5	5	5	4	4	4	4	3	3.5	5	5	5

29	RMC	4	4	4	4	5	4.5	4	4	4	5	5	5	5	5	5
30	RAS	3	4	3.5	4	3	3.5	4	4	4	4	4	4	4	4	4
31	RSP	4	4	4	5	5	5	4	4	4	4	4	4	4	5	4.5
32	SS	4	4	4	5	5	5	2	2	2	4	4	4	4	4	4
33	SMH	3	4	3.5	3	4	3.5	5	4	4.5	4	5	4.5	5	5	5
34	SR	2	3	2.5	3	3	3	2	2	2	3	3	3	4	4	4
35	VDA	4	5	4.5	3	4	3.5	2	4	3	5	3	4	5	4	4.5
36	WN	5	5	5	5	5	5	3	4	3.5	5	5	5	5	4	4.5
37	WBR	3	3	3	4	5	4.5	3	3	3	5	5	5	4	4	4



APPENDIX Q

Samples of Students' Writing Test

Rater 1 Researcher (Pencil) and Rater 2 (Ballpoint) in Cycle 1

Nama : Wahyu Narasya
 Kelas : XI IPA 1

The Crying Stone

On a hill in area of Borneo, There lived a poor widow and her beautiful daughter, The girl was very lazy and spoiled.

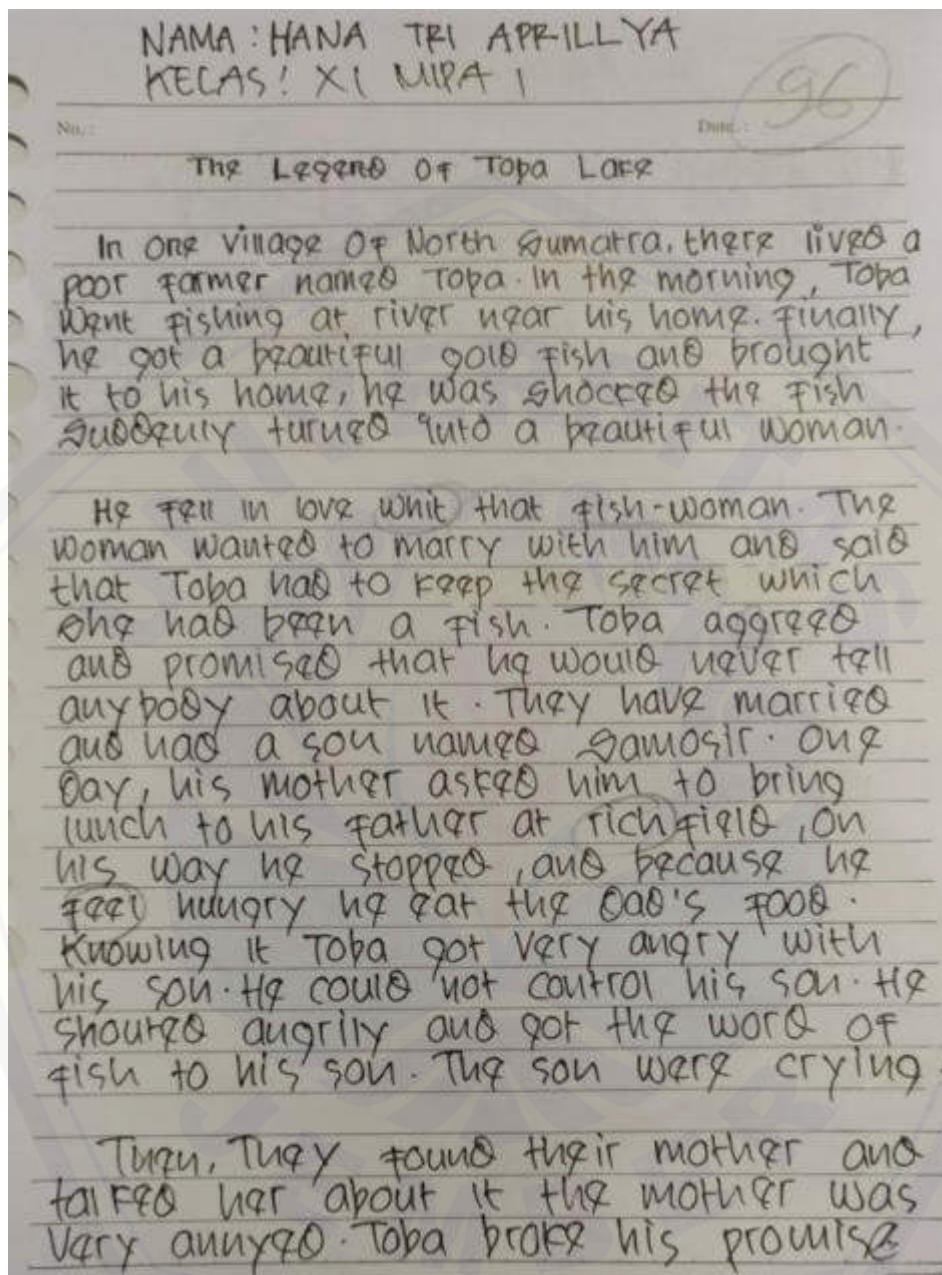
One day, they went down to village for shopping the girl got dressed very nice and her mother wore dirty clothes.

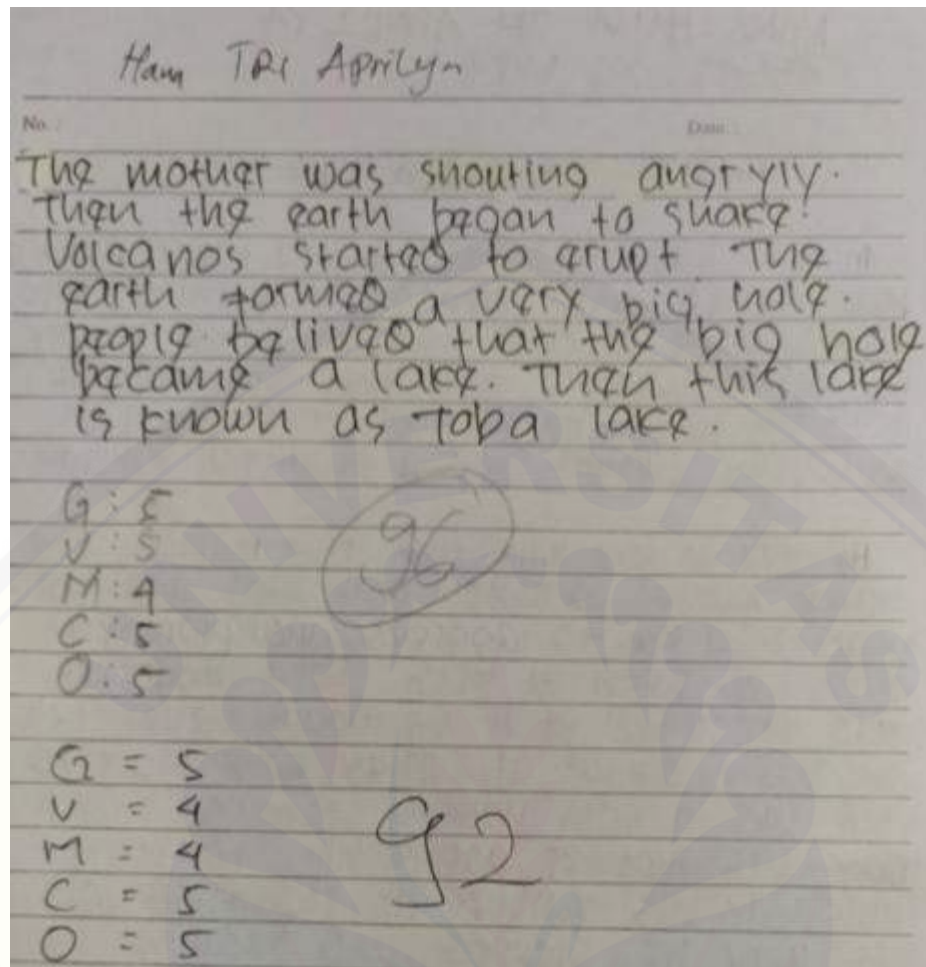
but the girl asked her mother to follow from behind when they arrived in the village, they met with people and young man, when I met the girl "Hey, pretty girl, who is the woman behind you? Is she is my maid!"

Hearing the answer of his daughter, the mother was very sad and in the heart of the mother asked the god that his child be punished and not long after that, girl's body slowly turned to a stone and the girl apologized to her mother for his actions but the mother had already and could not return the child. The girl turned into a stone and still crying.

G : 4 V : 5 M : 2 C : 4 O : 5	80	G : 4 V : 5 M : 3 C : 4 O : 5	84
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Rater 1 Researcher (Pencil) and Rater 2 (Ballpoint) in Cycle 2





APPENDIX R

Example of Students' Worksheets

Cycle 1

Nama : FIA ASFAKINI
Kelas : XI MIPA 1
No. Absen : 13

TASK 1
Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives
Lived	Once upon a time	Harmonious
Wanted	One day	Diligent
Asked	Several years later	Beautiful
Became		Poor
Curled		Rebellious

TASK 2
Make an outline of narrative text based on comic strips story.

Title	Malin Kundang
Orientation	There was a boy named Malin Kundang and his mother. They lived in a seashore harmonically.
Complication	There was a ship stopped near his village. Malin joined the ship but mother did not want Malin join the ship. Malin came back to the village with his beautiful wife. Mother gave Malin a cake but Malin kicked the cake.
Resolution	Mother was very upset and prayed to god to curse Malin. There was storm hit Malin and all the ship. Malin and the ship were cursed and became the stone.

TASK 3

Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	Malin Kundang
Orientation	Once upon a time there was a boy named Malin Kundang and his mother. They lived in a seashore harmonically.
Complication	One day, The big ship stopped near near his village. Malin joined the ship, but his mother did not want. Malin joined the ship. Then, Malin come back with his beautiful wife. Mother gave him a cake and not recognize his mother.
Resolution	Mother cried and was upset to Malin. Mother prayed to god to curse malin. There was a storm storm hit Malin and all in the ship. They Curced and became the stone.

Nama : Smta Muzni H
 Kelas : XI MIPA 1
 No. Absen : 33

TASK 1

Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives
Lived, closed, kept,	Once upon a time, one	Diligent, harmonious,
became, approached	day, several years	Poor, beautiful,
	later	rebellious

TASK 2

Make an outline of narrative text based on comic strips story.

Title	Malin Kundang
Orientation	Malin Kundang and mother lived in a seashore. They lived with poor conditions but harmonious.
Complication	<ul style="list-style-type: none">- a big ship closed to the beach near their village.- Malin joined the ship and became a rich trader.- Malin came back with the ship.- Mother greeted Malin and mother gave a cake.- Malin kicked that cake.
Resolution	<ul style="list-style-type: none">- Mother prayed to God to cursed Malin.- There was a thunder hit Malin- Malin was cursed and became a stone.

TASK 3

Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	Malin Kundang
Orientation	Once upon a time, there lived a diligent boy named Malin Kundang and his mother. They lived in a seashore with poor condition but harmonious.
Complication	One day, a big ship closed to the beach near their village. Malin joined the ship. He became a rich trader. Several years later, Malin came back with the ship. Mother gave Malin a cake but Malin kicked that cake.
Resolution	Mother prayed to God to curse Malin. There was a thunder hit Malin. Malin was cursed and became a stone.

Cycle 2

Nama : TIA WISPARINI
 Kelas :
 No. Absen :

TASK 1
 Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives
Came	Once upon a time	Huge
Cared	Easily	Hungry
Helped	Then	Poor
Picked		Weak
Used		Generous

TASK 2
 Make an outline of narrative text based on comic strips story.

Title	Rawo Pening
Orientation	A little poor boy came into village. The little poor boy asked some food. The people did not help the little boy. The little boy was helped by the generous woman old.
Complication	The old woman gave the boy some food. The old woman also gave the boy a leung. The little boy continue the journey. The little boy wanted to help people pull out the stick in the ground. The people mocked the boy, but he did it. There water spouted from the hole until became the flood.
Resolution	No one was saved. The little boy and old woman was saved. They were saved by the leung.

TASK 3

Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	<u>Rawa Pering</u>
Orientation	Once upon a time, there was a little poor boy. The boy came to a village asking some food, because he was very hungry and weak. But the people in the village did not help him.
Complication	Finally, a generous old woman gave him shelter and some food. The old woman also gave the boy a lesung. Then, the boy continue the journey. The boy met people together pulled out stick in the ground. The people mocked the boy, but he did it. there was a water spouted from the hole until become the flood.
Resolution	NO one was saved from the flood except the little boy and the old woman because they used a lesung.

Nama : Sinta Muliati H
 Kelas : XI.MIPA.1
 No. Absen : 33

TASK 1

Analyze verbs 2 (past forms), adverbs, and adjectives from the story.

Verbs 2	Adverbs	Adjectives
came, knocked,	Once upon a time,	Poor, hungry, weak,
asked, helped, saw	Finally, suddenly	generous, huge,

TASK 2

Make an outline of narrative text based on comic strips story.

Title	Rawa Bering
Orientation	<ul style="list-style-type: none">- A little poor boy came into the village.- A little poor boy asked some food but people in that village did not help him.
Complication	<ul style="list-style-type: none">- That little poor boy met a generous old woman.- Old woman gave him food and a lesson.- The boy continued journey.- The boy saw people pulled out stick in the ground.- The boy wanted to help, but people mocked that poor boy.- That boy could do it.- From the hole, water spouted out and became the flood.
Resolution	<ul style="list-style-type: none">- No one was saved from the flood, except that little boy and old woman.- They used lesson given from the old woman.- The whole village became a huge lake.

TASK 3
Rewrite the narrative text based on an outline by using your own words following generic structure of the text.

Title	Riswan Pening
Orientation	Once upon a time, there was a little boy came into the village. That boy was very hungry and weak. He asked some foods but people in that village did not help him.
Complication	-> Finally, that little poor boy met a generous old woman. That old woman gave the boy foods and a long the boy continued journey. -> That boy saw people together pulled out stick in the ground. He wanted to help them, but people mocked that poor boy, that boy could do it. From the hole left hole, water spouted out and became the flood.
Resolution	No one was saved from the flood, except that little boy and that old woman. They used long given from the old woman. Whole village became a huge lake.

APPENDIX S

Statement Letter from SMA Negeri 1 Tegaldlimo

 PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 TEGALDLIMO
Jl. Wijaya Kusuma No. 1 Wringinpitu ☎ (0333) 597431 Kec. Tegaldlimo - Banyuwangi
website : www.sman1tegaldlimo.sch.id
e-mail : info@sman1tegaldlimo.sch.id / tu_sman1tegaldlimo@yahoo.co.id

SURAT KETERANGAN
Nomor : 421.3/162/101.6.7.10/2019

Yang bertanda tangan di bawah ini;

Nama : H. MOHAMAD ROSID, S.Pd.
NIP : 19620813 198412 1 004
Pangkat/Gol. : Pembina Utama Muda, IV/c
Jabatan : Kepala SMA Negeri 1 Tegaldlimo - Banyuwangi

menerangkan dengan sebenarnya bahwa mahasiswa tersebut di bawah ini benar-benar telah mengadakan penelitian di SMA Negeri 1 Tegaldlimo;

Nama : ANANDA PUTRA AKBAR
NIM : 130210401033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Jember

Judul Penelitian : "Using English Comic Strips to Enhance Senior High Students' Narrative Writing Ability"

Tanggal Penelitian: 04 s.d. 23 Maret 2019

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Banyuwangi, 25 Maret 2019
Kepala Sekolah,


H. MOHAMAD ROSID, S.Pd.
NIP. 19620813 198412 1 004

