

**THE EFFECTIVENESS OF ENGLISH COMIC STRIP TO TEACH
WRITING AT EIGHTH GRADE STUDENTS OF SMPN 1 JUMANTONO
IN ACADEMIC YEAR 2017/2018**

THESIS

Submitted as A Partial Requirements

for the Undergraduate Degree in English Education Department



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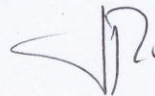
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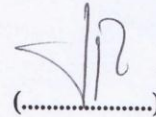
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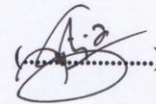
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DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My beloved brother
3. My beloved sister
4. My friends
5. My Almamater IAIN Surakarta

MOTTO

So, verily with every difficulty, there is relief:

Verily, with every difficulty there is relief.

(QS. AL-Insyirah: 5-6)

Success is walking from

failure to failure with no loss of enthusiasm

(Winston Churchill)

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I hereby sincerely state that the thesis titled "*The Effectiveness of English Comic Strip to Teach Writing at Eighth Grades Students of SMPN 1 Jumantono in Academic Year 2017/2018*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, July 18th 2018

Stated by,



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The researcher realizes that this thesis is still far from being prefect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, July 18th 2018

The researcher

Ririn Setyaningsih

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ABSTRACT

Ririn Setyaningsih, 2018. *The Effectiveness of English Comic Strip to Teach Writing at Eighth Grade Students of SMPN 1 Jumantono in the Academic Year 2017/2018*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

Advisor: Dr. Rochmat Budi Santoso, S.Pd., M.Pd.

Key words: English Comic Strip, Picture, Teaching, Writing

Comic strip is a series of pictures inside boxes that tell a story. It is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated, the learners would be better to make prediction. The objective of this research is to find out the use of English comic strip in teaching writing is effective or not for the eighth grade students of SMP N 1 Jumantono in academic year 2017/2018.

The researcher used quantitative research with experimental method. The research was conducted at SMPN 1 Jumantono in academic year 2017/2018. The population of this research was the eighth grade students of SMPN 1 Jumantono, the total number of population was 256 students. The sample was VIII D class as experimental group and VIII C as control group. The researcher used test to collect the data of the research. The researcher analyzed of the data by using t-test formula.

The research finding shows that English Comic Strip is effective to teach writing for the eighth grade students of SMPN 1 Jumantono. It can be proved from the calculation of t-test. The result of the t-test in post-test shows that t obtained is higher than t table ($3.807 > 1.999$) for level significance of 0.05. It means there is difference in post-test score between experimental group and control group, the average score of post-test in experimental group was 75.47 and control group was 70.25. It can be concluded that the students in experimental group has higher achievement than the students in control group. Therefore, the application of Comic Strip in experimental group is effective than Picture.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing skill is one of the productive skills in English language. It is productive activity by which one can deliver his/her ideas to other in a written text. In writing, people will produce a written language. Writing is skill which is express idea, feel and thought which are arranged in words, sentences and paragraph. Writing is basically the process of expressing ideas and thought of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. Through writing, each person will be able to convey feelings, ideas, and announcements to others. According to Flynn and Stainthorp (2006:55) writing has a communicative function. We write to communicate to others or to communicate to ourselves. Furthermore, a good writing will make the reader easily understand the content of the text and to avoid misunderstanding and ambiguity among the readers. It's means that in writing a text, the writer can deliver their message to others.

According to Brown (2001:335) writing is a written product of thinking, drafting and revising procedures that require specialized skills. Communication in writing is more difficult than in speaking because there is a thinking process in writing. Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. In writing, students can convey their ideas in their mind by

organizing them into a good text so that the others know them and they can think critically.

In the Standards of Competence and Basic Competences that the students are expected to have good ability in writing certain text types. The students must understand three types of text; there are narrative texts, recount text and descriptive text. Students in junior high school must be able to write or produce a good written text. The students are not only required to understand the texts, but also to produce the texts by themselves. Harmer (1998:79) describes four main reasons for teaching writing. First, some students, instead of acquiring a language in oral way, benefit greatly from seeing the language that is written down. Writing reinforces the grammatical structures and vocabulary that students have learned. Second, writing process helps students to think and to select words as well as sentences to construct good written text. It is all part of learning experience that can increase the language mastery of the students. However, it is not easy to try writing in a foreign language. Writing is rather complicated than other skills. In addition, students have to be creative, write in good grammatical, have good vocabulary mastery, and able to construct their mind so be understood by the reader.

The researcher is looking for the data in this research at SMPN 1 Jumantono. It is one of junior high school in Karanganyar. It is located in JokoTarub street number 1 Ngunut, Jumantono, Karanganyar. This school is divided into eight classes for eight grades. Based on discussion with the teacher, the material is taken from students' handbook. The teacher in this

school used picture as the media in teaching. The students less motivate on learning. Therefore, many passive learners in classroom as long as process of teaching and learning.

The success of the teaching-learning process depends on several factors. The most important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has to have a good classroom management which can stimulate the students to be active in following the system of the teaching learning process. One way to realize it is by making the teacher know and understand the media of teaching English. The teacher should be able to choose the appropriate media of teaching English for students.

There are some different media to practice of writing skills both in and outside the classroom. The teacher need to choose between them, deciding whether we want students to focus more on the process of writing than its product, whether the teachers want the students to study different written genres, whether the teacher want to encourage creative writing either individually or cooperatively. For this reason, the teacher should find a suitable media in teaching writing to the students so that they can explore their ideas and make a good English composition. The teacher has to make teaching more effective and enjoyable to the students. The teaching writing will be friendlier and fun for the students so the learning process becomes more relaxed.

There are many kinds of media in teaching writing; one of the media is comic strip. For the reason of the factors that might cause the problem, the researcher decided to use comic strip as the solution for teaching writing. Arlin and Roth (1978: 202) stated that Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of media of teaching in the classroom. In addition, comic strips are often regarded as interesting and motivating media. Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language especially in language learning. Comic strip is combination of cartoon with a story line, laid out in a series of pictorial panels across a page and concerning a continuous character or set of characters, whose thoughts and dialogues are indicated by means of "balloons" containing written speech. The comic strip form can be employed to convey a variety of messages. Comic strips are authentic, and using authentic material is very important in language teaching and learning. It has several advantages, among which is the fact that if students comprehend a genuine text successfully, that can motivate them and build their confidence.

According to Liu (2004: 229), a comic strip is a series of pictures inside boxes that tell a story. Williams (1995) stated that using comic strips in second language classrooms can guide students to hypothesize about the cartoons language, raise awareness of pragmatics, and emphasize language underlying regularity. Comic strip is such supplementary cues that provide a conceptual basis for organizing the

input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar. English comic strip can gather students' attention or attract students to focus on the topic. According to Gavigan and Tomasevich (2011:9) comic strips are short form comics which generally consist of three to eight panels. They usually appear in newspapers. Whereas, comic books are defined as multi-page paperback comics that generally are issued monthly. Unlike comic books, comic strips are short. Comic strips only consist of few panels because comic strips are meant to be read in seconds or a few minutes.

The advantages of comics in education according to Yang Gene (2003) are; (1) comics strip are motivating: Students want to read and use this material, it means that they will apply themselves to study with more enthusiasm and are less maybe to give up, (2) comic strip can develop thinking skills: Analytical and critical thinking skills can be developed through comic strip. (3) Comic strip can help the readers to get the right visualizations. Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are un familiar. The researcher use English comic strip as media in teaching writing because it can help students generate

ideas and organize them as well. The use of effective media will support an effective teaching and learning process of writing.

There are previous researches which contain about comic strip. The first previous research conducted by Ratna Puspita Sari (2017), the result of the research concluded that Comic Strip gives significant effect on students' writing ability especially in narrative text considering five components of writing. There was significant effect toward students' writing ability, it showed from the post test of experimental result after giving the treatment by applying comic strip. The second previous research conducted by Ersa Dewana (2016), the result of the research concluded that the implementation of comic strips could improve students' ability in writing recount text of the second grade students of SMP IT Nurul Islam Tenganan in academic years 2015/2016.

Based on the explanation above, the researcher decides to apply English comic strip as media in teaching writing and to measure the success of using English comic strip in writing class. Therefore the researcher would like to take a research under the title *“The Effectiveness of English Comic Strip to Teach Writing at Eighth Grade Students of SMPN 1 Jumantono in Academic Year 2017/2018.”*

B. Identification of The Problems

Based on the background of the study above, there is some problems identification such as:

1. The students have a mindset that English is a difficult and they did not even make an effort.

2. The students less self-confidence to write their ideas into written forms.
3. Students sometimes difficult to understand the vocabulary
4. Students need another media in teaching and learning process.

C. The Limitation of The Problem

The study focused on the effectiveness of using comic strip in teaching writing of SMPN 1 Jumantono. The subject of this research was the eight grade students of that school. Therefore, the researcher limited the problems on the use of attractive media to help the students at grade VIII in their writing skill. The media is comic strip to be used for teaching writing for the eight grade Junior High School students. The use of comic strip is intended to make the writing process easier. The reason for the limitation is the media can be crucial case in teaching the writing ability of the students because in comic strip there are many advantages to stimulate students and motivate student in learning writing text.

There are some genres of written text must know of students at the eight grade of SMPN 1 Jumantono. In this research, the researcher will focus in recount text. The researcher chooses this kind of the text because recount text is more interesting for the students. The researcher needs two classes to implement the research such as control class and experimental class. The researcher used comic strip for teaching writing in experimental class and picture for teaching writing in control class.

D. Problem Statement

Based on the background and the limitations of the problem, the problem is formulated as follow “Is the use of English comic strip in teaching writing effective for the eighth grade students of SMPN 1 Jumantono in academic year 2017/2018?”

E. The Objective of the Study

In line with the formulation above, the objective of this study is to find out the use of English comic strip in teaching writing is effective or not for the eighth grade students of SMP N 1 Jumantono in academic year 2017/2018.

F. The Benefit of The Study

1. Theoretically
 - a. The result of this study is expected to be able to widen the skill of teacher in using comic strip to increase students’ writing skill.
 - b. The finding of this research will enrich the use of teaching media to the eight grade students
2. Practically
 - a. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for writing.
 - b. For the English teachers, the research can be reference in teaching writing and to provide them with alternative media to teach writing.
 - c. For the students, the result of this research can increase the quality

of the students, especially in learning writing so they can be more motivated to develop their abilities.

- d. For the school, the result of this research can be used as a point in teaching and learning activity in classroom.
- e. For the other researcher, the findings of this research can be used as one of the references in conducting research on English language teaching, especially in the implementation of the use of comic strip in teaching writing.

G. Definition of The Key Term

There are some key words of the study, as follows:

1. Comic Strip

A comic is a book (often shortened to simply comics and sometimes called comic paper or comic magazine) is a magazine or book of recount artwork and (virtually always) dialog and descriptive prose. Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially.

2. Writing

According to Harmer (2004) writing is an activity that creates ideas or opinion in written form. Brown (2001:336) also claimed that writing is a thinking process. Writing is viewed as a process. Writing is a productive skill which is needs some process to create a good written text to understand by the readers.

3. Recount Text

According to Anderson & Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.

4. Picture

Wright (1989) states that picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Writing

a. Definition of Writing

Writing is one of most important skill that must be developed by students. It is the last stage in learning language after listening, reading and speaking. Writing is one of basic skills which enable students to express their idea in written form. The definitions of writing are variously stated by some experts. According to Brown (2001:336) writing is a thinking process. Writing is viewed as a process it's mean that the students need some process to create a good written text. Writing as a process of expressing ideas or thoughts in words, should be done at our leisure. Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as 'probably the most difficult thing to do in language' (Nunan, 1999:271). Writing is a productive skill. It is considered as a productive skill because its activity refers to the production of written texts.

Writing is one of language skills after listening, speaking, and reading. It is also an important part of communication that makes the writer can communicate to everyone in this case the reader and the writer can deliver their message to others. Writing is transfer the information from the writer to the reader.

Furthermore, a good writing will make the reader easily understand the content of the text and to avoid misunderstanding and ambiguity among the readers. In writing, writers express their thought, ideas, and feelings for something.

From the definition above, it can be concluded that writing is a productive skill which needs some processes to create a good written text, so it could be understood by the readers.

b. Aspects of Writing

Ur (1996:163) defines there are some aspects of writing. They are neat handwriting, correct spelling and punctuation, acceptable grammar, and careful selection of vocabulary. Nunan (2003:7) states that successful writing involves some criteria: content, format, sentence structure, vocabulary, punctuation, and spelling. In addition, Hughes (1996:91) mentions that there are five aspects of writing as follows: grammar, vocabulary, mechanics (punctuation, spelling, and capitalization), fluency, and organization. Weigle (2002:115) states that students writing skill refers to the students competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanics. Brown (2004:244) proposes that there are six categories to evaluate writing: organization, content, language use (grammar), vocabulary, and mechanics.

Based on the several theories, the researcher concludes that teaching writing is complicated, so there are many aspects must

follow in teaching writing, such as: neat handwriting, acceptable grammar, mechanics (punctuation, spelling, and capitalization), fluency, and organization (words, phrase, clause and sentence into a coherent and cohesive paragraph and texts).

c. The Process of Writing

In writing, students can not only focus on the product of writing (written text) but students also must pay attention in the process of writing. According to Harmer (2004:4), the writing process is the stage goes through in order to produce something in its final written form. Harmer (2004:4) adds that there are three processes of writing. They are:

1) Planning

Before the writer starts to write, he or she should be thinking about topic and involve making detailed notes based on topic. When planning, the writer has to think about three main issues. First of all, the writer has to consider of the purpose of their writing. Secondly, the writer thinks of the audience, because it is influence the shape of the writing and choice of language. Thirdly, the writer has to consider the structure of the content. It's the first step in the writing process. It is an important to students to explore ideas for writing.

2) Drafting

In this process, the writer makes first version as draft of writing. Then, the writer uses the ideas as a guide. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version. The most important thing in drafting is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

3) Editing (Reflecting and Revising)

After the writer produces a draft, it is impossible to write a perfect draft. Perhaps the writing is not clear or ambiguous. Revising might take place while the writer are drafting or after the writer have finished a draft. Revising is the most important stage in the writing process. It involves checking that the writer content and purpose are clear and appropriate for the reader, in the particular writing situation. Reflecting and revising are often helped by others who give a comment and suggestion.

From the explanation above, it can be concluded that in writing there are three processes: the free writing (deciding the topic), the drafting (use the information to improve the written) and the revising (the way to make writing easy).

d. The Purpose of Writing

The purpose of writing is what the writer intends to express on his composition. According to Harris (1993:18) the purpose of writing are entertain, inform, instruct, persuade, explain, argue a

case, present arguments, and soon. Meanwhile, the other purposes of writing are stated by McMahan et al. (1996:8):

1) To Express the Writer's Feeling

The writer wants to produce and express what he or she feels or thinks through the written form. It is called expressive writing.

2) To Entertain the Readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

3) To Inform the Readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

4) To Persuade the Readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It called persuasive writing.

From the theory above, it can be concluded that generally the purposes of writing are to express the writer's feeling, to give informatio, to entertain the readers and to persuade the readers. Writing also is used to communicate with other in different time place (e.g. letter, short message service, etc.).

e. Type of Writing

Brown (2004:220), states that four categories of written performance that capture the range of written production are

considered. Each category resembles the categories defined for the other three skills, but these categories as always reflected the uniqueness of the skill area:

1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic task of writing letters, word, punctuation and very brief sentence. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is primary if not exclusive focus, while context and meaning are secondary concern.

2) Intensive (Controlled)

Beyond the fundamental of imitative writing are skills producing appropriate vocabulary within a context, collocations, idioms and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness but strictly controlled by the test design.

3) Responsive

Here, assessment task require learner to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraph. Task responds pedagogical directives, list of

criteria, outlines and another guide lines. Genre of writing include brief narratives and description, short reports, lab report, summaries, brief responses to read and interpretation of chart or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas.

4) Extensive

Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of an essay writing a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical forms is limited to occasional editing or proof reading of a draft.

From the theory above, it can be concluded that there are four types of writing; (1) imitative, this types includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system, (2) intensive (controled), in this types of writing, meaning and context are of some importance in determining correctness and appropriateness but strictly controlled by the test design, (3) Responsive, in this types assessment task require learner to perform at a limited discourse level, connecting sentences into

a paragraph and creating a logically connected sequence of two or three paragraphs, (4) Extensive, focus on grammatical forms is limited to occasional editing or proof reading of a draft.

f. Micro and Macro Skills of Writing

Ur (1996:162) states that writing should maintain between micro aspect and macro aspect. In micro aspect, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). According to Brown (2004:221) there are micro and macro skills of writing:

1) Micro-skills

- a) Produce grapheme and orthographic patterns of English
- b) Produce writing at an efficient rate of speed to suit the purpose
- c) Produce an acceptable core of words and use appropriate word order patterns
- d) Use acceptable grammatical systems (e.g. Tense, agreement, pluralization), patterns and rules
- e) Express a particular meaning in different grammatical forms
- f) Use cohesive devices in written discourses

2) Macro-skills

- a) Use the rhetorical, forms and convention of written discourse

- b) Appropriately accomplish the communicative functions of written text according to form and purpose
- c) Convey links and connections between events, and communicative such relation as main idea, supporting idea, new information, given information, generalization, and exemplification
- d) Distinguish between literal and implied meaning when writing
- e) Correctly convey culturally specific references in the context of the written text
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the theories above, the researcher constructs the aspects of writing as follow: Content (content reflect both the chosen topic and the purpose for writing. They need to be clearly expressed, focused, and supported with sufficient detail). Organization (organization provides the structure of writing. It is characterized by an effective beginning and end, a logical sequence of events or ideas and clear connections to the topic). Vocabulary (the words

in a language or a special set of words that trying to learn). Language Use (grammar is an aspect of writing which deals with a set of rules to write correct and appropriate sentences. If writers want to make the writing understandable, they have to select and use words appropriately in order to enable readers to visualize and understand the content more clearly). Mechanic (mechanics is the convention in writing, which is related to punctuation, spelling, and capitalization. If writers want to make a good writing, they have to use those conventions correctly to the written language such as: punctuation, spelling).

g. Teaching Writing

Teaching is work of a teacher (Oxford Learner's Pocket Dictionary. 2003:443). Writing is activity of writing (Oxford Learner's Pocket Dictionary. 2003:503). Richard and Renandya (2002:303) said, "Writing is the most difficult skill to be mastered by students. For some students the difficulty are not only in organizing idea, but they also get a difficulty in determining ideas what they want to write. The goal that should have for their students is to provide them with enjoyment, adventure, fascination, and discovery when teaching writing. Richard and Renandya (2002:303) mentioned, "There some guidelines based on what we have long known to be the key participles of course design, which

include some consideration of course goals, theories, content, focus, syllabus, materials, methodology, activities, and course evaluation.”

Based on theory above, in teaching writing, teachers have to create a guideline in teaching writing well. They have to write a good guideline, which is suitable with four basic: stage planning, drafting, revising, and editing. Importantly, teaching writing should be appropriate with all aspects, which can improve students' ability.

h. Teachers Role in Teaching Writing

Teachers have an important role in the teaching and learning process. Harmer (2001:261- 262) states that there are 3 roles of teacher in teaching writing:

1) Motivator

One of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity and encouraging them to make as much as effort possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process writing sequences.

2) Resource

Especially during more extended writing task, teacher should be ready to supply information and language where

necessary. Teachers need to tell students that they are available and be prepared to look at their work as it progress, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation for example, there is usually time for discussion with individual students or students working in pairs or groups.

3) Feedback provider

Giving feedback on writing task demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and how much to focus on based on what the students need at this particular stage for their studies and or the task they have undertaken.

Based on the definition above, teachers have an important role in teaching and learning process. The role of teachers in teaching writing are; teacher as motivator, the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, and persuading the students. Teacher as resource, teacher should be ready to supply information and language where necessary. Teacher as feedback provider, teachers should respond positively and encouragingly to the content of what the students have written.

i. The Reason of Teaching Writing

Harmer (1998:79-80) states that there are four reasons to teach writing to students of English as a foreign language:

1) Reinforcement

Some students acquire language in a pure oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to commit the new language to memory. Students often find it useful to write sentence using new language shortly after they have studied it.

2) Language development

We can't be sure, but it seems that the actual process of writing (rather like the process of speaking) help us to learn as we go along. The mental activity we have to go through in order to construct proper written text is all part of engaging learning experience.

3) Learning style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to things through, appropriate for such learners, the time to things through, appropriate for such learners. It can be also be a quite

reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4) Writing as a skill

By far the most important reason for teaching writing, of course is that is basic language skill, just as important as speaking, listening and reading. Students need to know how to write a letters, how to put written report together, how to reply to advertisement and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction, etc.)

From the definition above, there are four reason to teach writing for students; reinforcement (the visual demonstration of language construction). Language development (construct proper written text is all part of engaging learning experience). Learning style (some students are fantastically quick at picking up language just by looking and listening, for this definition it can be concluded that teach writing is important). Writing as skill (Students need to know how to write a letters, how to put written report together, how to reply to advertisement and increasingly, how to write using electronic media).

j. The Scoring of Writing

The following rating scale is the result of considerable and careful research conduct in the scoring of composition in the United States, which is adapted from Heaton (1988:146).

Table 2.1: The scoring of writing (Heaton, 1988:146)

No	Component	Score	Criteria
1	Content	30-27 (Excellent to very good)	Knowledge, substantive, etc.
		26-22 (Good to average)	Sure knowledge of subject, adequate range, etc.
		21-17 (Fair to poor)	Limited knowledge of subject, little substance, etc.
		16-13 (Very poor)	Does not show knowledge of subject, non substantive
2	Organization	20-18(Excellent to very good)	Fluent expression, ideas clearly stated, etc.
		17-14 (Good to average)	Somewhat choppy, loosely organized but main ideas stand out, etc.
		13-10 (Fair to poor)	Non-fluent, ideas confused or disconnected, etc.
		9-7 (Very poor)	Does not communicate, no organization, etc.
3	Vocabulary	20-18 (Excellent to very good)	Sophisticated range, effective Word/idiom choice and usage, etc.
		17-14 (Good to average)	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
		13-10 (Fair to poor)	Limited range, frequent errors of word/idiom form, choice, usage, etc.
		9-7 (Very poor)	Essentially translation, little knowledge of English vocabulary.
4	Language Use	25-22 (Excellent to very good)	Effective complex constructions, etc.
		21-18 (Good to average)	Effective but simple construction, etc.
		17-11 (Fair to poor)	Major problems in simple /complex constructions, etc.
		10-5 (Very poor)	Virtually no mastery of sentence construction rules, etc.
5	Mechanics	5 (Excellent to very good)	Demonstrates mastery of conventions, etc.
		4 (Good to average)	Occasional errors of spelling, punctuation, etc.
		3 (Fair to poor)	Frequent errors of spelling, punctuation, capitalization, etc.
		2 (Very poor)	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.

2. Review on Recount Text

a. Genre of Text

Pardiyono (2007:2) states that genre is text type that functions as a frame reference that a text can construct effectively: effective purpose and construction of text element also diction in other words, the genre text is a set of text based on the function to make easier in constructing a text. On the other hand, genre is a word used in functional grammar and is also often called text type.

b. Kinds of Genre of Text

Pardiyono (2007:2) classifies the text into eleven types, they are: descriptive, recount, narrative, discussion, exposition, news item, report, anecdote, and review. It can be explained as below:

1) Descriptive

It is a type of text, which has specific function to give description about object or thing or people.

2) Recount

It is a type of text, which has specific function to inform about the past activity.

3) Narrative

It is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.

4) Discussion

It is kind of text to package information in the general ideas or options about the phenomenon that occurs in the community from the two point of view.

5) Exposition

It is kind of text to argue that something is the case (analytical exposition) and something should be or no (hortatory exposition).

6) News item

It informs the readers, listeners or viewers about newsworthy event.

7) Report

It is type of text to give information natural or non-natural phenomenon or things in the world to add knowledge to the reader.

8) Anecdote

The text uses for sharing with other an account of unusual or amusing event.

9) Review

It is kind of text to evaluate the quality of books and other works of art.

Based on the theory above, the researcher conclude genre of writing in generally, such as: descriptive (to describe

something), expository (to give directions, sequence steps, compare one thing to another, explain cause and effect, or describe problems and solutions), recount (it is a type of text, which has specific function to inform about the past activity), narrative (write stories about events in their own lives, and create original stories), persuasive writing (winning someone to own viewpoint or cause using appeals to logic, moral, character and emotion).

c. Definition of Recount Text

According to Anderson & Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities. It can be concluded that a recount text is a story or text which tell about pas events and the objective of the story is to entertain the readers and telling about past experiences.

d. Generic Structure of Recount Text

According to Mukarto et al. (2007), the generic structure or rhetorical features of a recount text consist of three parts, namely:

1) Orientation

It gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.

2) Event

It tells a series of events in a chronological order and describes what happened.

3) Re-orientation

The lists of reflections of the events exist in the paragraph.

The recount text has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

e. Language Feature of Recount Text

There are some language features of recount text by Anderson (1997:60), as follows:

- 1) Usually written in past tense. Some forms may use simple present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I usually see a giant bat flying towards me!)
- 2) Words that show the last order or events (then, next, first, afterwards, participants (third person: they all shouted, she crept out, it looked like an animal of some kind).

- 3) Personal recounts are common (first person: I was on my way to school ... We got on the bus).
- 4) Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

3. Review on Media and Comic Strip

a. Definition of Media

Media is one of important things in teaching and learning process. Media in teaching and learning process can make students more enjoy and attractive to learn English. Media helps to make the language use in the class more real and alive, keeps the students attention, and makes the class more interesting. According to Richards, Schmidt, Kendricks and Kim (2002: 337) in language teaching, teaching materials which involve the use of different kinds of media such as visual and printed media, are sometimes known as multi media or mixed media. Media is the plural form of medium, are means of communication. In addition, media are anything that carries information between a source and a receiver. Media can also be said as a device that helps the teacher in teaching process. Media have an important role in teaching and learning process, because it is a device to transfer material from the teacher to the students. Media are everything that can transmit learning materials from the sources based on a certain plan in order

to create a helpful learning process so that the receivers can learn effectively and efficiently.

Media is one of important thing in teaching and learning process, teachers need to select appropriate media in order to maintain students' writing process effectively. The use of effective media will support an effective teaching and learning process. There kind of media, such as visual media, audio media and audio-visual media. There are so many media that can the teacher used on the teaching learning process.

Based on theory above, media is a tool to convey the messages from the teacher to the students so that the students will be more interested to follow the lesson. The messages can be defined as material that related to teaching and learning. Media can help the students learning process to the make learning more easily, enjoyable and fun.

b. Definition of Comic Strip

A comic is a book (often shortened to simply comics and sometimes called comic paper or comic magazine) is a magazine or book of recount artwork, used dialog and descriptive prose. Despite the term, comic book do not necessarily feature humorous subject-matter, in fact, it is serious and action-oriented. Arlin and Roth (1978: 202) stated that Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of media of teaching in the classroom. In

addition, comic strips are often regarded as interesting and motivating media. Arlin and Roth suggest that comic strips are interesting, and children will attend to that which they find interesting more than which they find uninteresting. According to Liu (2004: 229), a comic strip is a series of pictures inside boxes that tell a story. Williams (1995) stated that using comic strips in second language classrooms can guide students to hypothesize about the cartoons language, raise awareness of pragmatics, and emphasize language' underlying regularity.

According to Gavigan and Tomasevich (2011:9) comic strips are short form comics which generally consist of three to eight panels. Comic strips usually appear in newspapers. Whereas, comic books are defined as multi-page paperback comics that generally are issued monthly. Unlike comic books, comic strips are short. Comic strip only consist of few panels because they are meant to be read in seconds or a few minutes. According to Yomtov (2014: 5), basically, a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters.

Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially. Moreover Ranker in Drolet (2010) defines the use of comic strip as reading material for ESL students

and found that they help English language learners with both reading and writing. Comic strips are authentic, and using authentic material is very important in language teaching and learning. It has several advantages, among which is the fact that if students comprehend a genuine text successfully, that can motivate them and build their confidence.

Based on the definition above, it can be conclude that comic is a series of pictures and incorporated with text; it can be used to help students in teaching and learning process. A comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters.

c. Components of Comic Strip

According to Yomtov (2014: 5) a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters.

1) Panel is the most basic element of a comic book page. It is defined as a single image in a sequence of images. It has various types such as square, round, triangular and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders.

2) Lettering is any texts on a comic book page. Bold lettering is used to emphasize important words, large letters in the dialogue represent shouting, and small dialogue lettering usually stands for whispering. Dialog and caption lettering is usually all uppercase.

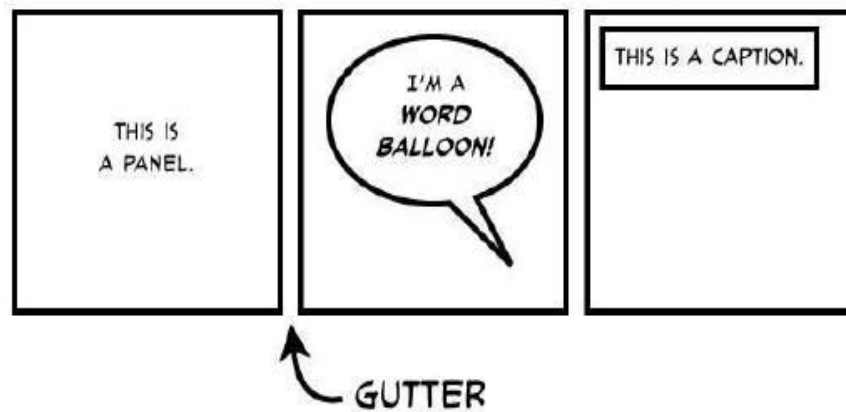


Figure 2.1 Comic Strip Components

3) Balloon. There are two kinds of balloon: word balloon and thought balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker.

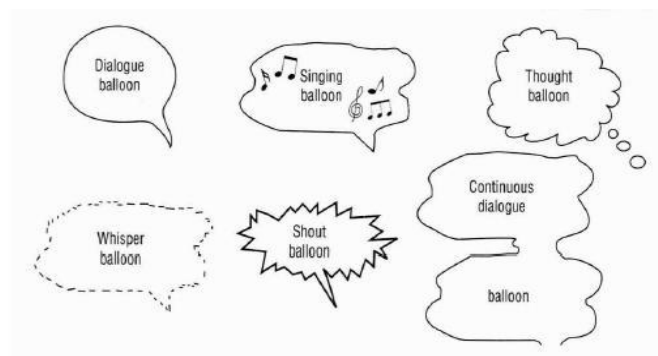


Figure 2.2 Sample Balloon Design in Comic Strip

- 4) Caption is often used for narration or transitional text. Captions almost always have rectangular borders but can also be borderless or floating letters.
- 5) Sound effects, they are stylized lettering that represent noises within a scene. Most of them are floating letters. The use of sound effects should be limited for significant sounds only such as large (explosions) or small (a door softly closing in a lonely room). It is because overuse of them may distract the reader.
- 6) Borders, they can be defined as the lines that enclose panels, balloons, and captions. Different effects and moods can be created by changing the borders styles and weights. Typical examples include double-bordered balloons for very loud shouting and rough or jagged borders for anger.
- 7) Gutter it refers to a blank space, usually white, between and around panels. This space is very important as it separates each panel from the others, represents the events, and lets the reader know that we are going from one scene to the next. Sometimes, we find colored or shaded gutters which are used to establish mood, denote flashback, or give aesthetic effect.

From the definition, it can be conclude that comic strip has the same essential elements like comic book, there are panel (it is defined as a single image in a sequence of images, panel has various type) lettering (texts on a comic book page), world ballon (a bordered shape containing dialogue, usually with a

tail that points to the speaker), caption is used for narration or transitional text, sound effects and border.

d. Comic Strip in Teaching Writing

Comic strip is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar.

Based on Derrick (2008), there are some ways in using comic strip in writing. Those are:

1) Understanding visual symbols.

Before using comics in the ESL/EFL classroom, it is a good idea to prepare students to interpret the visual symbols they might encounter in the comics. Put students into pairs or small groups and ask them how they would represent, in pictures and without using any words, the following concepts: a bad smell, a telephone ringing, shouting, thinking, a ghost, and heat. After the students finish, distribute examples of the above concepts from comics. The students can discuss the differences between their ideas and the ones the comic writers used and which they prefer.

2) Comic jigsaw.

This is a quick activity that can be used to put students into pairs for another activity, to introduce a topic. First, find several one panel comics. Next, separate the text from the panel. This can be done by copying the text onto a different piece of paper and then blanking out the text from the comic. Finally, distribute these items to students, making sure that each student has either some text or a panel. Students will need to talk to each other and try to match their panel to text or their text to a panel. When students have found their match, they can sit down together.

3) Fill in the text.

This is an activity where students must generate text based on pictures. Choose a comic strip or a scene from a graphic novel or comic book, then cover the text in the speech bubbles and make photo copies. Distribute these copies to your students, and have them write text in the blank speech bubbles. This activity can be used to encourage use of new vocabulary or expressions or as a continuation of a lesson. Students can work separately or in pairs to create their comics, then can have a competition to see who has created the best comic. Students who worked

in pairs on comics that have two characters can even perform their comics in front of the class.

4) Putting panels in order.

In this activity, students are given comic strip panels that have been cut apart, and they must work together to put them in order. Students must use their knowledge, structure or conversation patterns to put the images in order.

Based on theory above, there are some ways to teach writing using comic strips, in this research, the researcher choose fill in the text and putting panels in order to teach writing for junior high school students using comic strip, because the strategy of fill in the text and putting panels in order can make students work separately or work together to do the exercise. It can make students more interested in learning writing text. The students were motivated to write a text and they were enjoying in teaching and learning process because the activity wasn't monotonous. Therefore, comic strips can be regarded as a potential material in teaching and learning process to gain students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective. It can solve the problem faced by the students in the process of writing especially in writing

recount text and cause them concentrate more on the orderly arrangement of story by paying attention to the comic strips and the language they use.

e. Advantages of Using Comic Strip in Teaching

The advantages of comics in education according to Yang Gene (2003) are:

- 1) Comics are motivating: Students want to read and use this material, meaning that they will apply themselves to study with more enthusiasm and are less likely to give up.
- 2) Comics are visual media: content is more easily processed and memorized when illustrated.
- 3) Development of thinking skills: Analytical and critical thinking skills can be developed through comics.
- 4) Comic can help the readers to get the right visualizations. Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are unfamiliar.

Based on the theory above, comic strip as the media in teaching and learning process has several advantages in education, the advantages are comic strip can motivating students in learning process, comics strip can help students

to get visualization in writing, comic strips can develop the thinking skill, using comic strip in teaching and learning process make the students more active in the class because there are many way to teach writing using comic strip.

4. Review on Picture

a. Definition of Picture

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. Wright (1989) states that picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture. Teachers use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture.

From theory above, it can be concluded that pictures are an effective media for learning teaching process that make students are motivated and interested to express their ideas.

b. Teaching Writing Using Picture

Raimes (1983: 27) says that all ESL writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps. It is because pictures provide a shared experience for students in the class, a common base that leads to a

variety of language activities. Another expert, Harmer (1988: 55), says that by showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word.

From the explanation above, it can be concluded that there are many ways of using pictures for writing, such teachers can use picture as object to describe something, to write postcard or portraits, and to prompt students into writing stories.

c. Advantages of Using Picture in Teaching

Pictures contribute to teaching language. Emphasizing in teaching writing, pictures can be stimulation for gaining the idea. Some things in the picture can build students' vocabulary mastery by mentioning some objects. Wright (1989) explains that in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. By using pictures, the students can be more motivated because pictures provide the real material which can be observed and identified by the students. According to Raimes (1983:27), by picture, students will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see after they close observation. He also states that a picture provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students.

Based on explanation above, pictures are a simple media which can be stimulate the students to gaining the idea and picture can contribute to interest and motivate the students.

B. Related Study

In this research, the researcher used to previous study which related to support the research:

The first research is conducted by Ratna Puspita Sari (2017). The title of the research was *“The Effect of Comic Strip In Teaching Writing of Narrative Text at The Eight Grade Students of Junior High School 33 Solok Selatan”* The result of this research showed that the mean score of students’ writing ability in experimental class (79.57) was higher than the mean score of students’ writing ability in control class (71.2), while, t -observed (4.804) was bigger than t -table (1.682). Moreover, each components of writing both of classes are different. It can be seen from the comparison of students’ mean scores of post-test. Statistically, it is showed that teaching writing by using Comic Strip gives significant difference on students’ writing skill. It can be concluded that Comic Strip gives significant effect on students’ writing ability especially in narrative text

The second research is conducted by Ersa Dewana (2016). The title of the research is *“The Use of Comic Strips to Improve Student Skills in Writing Recount Text (A Classroom Action Research of the Second Grade Students of SMP IT Nurul Islam Tenggara in Academic Year 2015/2016)”*. The result of this study is the mean score of post-tests are

higher than the pre-test. In the cycle 1 show that the pre-test score is 54.8 and the post test is 59.6 and in the cycle 2 shows that the pre-test score is 59 and the post test is 78.4, it means, there's significant score after applying comic strips as a media in teaching writing recount text. The result of statistic calculation indicates that the result of t-test of cycle 1 (to) calculation (2,49) and t-table (tt) value is 2,0693 and the result of t-test of cycle 1 (to) calculation (10,57) and t-table (tt) value is 2,0693 Because the result of t-test cycle 1 \geq t-table = 2,49 \geq 2,0693 and the result of t-test cycle 2 \geq t-table = 10,57 \geq 2,0693 , the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. It is also proved that the use of comic strips is powerful because is from the score of observation sheet, it shows mostly good in cycle 1 and mostly excellent in the last cycle. It means that there is significant improvement of students' writing skills of recount text after being taught by using comic strips. Based on the result of this study it could be concluded that the implementation of comic strips could improve students' ability in writing recount text of the second grade students of SMP IT Nurul Islam Tengaran in academic years 2015/2016.

The third research is conducted by Agung Wahyu Ngugroho (2017). The title of the research is "*The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Students' Reading Comprehension on Narrative Text (An Experimental Research at the Ninth Grade Students of SMP N 4 Jatiyoso in the Academic Year 2016/2017)*". The result of this study is the application of using Comic

Strip is effective in teaching reading narrative text at the ninth grade of SMP N 4 Jatiyoso in the Academic Year 2016/2017, because the strategy can make the students to be more motivated and active learner. It can be showed from the result of independent t-test, where the mean score of experimental class which was taught using Comic strips is higher than the mean score of control class which as taught using module media. The result of independent T-test is higher than T-table ($3,895 > 1,703$) on the significant level 0.05 with $n=29$ students. It can be conclude that Comic Strips strategy was effective in teaching reading narrative text.

The similarity of those researches is the use of comic strip as media in teaching writing, especially in recount text. The difference is the research design, the research design in the previous study is using classroom action research, in this research is using experimental research. In the research of Agung Wahyu Nugroho, the difference with this research is in the application of comic strip, the researcher used comic strip to teach reading, but in this research to teach writing. Based on the previous study above, the researcher decides use comic strip as media to teach writing in experimental class at eight grades of SMPN 1 Jumantono in the academic year 2017/2018. It can be assumed that comic strip is effective media to teach writing.

C. Rationale

Writing skill is one of language skills which are needed to be mastered by students, including students of junior high school. In learning English, there are some difficulties faced by students. Writing is one of

the four skills in English. For the students, writing is most of difficult skill in learning English. The students are not interested in English writing class, they think that writing is a difficult lesson. Some students are not doing well in writing, and the students are not confident on their own writing text. Students feel writing is a difficult because they have low ability, difficult to express their idea and develop their idea into a text.

In writing, students can not only focus on the writing product, but students must pay attention on the process of writing to produce a good written text. Using appropriate media in teaching and learning process can affect students' interest in learn how to write a text. Based on the effective media for teaching writing theory, it is known that effective media to teach writing should give qualified and understandable input in the pre-writing stage. The media should give the effects in writing. Comic strip is one of appropriate media to use in teaching writing. Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language especially in language learning. The researcher use English comic strip as media in teaching writing because it can help students generate ideas and organize them as well.

Writing skill in junior high school is important. There are many kind of writing text type must be mastered by students. Writing is the last stage of learning language so students must improved the writing skill in junior high school. To overcome this problem, the teacher needs to use another teaching aid to arouse the students' imagination. In this case, the

writer proposes comic strip in teaching recount text. By using comic strip in teaching recount text, the students will have fun and easier to learn it. The researcher used comic strip as media in teaching writing because it can help teacher to develop students' writing skill. Comic strips also help students' to generate idea in writing. Students' can generate idea from the dialog in comic strip and students' can write more easily. The result of these, hopefully students can write a good written based on the comic.

D. Hypothesis

Related to the previous study of related theories and basic assumption above, the formulated hypothesis as follows:

1. H_a : Teaching writing using comic strip is more effective than using picture at eighth grade students of SMP N 1 Jumantono in academic year 2017/2018
2. H_0 : Teaching writing using comic strip is not effective more than using picture at eighth grade students of SMP N 1 Jumantono in academic year 2017/2018

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Experimental Research

In this study, the design of the research is quantitative method. Kothari (2004:3) states that quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. According to Walliman (2011:11) experimental research an attempt to isolate and control every relevant condition which determines the events investigated and then observes the effects when the conditions are manipulated. At its simplest, changes are made to an independent variable and the effects are observed on a dependent variable, cause and effect. Arikunto (2006:272) states that experimental research is intended know whether there is a casual relationship by comparing one or more experimental group that are given treatments with one or more of the comparison (control group) who are not given any treatment. The experimenter's interest in the effect of environmental change, referred to as "treatments," demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable.

The purpose of an experimental research was to manipulate treatment conditions in a way that reveal which conditions are responsible for what occurs to objects and how many those conditions

have contributed to the observed result. This research wasn't a true experimental, but a quasi-experimental. A quasi-experimental was used because the researcher didn't randomly assign subjects to experimental. The researcher used pre-test and post-test design. Then, the result of the test made a judgment about the effect of the treatment. There are two classes in this research, experimental class and control class. In the teaching and learning process, the topics of the lesson taught to both groups classes were same. In the experimental class, the student was taught by using comic strip while the control class was taught by pictures as media in teaching. After the treatment, both classes were given a post-test to measure the improvement of the students' writing skill. The scores of the post-test became the data to be analyzed. T-Test was used to analyze the use of comic strip and picture.

2. The Activities of Experiment and Control Class

In experimental research, the researcher taught two classes; they are experiment and control class. The researcher used Comic Strip in experiment class and Picture in control class. The researcher did many activities in each of classes. The following the activities done by the researcher.

Table 3.1 The Activities of Experimental and Control Group

No	Activities	Experimental Group	Control Group
1.	Pre-test	<ul style="list-style-type: none"> • Greeting • The teacher introducing herself • Checking the students' attendance • Asking the students to do the task individually (Pre-test) • Confirming the students' difficulty • Giving the conclusion and telling the material to next meeting 	<ul style="list-style-type: none"> • Greeting • The teacher introducing herself • Checking the students' attendance • Asking the students to do the task individually (Pre-test) • Confirming the students' difficulty • Giving the conclusion and telling the material to next meeting
2.	First Meeting	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about definition and the structure of recount text. • Asking the students to identify the structure of text in comic strips which given by the teacher • Students identifying the structure of the text • Giving the conclusion and telling the material to next meeting 	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about definition and the structure of recount text. of Recount Text) • Asking the students to identify the structure of text which given by the teacher • Students identifying the structure of the text • Giving the conclusion and telling the material to next meeting

3.	Second Meeting	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about Simple Past Tense (Language Features of Recount Text) • Teacher giving example of Simple Past Tense • Asking the students to make Simple Past Tense • Asking the students to identify simple past tense sentences in Comic Strip • Giving the conclusion and telling the material to next meeting 	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about Simple Past Tense (Language Features of Recount Text) • Teacher giving example of Simple Past Tense • Asking the students to make Simple Past Tense • Asking the students to develop their ideas based on the picture which given into a sentence of Simple Past Tense • Giving the conclusion and telling the material to next meeting
4.	Third Meeting	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about Recount Text • Asking the students to complete the sentence in the comic strips • Giving the conclusion and telling the material to next meeting 	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about Recount Text • Asking the students to make a paragraph about Recount Text based on themes in the Picture • Giving the

			conclusion and telling the material to next meeting
5.	Fourth Meeting	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about Recount Text • Asking the students to make a paragraph about recount text based on dialogue in Comic Strip • Giving the conclusion 	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Explaining the material about Recount Text • Asking the students to make a paragraph about Recount Text based on themes in the Picture • Giving the conclusion
6.	Post-Test	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Asking the students to do the task individually, students make a recount text based on the media (comic strip) • Giving the conclusion about the material 	<ul style="list-style-type: none"> • Greeting • Checking the students' attendance • Asking the students to do the task individually, students make a recount text based on the media (picture) • Giving the conclusion about the material

B. The Setting of The Study

1. Place of The Study

This research was conducted at SMPN 1 Jumantono in the academic year 2017/2018. This school is located at Joko Tarub street number 1 Ngunut, Jumantono, Karanganyar.

2. Time of The Study

Table 3.2 Time of the Study

No.	Agenda	Month							
		Nov	Dec	Jan	Feb	Mar	Apr	May	June
1.	Observation								
2.	Proposal draft and consultation								
3.	Proposal draft seminar								
4.	Pre-Test, Treatment and Post-Test								
5.	Analyzing the data and consultation								

C. The Subject of The Study

1. Population

Population is all targets to generate final research (Sanjaya, 2013: 228). Population is a collection or totality of well-defined objectives. The population of this research was the eighth grade students of SMPN 1 Jumantono in the academic year 2017/2018. It is consisted of 256 students and divided into 8 classes.

2. Sampling

According to Sanjaya (2013: 228) state that sampling is the way to get information with accurate, detail and efficient about the population with a little part to make a sample. There are two types of sampling such as probability sampling and non-probability sampling (Sugiyono, 2011:81). In this research, the researcher used cluster random sampling where each class of population has the same opportunity to be chosen as sample. Cluster Random Sampling is a method to get random samples when the population is large. Sarwono (2006:116) states that cluster random sampling is the strategy of sampling it is doing by chooses the units of sampling using random sampling. Cluster random sampling is a type of sampling in which clusters (a collective type of unit that includes multiple elements) are randomly selected.

3. Sample

Meanwhile, Sugiyono (2011:81) states that sample is a proportion of population. The sample of the study was taken from eight grade students of SMPN 1 Jumantono. The sample was 64 students from eight grades. Every class consists of 32 students. The class that used is VIII D as experimental group was taught by using comic strip and VIII C as control group was taught by using picture.

D. Technique of Collecting Data

Technique of collecting data explains about the way of collecting data for research. In this research, the researcher used quantitative method.

The quantitative data in the form of number are the result of students' writing assessment both taken from pretest and posttest. Arikunto (2006:219) states that instrument is a tool uses to collect the data. Instrument has some type such as test, rating scale, interview, observation and check-list. In this research, the researcher used test as the instrument to collect the data.

1. Test

Test is a set of questions, exercise or other instrument which are used to measure skills, knowledge, intelligent and attitude of individual or groups (Arikunto, 2006:150). In this research, the researcher used the written product of writing test to measure the students' achievement in writing skill. The form of the test is written test which is used to measure skill, intelligent, knowledge, or ability that are owned by individually or personality. The researchers will analysis the result of the test and gives score. The test was conducted to experimental class and control class which consists of 32 students of experimental class and 32 students of control class before and after the treatment. The researcher used three steps of research: pre-test, treatment, post-test.

In this research, the students' achievement in writing text is measured by using tests, namely pretest and posttest. The pretest was used to find out the students' writing achievement before the treatment and posttest was used to find out the students' writing achievement after the treatment. The instrument used in this

research is an essay test.

a. Pre-test

The pretest was done before the treatment was given. The pretest is to know students' writing achievement before the treatment.

b. Post-test

The posttest is to know students' writing score after the treatment. A post used after conducting pretest and implementing treatment, the researcher will give a posttest to know student's writing comprehension after a treatment.

E. Technique of Validity and Reliability Instrument

1. Validity

Test can be called valid if there is same between data has collected with real data in the object of the research (Sugiyono, 2011: 121). There are three important ways to seek the validity instrument such as construct validity, content validity and external validity. Content validity is a relevant test that used to measure data wants to collect. In this research, the researcher used content validity to test the validity. The instrument test having content validity should be arranged according to material has been learned students or the competence has been developed in the learning process. The researcher constructed the instrument based on core competence in KTSP syllabus in Junior High School, especially for eighth grades.

2. Reliability

Djiwandono (2002:185) explain that rater reliability is usually used to measure speaking or writing skill that produce continuous oral or written discourse. To make the result of the test as reliable as possible in this research, the researcher used inter-rater reliability. Djiwandono (2011:187-188) states that inter-rater reliability shows the level of reliability of two row scores obtained from two correctors or testers in which each corrector or tester performs the scoring to the same number of test participants. The first rater was the English teacher of SMPN 1 Jumantono and the second rater was the researcher.

F. Technique of Analyzing the Data

There are three kinds of data that were tested in experimental research; they are data description, pre-requisite test and hypothesis test.

1. Data Description

The descriptive analysis consists of mean, median, mode and standard deviation of writing score (McMillan and Schumacher, 2001:215). The formula of mean, median, mode and standard deviation as follows:

a. Mean

The mean is adding a list of score then dividing by the number of scores. The formula of mean score as follows:

$$X = \frac{\sum x}{N}$$

\bar{X} : the mean

$\sum x$: the sum of raw score

N : the number of cases

b. Median

The median is the point in a distribution of measures below which 50 percent of the cases. The formula of median as follows:

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{fw} \right)$$

Me : the median

L : the lower of the interval within which the median lies

I : the interval size

N : the number of cases distribution

Cfb : the cumulative frequency in all intervals below the interval containing the median

Fw : the frequency of cases within the interval containing the median

c. Mode

The mode is that value in a distribution that occurs most frequently. The formula of the mode as follows:

$$Mo = L + i \left(\frac{f1}{f1 + f2} \right)$$

Where:

Mo: The mode

L: the lower limit of the interval within which the mode lies

i: the interval size

f1: the frequency of the interval containing mode reduced by that of the previous interval

f2: the frequency of the interval containing mode reduced that of the following interval

d. Standard Deviation

$$S = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

S: the symbol for standard deviation

\bar{X} : the mean of students score

X: score of students

N: sum of students

2. Pre-requisite test

a. Normality test

Normality test is used to test the sample from the population that is going to be analyzed whether both groups have normal distribution or not. There are several steps by using Liliefors Theory in this below:

1) Determining the mean score by using this formula:

$$Mean = \frac{\sum fx}{n}$$

- 2) Determining the standard deviation with this formula

$$SD = \sqrt{\frac{\sum(xi - x)^2}{n}}$$

- 3) Calculating Z value from each items with the following formula:

$$Z = \frac{x - \mu}{\alpha}$$

- 4) Looking $P \leq Z$ of each item in the table available.
 5) Calculating L_{table} of 0,05 α with this formula:

$$L_{table} = \frac{0,886}{\sqrt{n}}$$

- 6) Determining L for each items of question in the test by deriving f/n with $P \leq Z$
 7) Comparing the maximum result of L for each question with L_{table} and the normality test can be found. If $L_{max} \geq L_{table}$ the distribution of the test runs normality but if $L_{max} \leq L_{table}$ the distribution of the test does not run normality.

b. Homogeneity Test

Homogeneity test is used to know whether the two groups (experimental and control class) that are taken from population have homogeneity or not.

- 1) Determining Sp^2

$$Sp^2 = \frac{\sum(n - 1)SD^2}{N - k}$$

- 2) Determining $b_{2(\alpha: n1;n2)}$

The researcher used $b_2(\alpha: n_1; n_2)$ because the total sample of each group taken were different, the formula is:

$$b_2(\alpha: n) = \frac{n_2 - b_{n_2} - n_2 - b_{n_2}}{n_{total}}$$

3) Determining b_{count}

$$b_{count} = \frac{\{\sum(Sd^2)^{n-1}\}^{1/(N-k)}}{Sp^2}$$

4) Comparing the result of b_{count} with $b_2(\alpha: n_1; n_2)$ if $b_{count} > b_2(\alpha: n_1; n_2)$, the groups are homogenous.

c. Hypothesis Test

In this study, researcher uses several steps to test the data:

- 1) During the test in both groups, experimental group and control group
- 2) The result of test by using analytic scale to scored
- 3) Determining the mean scores of each those two groups
- 4) Both of groups' results were compared by using t-test formula.

According to Subana (2000: 171), the steps determine the results of t-test are:

- a) Calculating the compound standard deviation (dsg) with the following formula:

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

n_1 = total data of group 1

n_2 = total data of group 2

V_1 = data variance of group 1

V_2 = data variance of group 2

b) Determining t_{count} with following formula:

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} - \frac{1}{n_2}}}$$

X_1 = means of group 1

X_2 = means of group 2

n_1 = the number of experimental class

n_2 = the number of control class

c) Determining db

$$db = n_1 + n_2 - 2$$

d) Determining t_{table}

e) Hypothesis testing

By comparing t_{table} and t_{count}

If $t_{\text{table}} \leq t_{\text{count}} \leq t_{\text{table}(\alpha/2)}$ H_0 accepted

If $t_{\text{count}} > t_{\text{table}(\alpha/2)}$ H_0 refused

In this research the researcher used *SPSS 16* to analyzing the normality and homogeneity test. *SPSS* is one of application that can be used to analyze data systematically. It uses menu and dialogue to make the researcher analyze their data easier. The steps can be seen as follow:

a. Normality Test in SPSS 16

1) Open the *SPSS* application and click on the “Variable View”

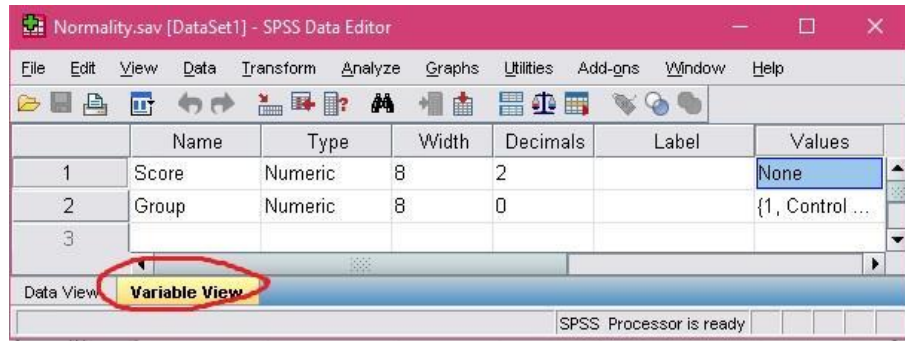


Figure 3.1 First Steps of Analyzing Normality

- 2) Fill the “Name” column with “Score” that represent for the student and “Group” that represent for the experimental group and control group. In the first “Decimal” column, fill it with “2” for accuration of your score. While in the “Label” column, you can leave it blank

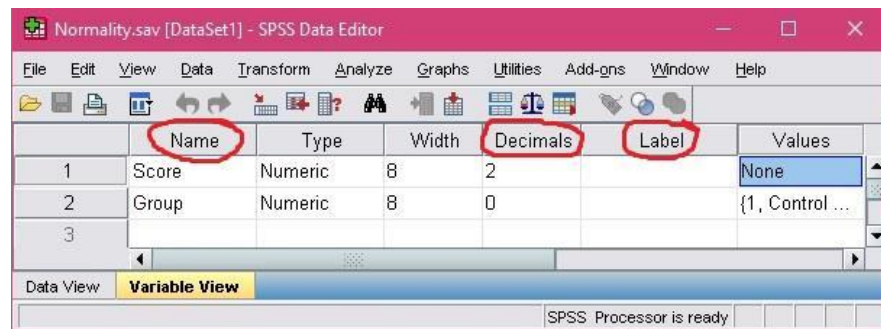


Figure 3.2 Second Steps of Analyzing Normality

- 3) Click on the second “Value” column button. Fill the “Value” with number “1” and the “Label” with “Control Group” and click “Add”. Then, fill the “Value” again with number “2” and the “Label” with “Experimental Group” and click “Add”. Finally, click “OK”

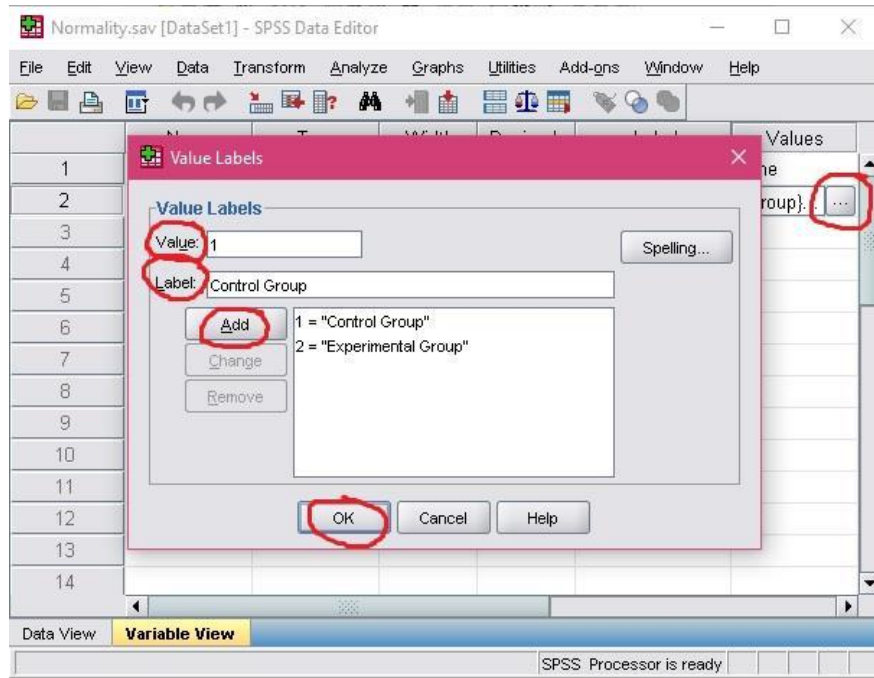


Figure 3.3 Third Steps of Analyzing Normality

- 4) Go back to “Data View”. Fill the “Score” with the students’ score and “Group” with “1” or “2” that represent Experimental group and Control group

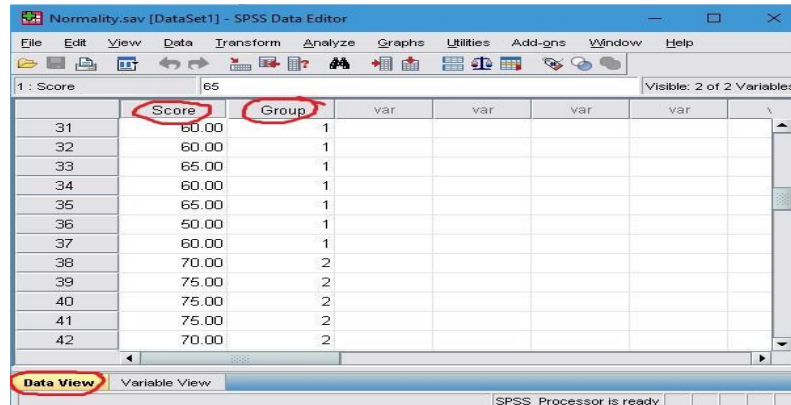


Figure 3.4 Fourth Steps of Analyzing Normality

- 5) Click “Analyze”, choose “Descriptive Statistics”, and then pick “Explore...”

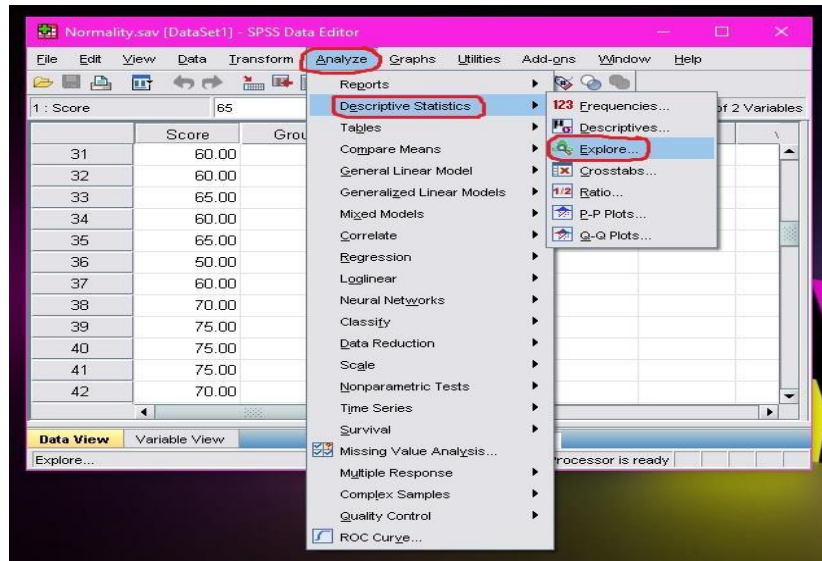


Figure 3.5 Fifth Steps of Analyzing Normality

- 6) Move variable “Score” to the “Dependent List” and variable “Group” to the “Factor List”. Pick “Both” and click “Plots...”

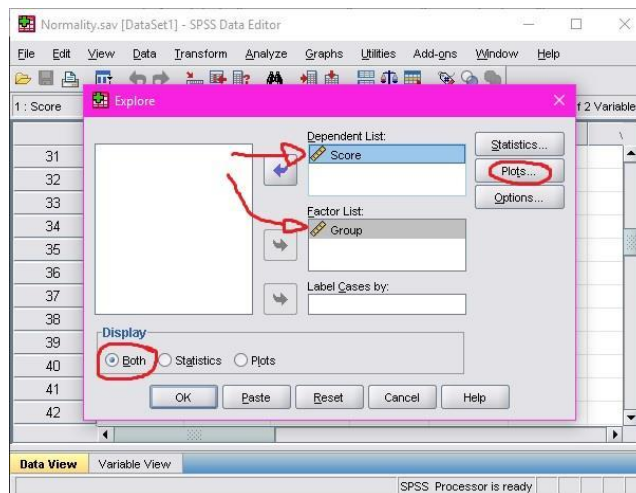


Figure 3.6 Sixth Steps of Analyzing Normality

- 7) Choose “Normality plots with tests” and click “Continue”.
Finally click “OK”

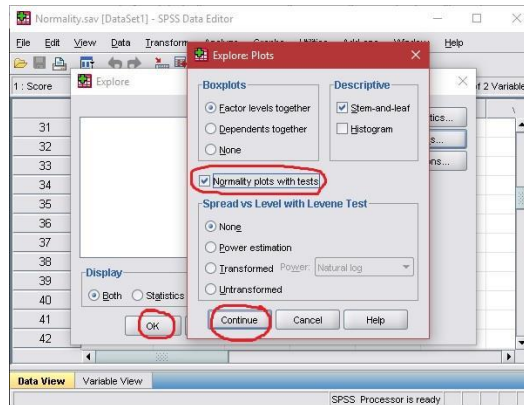


Figure 3.7 Seventh Steps of Analyzing Normality

- 8) The “Output” table will pop up and show the result. If the “significant” score is higher than 95% of the confidence interval that is 0.05, it means that the data is Normal.

b. Homogeneity Test

- 1) Open the SPSS application and click on the “Variable View”

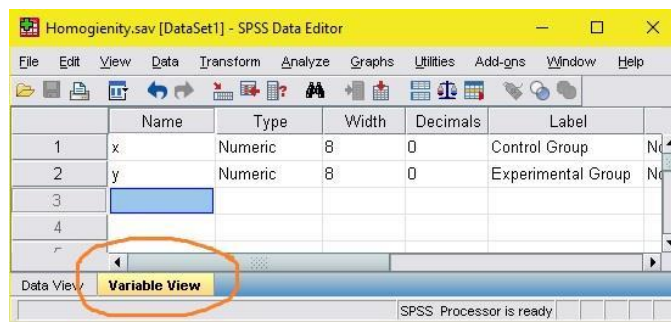


Figure 3.8 First Steps of Analyzing Homogeneity

- 2) Fill the “Name” column with “x” that represents for the control group score and “y” that represent for the experimental group score. While in the “Label” column, fill it with “Control Group” or “Experimental Group”.

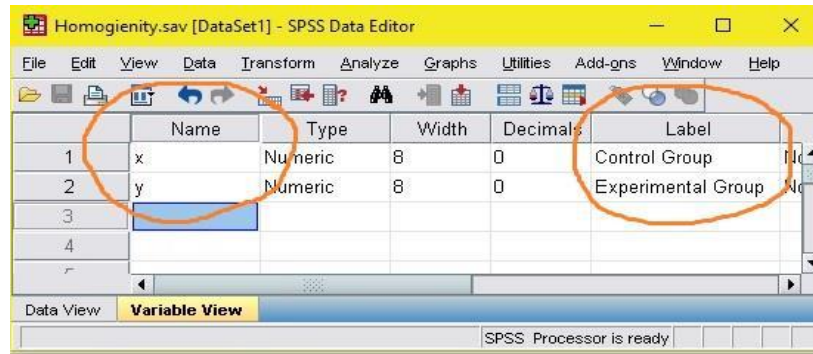


Figure 3.9 Second Steps of Analyzing Homogeneity

- 3) Go back to “Data View” and insert the score. Variable “x” for control group and “y” for experimental group

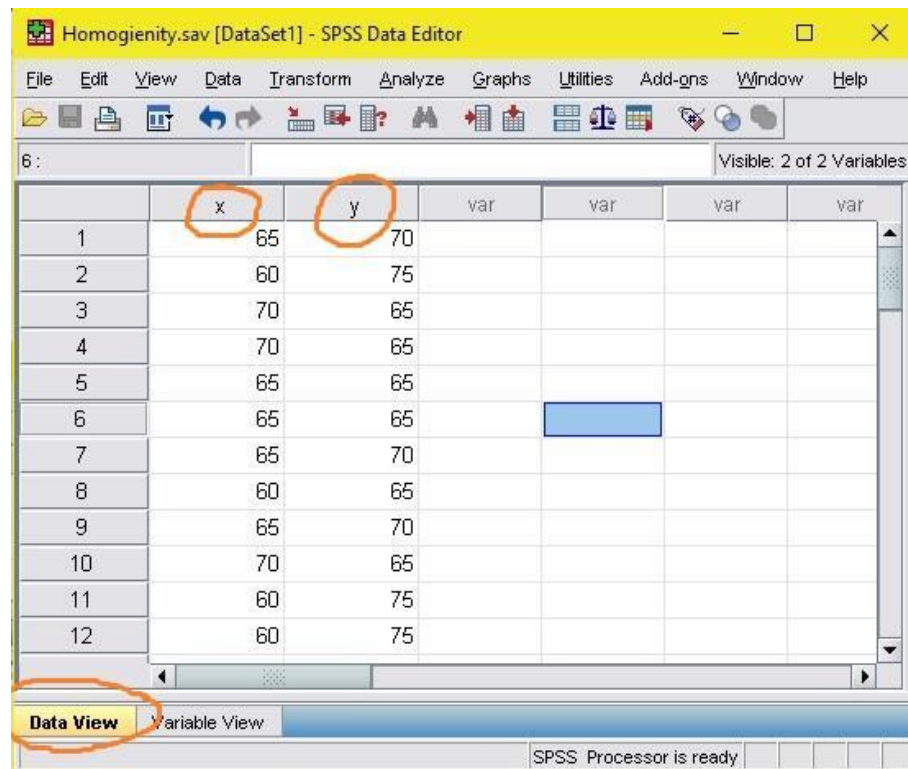


Figure 3.10 Third Steps of Analyzing Homogeneity

- 4) Click “Analyze”, choose “Compare Means”, and then pick “One-Way ANOVA...”

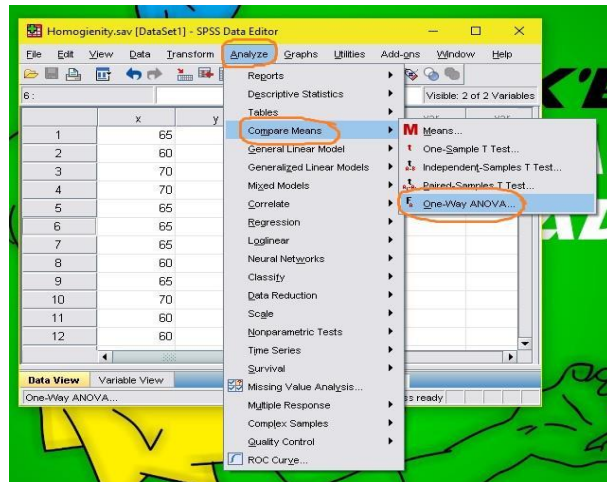


Figure 3.11 Fourth Steps of Analyzing Homogeneity

5) Move variable “y” to the “Dependent List ”and variable “x” to the “Factor”

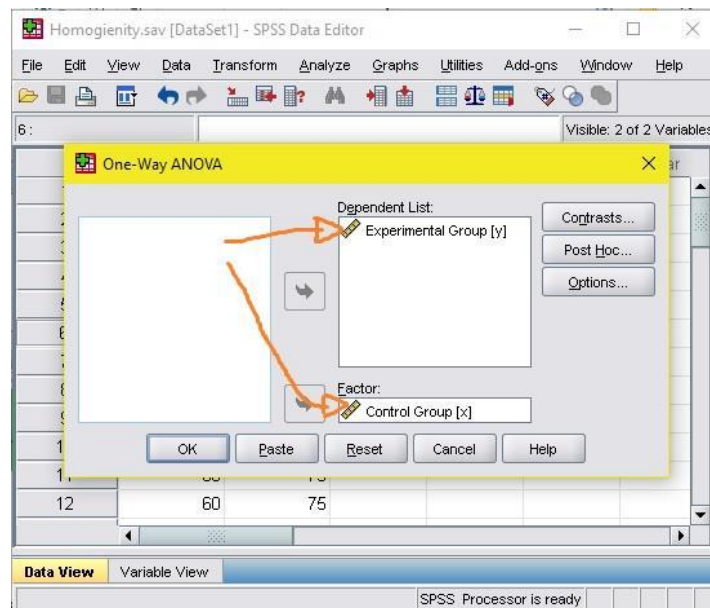


Figure 3.12 Fifth Steps of Analyzing Homogeneity

6) Click on the “option...” then choose “Homogeneity...” and click “Continue”. Finally, click “OK”

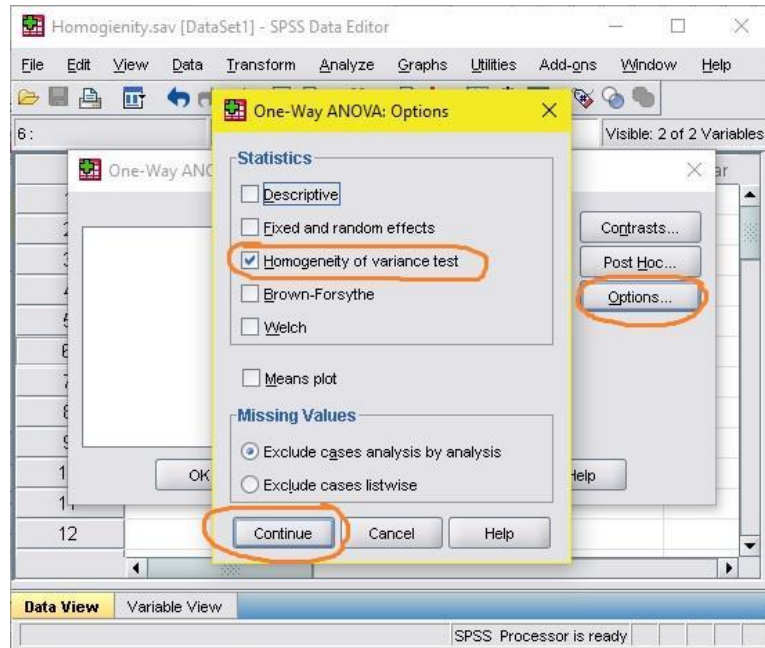


Figure 3.13 Sixth Steps of Analyzing Homogeneity

- 7) The “Output” table will pop up and show the result. If the “significant” score is higher than 95% of the confidence interval that is 0.05, it means that the data is Homogeny.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the research conducted in the eighth grade students of SMPN 1 Jumantono. This chapter provides some findings and discussion about the use of comic strip in teaching writing recount text. This chapter consists of the research finding, data analysis, and discussions.

A. Research Finding

This section discusses the result of the research about the effectiveness of using comic strip toward students to teach writing text at the eighth grade of SMPN 1 Jumantono in the academic year 2017/2018. The aim of the research is to find out the effectiveness of using comic strip to teach writing text. In this research, the researcher chooses two classes as the sample. They were VIII D as the experimental group consisted of 32 students and VIII C as the control group consisted 32 students. The researcher gave the different treatment in experimental group and control group. After that, the researcher gave them post-test to know the result of the treatment. The result of the post-test of both group were compared by using T-Test. The data description of both groups can be seen as follows:

1. Data Description

a. The Students Who Are Taught Using Comic Strip (Experimental Group)

The experimental group (VIII D) was taught using comic strip in teaching writing text. It consisted of 32 students. The data was obtained from the pre-test and the post-test score of experimental

group. The data is obtained from the post-test score of the post-test; they were given the pre-test and the treatments. The data will be presented in the table. The students were taught by using comic strip. The table is the score of the pre-test and the post-test in the experimental group. The table included of the students' list score in

Table 4.1

Table 4.1 List Score of Student's in Experimental Group

No	Initial Name	Pre-Test	Post-Test	Mean Experimental
1	AR	72	82	77
2	AI	56	75	65,5
3	AAN	66	74	70
4	ATL	63	68	65,5
5	ADNK	66	73	69,5
6	AER	72	72	72
7	DANF	65	75	70
8	EP	64	75	69,5
9	ER	67	73	70
10	FA	71	75	73
11	FAM	65	73	69
12	FM	65	76	70,5
13	FF	64	82	73
14	GPS	65	77	71
15	HAR	68	77	72,5
16	HAMC	70	70	70
17	IF	64	75	69,5
18	IA	69	78	73,5
19	KA	72	78	75
20	KT	66	82	74
21	MEW	75	77	76
22	MBNA	70	76	73
23	NDR	66	73	69,5
24	NPR	68	78	73
25	NAW	69	81	75
26	NH	70	82	76
27	PDM	71	72	71,5
28	RRAN	69	74	71,5
29	SYP	72	72	72
30	TIN	63	73	68
31	TA	68	72	70
32	VF	68	75	71,5

1) Pre-test for Experimental Group

The data presented are the result of writing test. It concluded the mean, median, mode, standard deviation and frequency distribution. The description of the data was described as follow:

Descriptive analysis of the pre-test data showed that the lowest score was 56 and highest score was 75. The mean was 67.46, the median was 68, the mode was 65 and the standard deviation was 3.732. The detail of description of experimental group is in Table 4.2, the frequency distribution in Table 4.3 and the histogram pre-test experimental group in figure 4.1.

Table 4.2 Data Description of Pre-test Experimental Group

Statistics		
PRETEST_EXPERIMENTAL		
N	Valid	32
	Missing	0
Mean		67.4688
Std. Error of Mean		.65989
Median		68.0000
Mode		65.00 ^a
Std. Deviation		3.73289
Variance		13.934
Skewness		-.620
Std. Error of Skewness		.414
Kurtosis		1.537
Std. Error of Kurtosis		.809
Range		19.00
Minimum		56.00
Maximum		75.00
Sum		2159.00

Table 4.3 Frequency Distribution of Pre-test in Experimental Group

PRETEST_EXPERIMENTAL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.1	3.1	3.1
	63	2	6.2	6.2	9.4
	64	3	9.4	9.4	18.8
	65	4	12.5	12.5	31.2
	66	4	12.5	12.5	43.8
	67	1	3.1	3.1	46.9
	68	4	12.5	12.5	59.4
	69	3	9.4	9.4	68.8
	70	3	9.4	9.4	78.1
	71	2	6.2	6.2	84.4
	72	4	12.5	12.5	96.9
	75	1	3.1	3.1	100.0
	Total		32	100.0	100.0

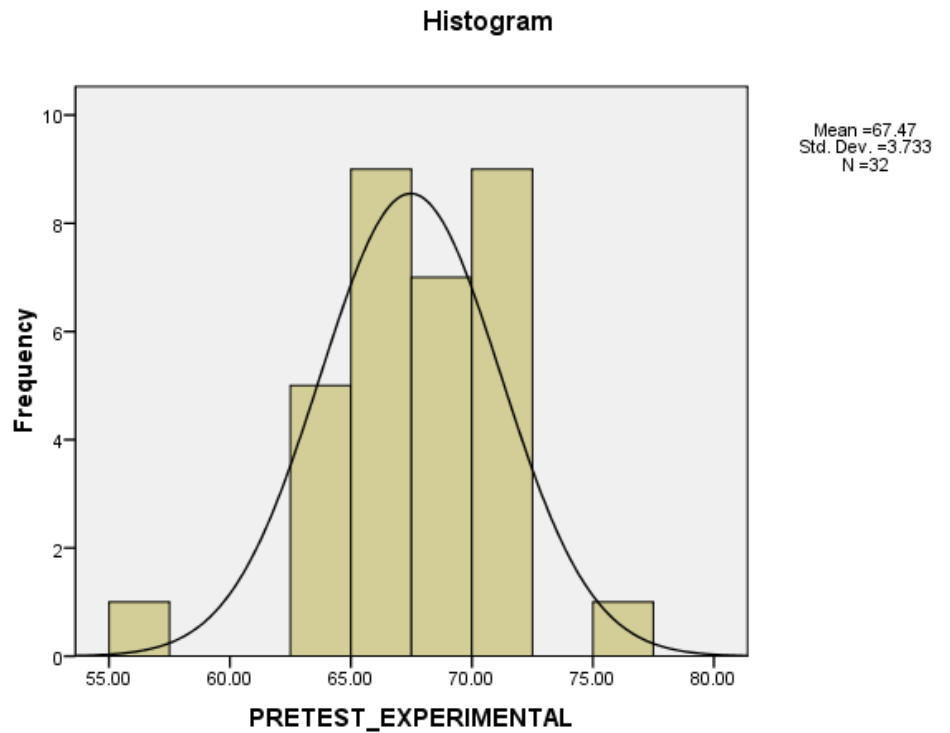


Figure 4.1 Histogram of Pre-test in Experimental Group

From the histogram above, it shows that the highest frequency was 4 which got score 65, 66, 68, 72 in percentage 12.5%, while the lowest frequency was 1 which got the score 56, 67, 75 in percentage 3.1%. It can be shown that students who got highest score are low.

2) Post-test for Experimental Group

The data presented are the result of writing test. It concluded the mean, median, mode, standard deviation and frequency distribution. The description of the data was described as follow:

Descriptive analysis of the post-test data showed that the lowest score was 68 and highest score was 82. The mean was

75.46, the median was 75, the mode was 75 and the standard deviation was 3.582. The detail descriptions of experimental group are in Table 4.4, the frequency distribution in Table 4.5 and the histogram post-test experimental group in figure 4.2.

Table 4.4 Data Description of Post-test in Experimental Group

Statistics		
POSTTEST_EXPERIMENTAL		
N	Valid	32
	Missing	0
Mean		75.4688
Std. Error of Mean		.63339
Median		75.0000
Mode		75.00
Std. Deviation		3.58297
Variance		12.838
Skewness		.385
Std. Error of Skewness		.414
Kurtosis		-.193
Std. Error of Kurtosis		.809
Range		14.00
Minimum		68.00
Maximum		82.00
Sum		2415.00

Table 4.5 Frequency Distribution of Post-test in Experimental Group

POSTTEST_EXPERIMENTAL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	3.1	3.1	3.1
	70	1	3.1	3.1	6.2
	72	4	12.5	12.5	18.8
	73	5	15.6	15.6	34.4
	74	2	6.2	6.2	40.6
	75	6	18.8	18.8	59.4

	76	2	6.2	6.2	65.6
	77	3	9.4	9.4	75.0
	78	3	9.4	9.4	84.4
	81	1	3.1	3.1	87.5
	82	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

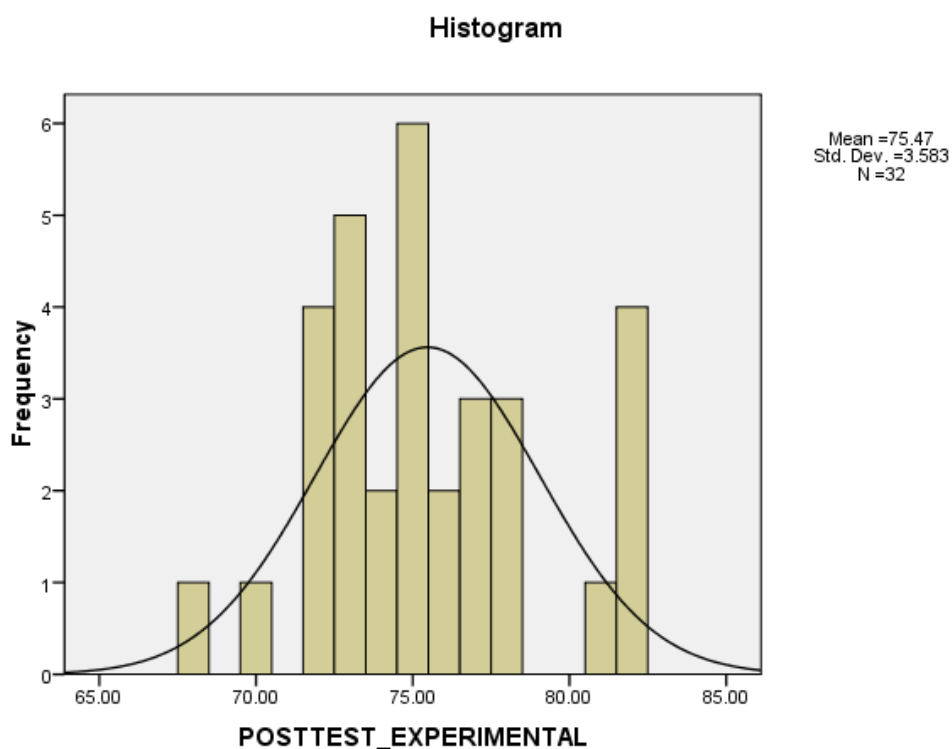


Figure 4.2 Histogram of Post-test in Experimental Group

From the histogram above, it shows that the highest frequency was 6, which got the score 75 with the percentage 18.8%, while the lowest frequency was 1, which got the score 68, 70, 81 with the percentage 3.1%. It can be shown that there are many students who got highest score.

b. The Students Who Are Taught Using Picture (Control Group)

The control group (VIII C) was taught by using picture media for students' writing recount text. The control group consists of 32 students. They have performed the test presented by the researcher. The data is obtained from the post-test score of the post test; they were given the pre-test and the treatments. The data will be presented in the table and histogram. The students were taught by using picture media. The table included of the students' score in Table 4.6.

Table 4.6 List Score of Students in Control Group

No	Initial Name	Pre-Test	Post-Test	Mean Control
1	AMLS	67	58	62,5
2	AKW	68	72	70
3	AS	60	65	62,5
4	AR	69	70	69,5
5	AA	61	76	68,5
6	AIN	70	73	71,5
7	AEPDM	67	70	68,5
8	EDA	70	78	74
9	FNH	70	69	69,5
10	FN	70	69	69,5
11	HN	62	62	62
12	ISN	70	69	69,5
13	IF	71	66	68,5
14	IAS	66	65	65,5
15	IW	68	72	70
16	KAP	72	67	69,5
17	MNI	63	72	67,5
18	MDS	71	76	73,5
19	NARR	64	72	68
20	NJ	70	74	72
21	NN	66	72	69

22	NKS	69	70	69,5
23	RNF	65	74	69,5
24	RMS	58	69	63,5
25	RA	76	69	72,5
26	SU	64	66	65
27	SAA	66	75	70,5
28	SAT	64	80	72
29	SAPP	71	73	72
30	TY	63	67	65
31	TV	70	62	66
32	VL	67	76	71,5

1) Pre-test for Control Group

The data presented are the result of writing test. It concluded the mean, median, mode, standard deviation and frequency distribution. The description of the data was described as follow:

Descriptive analysis of the pre-test data showed that the lowest score was 58 and highest score was 76. The mean was 67.125, the median was 67.50, the mode was 70, and the standard deviation was 3,943. The detail of description control group is in Table 4.7, the frequency distribution in Table 4.8 and the histogram pre-test control group in figure 4.3.

Table 4.7 Data Description of Pre-Test in Control Group

Statistics		
PRETEST_CONTROL		
N	Valid	32
	Missing	0
Mean		67.1250
Std. Error of Mean		.69814
Median		67.5000
Mode		70.00
Std. Deviation		3.94928
Variance		15.597
Skewness		-.314
Std. Error of Skewness		.414
Kurtosis		-.023
Std. Error of Kurtosis		.809
Range		18.00
Minimum		58.00
Maximum		76.00
Sum		2148.00

Table 4.8 Frequency Distribution of Pre-test in Control Group

PRETEST_CONTROL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	3.1	3.1	3.1
	60	1	3.1	3.1	6.2
	61	1	3.1	3.1	9.4
	62	1	3.1	3.1	12.5
	63	2	6.2	6.2	18.8
	64	3	9.4	9.4	28.1
	65	1	3.1	3.1	31.2
	66	3	9.4	9.4	40.6
	67	3	9.4	9.4	50.0
	68	2	6.2	6.2	56.2
	69	2	6.2	6.2	62.5
	70	7	21.9	21.9	84.4
	71	3	9.4	9.4	93.8
	72	1	3.1	3.1	96.9
	76	1	3.1	3.1	100.0
	Total		32	100.0	100.0

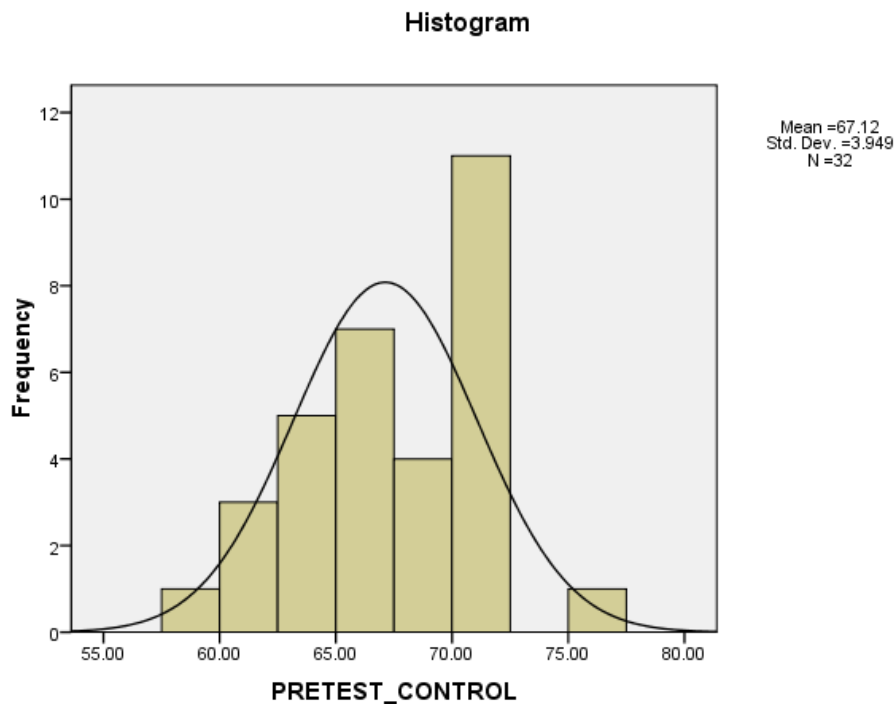


Figure 4.3 Histogram of Pre-test in Control Group

From the histogram above, it shows that the highest frequency was 7, which got the score 70 with the percentage 21.9%, while the lowest frequency was 1, which got the scores 58, 60, 61, 62, 65, 72 and 76 with the percentage 3.1%.

2) Post-test for Control Group

The data presented are the result of writing test. It concluded the mean, median, mode, standard deviation and frequency distribution. The description of the data was described as follow:

Descriptive analysis of the Post-test data showed that the lowest score was 58 and highest score was 80. The mean was

70.25, the median was 70, the mode was 69 and the standard deviation was 4.892. The detail of description control group is in Table 4.9, the frequency of distribution in Table 4.10 and the histogram post-test control class in figure 4.4.

Table 4.9 Data Description of Post-test in Control Group

Statistics		
POSTTEST_CONTROL		
N	Valid	32
	Missing	0
Mean		70.2500
Std. Error of Mean		.86486
Median		70.0000
Mode		69.00 ^a
Std. Deviation		4.89239
Variance		23.935
Skewness		-.364
Std. Error of Skewness		.414
Kurtosis		.184
Std. Error of Kurtosis		.809
Range		22.00
Minimum		58.00
Maximum		80.00
Sum		2248.00

Table 4.10 Frequency Distribution of Post-test in Control Group

POSTTEST_CONTROL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	3.1	3.1	3.1
	62	2	6.2	6.2	9.4
	65	2	6.2	6.2	15.6
	66	2	6.2	6.2	21.9
	67	2	6.2	6.2	28.1

69	5	15.6	15.6	43.8
70	3	9.4	9.4	53.1
72	5	15.6	15.6	68.8
73	2	6.2	6.2	75.0
74	2	6.2	6.2	81.2
75	1	3.1	3.1	84.4
76	3	9.4	9.4	93.8
78	1	3.1	3.1	96.9
80	1	3.1	3.1	100.0
Total	32	100.0	100.0	

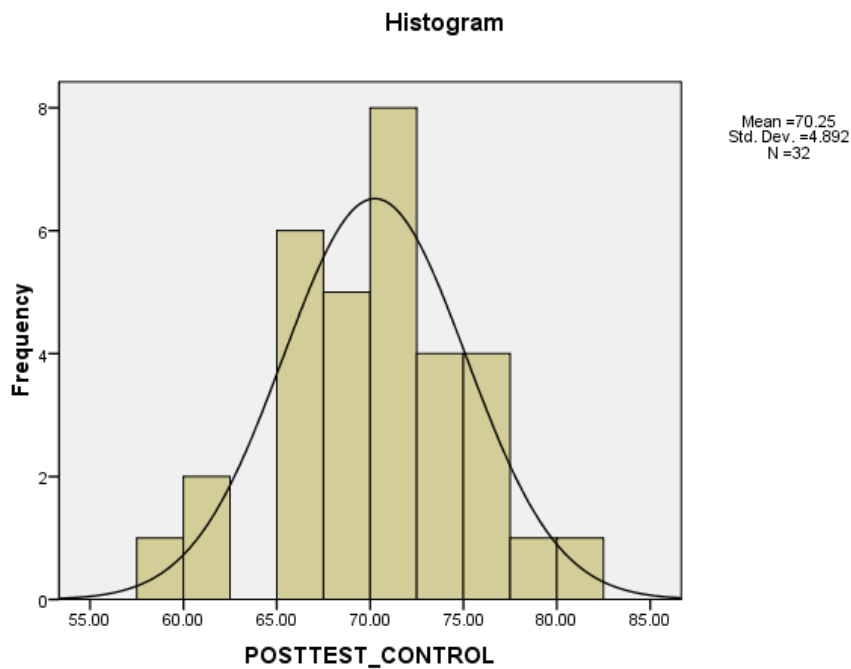


Figure 4.4 Histogram of Post-test in Control Group

From the histogram above, it shows that the highest frequency was 5, which got the score 69 with the percentage 15.6%, while the lowest frequency was 1, which got the score 58, 75, 78, 80 with the percentage 3.1%.

2. Prerequisite Test

The Normality test is to reveal that the samples are in normal distribution. The Homogeneity test is to reveal that both sample of experiment group and control are homogeneous.

a. Normality test

Normality test is the normality test is used to know whether the data is normality distribution or not. The sample is in Kolmogorov-Smirnov Z if significant Kolmogorov-Smirnov $>$ for α 0.05 so Normal. To read Kolmogorov-Smirnov data, as follow:

Ho is normal population

Ha is non-normal population

If significant $>$ 0.005 so Ho accepted

If significant \leq 0.005 so Ho rejected

In this research, the researcher used Liliefors for the normality. The purpose of normality test is to see whether the data of student's achievement is in normal distribution or not. The result of normality test which is analyzed using SPSS 16.00 for windows is shown by Kolmogorov Smirnov (KS-Z). To see whether the data of students achievement is normal or not is by comparing the result of the data and the level of significant (α), if the score of KS-Z is higher than α (0.05) ($KS-Z > \alpha$ (0.05)), it can be concluded that the data is normal.

*Table 4.11 Summary of Normality test in Pre-test Data
(Experimental and Control Group)*

Tests of Normality Pre-test							
	GROUP	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE PRETEST	EXPERIMENTAL	.103	32	.200*	.952	32	.166
	CONTROL	.142	32	.102	.966	32	.402
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

In table 4.11 can be read that significant in experimental group was $0.200 > 0.05 = \text{Normal}$. The significant in control group was $0.102 > 0.05 = \text{Normal}$. It means that both data pre-test experiment and control class were Normal distribution. The researcher uses Kolmogorov-Smirnov because the total respondent is 64 respondents (more than 50).

*Table 4.12 Summary of Normality test in Post-test Data
(Experimental and Control Group)*

Tests of Normality							
	GROUP	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE POSTTEST	EXPERIMENTAL	.146	32	.082	.942	32	.083
	CONTROL	.118	32	.200*	.982	32	.857
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

In table 4.12 can be read that significant post-test data in experimental group was $0.082 > 0.05 = \text{Normal}$ and significant in control group was $0.200 > 0.05 = \text{Normal}$. It means both data post-test experimental and control group were normal distribution. The researcher uses Kolmogorov-Smirnov because the total respondent was 64 respondents (more than 50).

b. Homogeneity

Homogeneity test is implemented to investigate whether two groups have same variant or not. Homogeneity test is done to know the data are homogeneous. To know homogeneity of the data, there are conditions as follow:

If significant value > 0.05 , so variant each sample is same (homogenous)

If significant value < 0.05 , so variant each sample is different (not homogenous)

Table 4.13 Summary of Homogeneity in Pre-test Data (Experiment and Control Group)

Test of Homogeneity of Variances			
Homogeneity Pre-Test Experimental Group			
Levene Statistic	df1	df2	Sig.
2.399 ^a	7	17	.067

Test of Homogeneity of Variances			
Homogeneity Pre-Test Control Group			
Levene Statistic	df1	df2	Sig.
.494 ^a	8	20	.846

In table 4.13 can be showed that pre-test experiment group significant value is $0.067 > 0.05$ and pre-test control group significant $0.846 > 0.05$, it means both pre-test experiment and control group was homogenous.

Table 4.14 Summary of Homogeneity in Post-test Data (Experiment and Control Group)

Test of Homogeneity of Variances			
Homogeneity Post-test Experimental Group			
Levene Statistic	df1	df2	Sig.
.1466 ^a	9	18	.234

Test of Homogeneity of Variances			
Homogeneity Post-test Control Group			
Levene Statistic	df1	df2	Sig.
.873 ^a	7	17	.547

In table 4.14 can be showed that post-test experiment group significant value is $0.234 > 0.05$ and post-test control group significant $0.547 > 0.05$, it means that both post-test experiment and control group is homogenous.

3. Hypothesis Test

Hypothesis test can be done after the result of normality and homogeneity test are fulfilled. In this research, the researcher used t-test for hypo testing test with mean from individual students' score (pre-test and post-test) in experiment group and control group. To know there is effective or not according t-test can be follow:

Ho will rejected if $T_{\text{observed}} > T_{\text{table}}$ for significant α 0.05 so Ha accepted and not only read in T_{observed} but can read in p-value (sig 2-tailed.) where Ho will rejected if p-value (sig 2-tailed) $< \alpha$ 0.05.

Table 4.15 Mean Score of Pre-test and Post-test Individual Students (Experimental Group)

No	INITIAL NAME	Pre-Test	Post-Test	Mean Experimental
1	AR	72	82	77
2	AI	56	75	65,5
3	AAN	66	74	70
4	ATL	63	68	65,5
5	ADNK	66	73	69,5
6	AER	72	72	72
7	DANF	65	75	70
8	EP	64	75	69,5
9	ER	67	73	70
10	FA	71	75	73
11	FAM	65	73	69
12	FM	65	76	70,5
13	FF	64	82	73
14	GPS	65	77	71
15	HAR	68	77	72,5
16	HAMC	70	70	70
17	IF	64	75	69,5
18	IA	69	78	73,5
19	KA	72	78	75
20	KT	66	82	74
21	MEW	75	77	76
22	MBNA	70	76	73
23	NDR	66	73	69,5
24	NPR	68	78	73
25	NAW	69	81	75
26	NH	70	82	76
27	PDM	71	72	71,5
28	RRAN	69	74	71,5
29	SYP	72	72	72
30	TIN	63	73	68
31	TA	68	72	70
32	VF	68	75	71,5

Table 4.16 Mean of Pre-test and Post-test Individual Students (Control Group)

No	INITIAL NAME	Pre-Test	Post-Test	Mean Control
1	AMLS	67	58	62,5
2	AKW	68	72	70
3	AS	60	65	62,5
4	AR	69	70	69,5
5	AA	61	76	68,5
6	AIN	70	73	71,5
7	AEPDM	67	70	68,5
8	EDA	70	78	74
9	FNH	70	69	69,5
10	FN	70	69	69,5
11	HN	62	62	62
12	ISN	70	69	69,5
13	IF	71	66	68,5
14	IAS	66	65	65,5
15	IW	68	72	70
16	KAP	72	67	69,5
17	MNI	63	72	67,5
18	MDS	71	76	73,5
19	NARR	64	72	68
20	NJ	70	74	72
21	NN	66	72	69
22	NKS	69	70	69,5
23	RNF	65	74	69,5
24	RMS	58	69	63,5
25	RA	76	69	72,5
26	SU	64	66	65
27	SAA	66	75	70,5
28	SAT	64	80	72
29	SAPP	71	73	72
30	TY	63	67	65
31	TV	70	62	66
32	VL	67	76	71,5

Table 4.17 T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.260	.612	3.807	62	.000	2.90625	.76330	1.38043	4.43207
	Equal variances not assumed			3.807	61.128	.000	2.90625	.76330	1.38043	4.43207

T_{table} is 1.999 in df 62 and significant 0.05. The result of T-test was above $T_{observed} > T_{table}$. That was $3.807 > 1.999$, also can read in p-value (sig 2-tailed) < 0.05 . That was $0.000 < 0.05$. So, it can be concluded that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. It means that teaching writing using comic strip is more effective than using picture.

B. Discussion

Based on the research findings, it shows that the obtained $T_{observed}$ is higher than T_{table} , the difference is statistically significant. Therefore, based on the complication there is difference in writing text score between

students who are taught by comic strip and those who are taught by picture. It can be said that Comic Strip is effective to teach students' writing text and Ha is accepted because the students who are given treatment by comic strip have a better achievement in writing text than the students who are taught by picture in control group.

The researcher did pretest in both of group, and then did four treatments in experimental group. After the treatment done, the researcher did posttest to get the score of writing use different media. Teaching writing text using comic strip make students feel enjoy and directed in writing process. It is proved when the researcher asked and gives assignment to write recount text in experiment class. The students suggest that learning how to write some paragraph in English is as not hard as people said. Learning English writing text using comic strip make students directed in improving their idea. Hence, the teacher should use interesting media in teaching English writing text for their students.

Based on the analysis of students' ability, it was found the students' ability after getting treatment was good. In this case, the experimental group was given treatment, which is comic strip as media in teaching learning process. The data were obtained from the students' achievement score of the post-test of writing ability of recount text. From the data the researcher gets score of post-test, the lowest score was 68 and highest score was 82. The mean was 75.47, the median was 75, the mode was 75 and the standard deviation was 3.582. The findings that show students' ability is very good. But there were still some mistakes that

students had made like an error organization, vocabulary, grammar, and mechanic in writing text. But, it was something understood. The researcher result was Comic Strip makes students enjoy and directed in writing learning process. It was proven with the result of the post-test score of the experimental group. If the result was compared between the post-test score of the experimental and control group, the mean score of post-test in experimental group is higher than mean score of post-test in control group. That is $75.47 > 70.25$.

The result of the research can be explained by the many reasons. As it is already explained in chapter II, by using Comic Strips, the students can be motivated and develop the thinking skill in writing text. They become active in learning process. Comic Strips makes the students enjoyed the learning process. It's supported by Arlin and Roth (1978: 202) stated that comic strips are regarded as interesting and motivating media. Comic strips consist of pictures sequence and dialogues, its help the students to get the visualization to write recount text easily, so comic strips could make the students study with more enthusiasm, comic strips help the students to understand content and context that teacher has taught easily because students can find many dialogues in comic strips. It's supported by the theory of Yang Gene (2003) states that Comic Strips can help the readers to get the right visualizations. Comic Strips is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions

in a passage with which they are unfamiliar. Dialogues in comic strips can help the students easily to write a text. Therefore, comic strips can be regarded as a potential material in teaching and learning process to gain students' interest. Students can find many kinds of comic strips in newspaper, book and internet so, it could make students easier to learn everywhere and every time.

Whereas, using Pictures in teaching writing make the students felt bored because there is no other variation. They only focus in eyes perception. In the classroom, the students felt lazy to see the picture. They often see the picture and they doesn't have new media in learning process. In this media, students get limitations in exploring ideas in written text. Sukiman (2012:87-88) mentions the disadvantages of pictures such as: only focusing eyes perception and the complexity of pictures will not be effective in learning activities. In the classroom, the students felt lazy to see the picture. They often see the picture and they do not have a new something. It can be concluded that picture can make the students are difficult to show their skill in writing skill because it's only focusing eyes perception.

In the previous related study, comic strip is effective to teach writing ability especially in teaching recount text. Because in this media use dialogue in the story, it make students can generate their ideas in writing. Therefore, the use of comic strip in teaching writing is better than using picture. So, it could be concluded that the implementation of using comic strip in teaching writing of recount text at eight grades students of

SMPN 1 Jumantono was effective. It was proven with students' final score after gave treatment, the teaching writing text of recount text using comic strip better than teaching writing text of recount text using picture.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter discusses about the conclusion, implication, and recommendation of the research findings. The explanation of each section can be seen as follows:

A. Conclusion

Writing is the most complicated skill in English for foreign or second language learners. Writing skill is one of the productive skills in English language. It is productive activity by which one can deliver his/her ideas to other in a written text. In writing, people will produce a written language. Writing is skills which express idea, feel and thought which are arranged in words, sentences and paragraph. Writing is basically the process of expressing ideas and thought of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. Through writing, each person will be able to convey feelings, ideas, and announcements to others.

In this research, the researcher applied comic strip to teach recount text in experimental group. The researcher used comic strip in every meeting to develop and explore the student's ideas. Students easier to write words that appropriate with the topic and they can make a good paragraph. The researcher did pretest in both of groups, and then did four treatments in experimental class. Every meeting, the students make paragraphs based on the topic for an experimental class by using comic strip and uses picture for a control class. After the treatment done, the researcher did posttest to get the student's score of writing.

There is a difference between students who are taught using comic strip and the students who are taught using picture. The students that are taught using comic strip have better ability in developing their ideas in writing than the students are taught using picture. The mean score both experimental and control group is difference. From the data the researcher gets score of post-test in experimental group are the lowest score was 68 and highest score was 82, the mean was 75.47, the median was 75, the mode was 75 and the standard deviation was 3.582. While, the data in control group were the mean was 70.25, the median was 70, the mode was 69 and the standard deviation was 4.892.

From the statements above, it can be concluded that comic strip is effective to teach writing recount text. Students who are taught using comic strip can develop and explore their ideas in recount text writing than they are taught using picture.

B. Implication

The result of this research showed that comic strip can give better achievement in writing than picture media. It means that comic strip is appropriate to be applied in teaching writing for students in SMPN 1 Jumantono especially in the eight grade students. The selection of comic strip is reasonable because it is based on the condition of the students. They were more active in the classroom. The conclusion has an implication that comic strips can be applied to teach writing skill to the students of junior high school especially for the eight grade students of junior high school.

C. Recommendation

1. For the teacher
 - a. Teaching English is difficult, so to make the students interested in this subject, the teacher should use various media in teaching writing. Teacher can choose an appropriate media based on the situation. Since this research shows that comic strip is better than picture for teaching writing, it is recommended for teacher to use comic strip in teaching writing.
 - b. The teacher should be able create an interesting media to make the students easier in understanding writing recount text.
2. For the students
 - a. The students can improve the motivation and interest in learning writing especially in recount text by using comic strip.
 - b. To improve writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement to improve writing achievement.
 - c. Student can solve the problem about the difficulty and confusing in arranged the sentence by using comic strip.
3. For other researcher
 - a. The using comic strip as media in teaching learning process is expected that the order researcher can make an improvement in implementing comic strip in other field.
 - b. The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing

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Appendix 1.The List of Students' Name

Class : VIII D (Experimental Group)

Male : 16

Female: 16

NO.	NAME
1	Aderima Rahmawati
2	Agus Irawan
3	Aprilia Ayu Nugraheni
4	Aprilia Tri Lestari
5	Arkhani Devi Nur Kholisoh
6	Asti Eka Roihanah
7	Dwiky Alfian Nur Fauzan
8	Eka Prasetya
9	Estina Rahmawati
10	Febri Afinanda
11	Fernanda Arip Maulana
12	Fildan Murof
13	Fitri Febrianti
14	Galih Putra Sejati
15	Harun Al Rosyid
16	Hasan Aji Maulana Cahya
17	Imron Fatkhurohman
18	Intan Aprilia
19	Khoirul Anan
20	Kurnia Tinuladani
21	Melati Eka Wulandari
22	Muhammad Bagus Nur Alim
23	Nabilla Dian Ramadani
24	Nafa Putri Ramadani
25	Nurtyas Ayu Wulandari
26	Nurul Hidayah
27	Putri Deswita Maharani
28	Rino Rizqi Adji Nugroho
29	Septiadi Yoga Pamungkas
30	Tegar Iman Nugroho
31	Tri Ambarwati
32	Virgi Febriyanto

Class : VIII C (Control Group)

Male : 16

Female: 16

No	Name
1	Adnan Maulana Listya Suwa
2	Afrida Kusuma Wardani
3	Agus Supriyanto
4	Aisyah Rahmadhani
5	Amanda Amelia
6	Ameliya Ika Nurcahyanti
7	Anisa Eka Putri Devita Maha
8	Erina Dwi Astuti
9	Fajar Nur Huda
10	Fitriya Nurfatihah
11	Hendri Nugroho
12	Ihsan Samodra Nurahmi
13	Iin Febriyanti
14	Irfan Ahmad Setiawan
15	Irfan Wahidiyawan
16	Kristi Andri Pertiwi
17	M. Afid Nur Ikhsan
18	Mirna Dwi Setyani
19	Nia Agustin Riski Rohmahdan
20	Nova Jokosuseno
21	Nova Nurroiman
22	Nur Kumala Sari
23	Rikzan Nur Fatkhurokhim
24	Rizki Maulana Sidiq
25	Rohmatul Azizah
26	Sangkan Utomo
27	Sholikhah Agus Anisa
28	Solikhah Agus Tiana
29	Surya Aditama Putra Pangestu
30	Tri Yulianto
31	Tunggal Vardanu
32	Vera Lestari

Appendix 2 Syllabus

SILABUS PEMBELAJARAN

Sekolah : SMPN 1 Jumantono

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata Kata terkait tema dan jenis teks 4. Tanda baca, Spelling	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan	Menulis teks fungsional pendek berbentuk : - Notices - Iklan Menulis teks pendek dan sederhana	Tes tulis	Essay	1. Write sentences based on the situation given. 2. Complete the text using suitable word/words. 3. Write notices related to certain places 4. Write an advertisement promoting a certain product.	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar
				Tes tertulis	Uraian		8 x 40 menit	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<p><i>narrative / recount</i></p> <p>2. Ciri kebahasaan teks <i>narrative / recount</i></p> <p>3. Langkah retorika teks <i>narrative / recount</i></p> <p>4. Tatabahasa</p> <ul style="list-style-type: none"> - Simple past - Past continuous <p>5. Kosakata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks <p>6. Tandabaca, spelling</p>	<p>sesuatu</p> <p>3. Melengkapi teks fungsional pendek</p> <p>4. Menulis teks fungsional pendek</p> <p>1. Review ciri kebahasaan teks <i>narrative / recount</i></p> <p>2. Membuat kalimat sederhana terkait teks <i>narrative / recount</i></p> <p>3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i></p> <p>4. Membuat draft teks <i>recount</i> dan <i>narrative</i></p> <p>5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasar draft yang dibuat</p>	<p>dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar</p>	Proyek	Penugasan	<p><i>Write a short recount/narrative text based on:</i></p> <p>a. <i>Your experience happened to you</i></p> <p>b. <i>The story You have ever read</i></p> <p>c. <i>Series of pictures given.</i></p> <p><i>Find 5 short texts of recount or narratives and expose them.</i></p>		<p>1. Buku teks yang relevan</p> <p>2. Buku cerita bahasa Inggris</p> <p>3. Gambar - gambar terkait cerita</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		6. Memajang hasil tulisan di dinding						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)			Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)					

Appendix 3. Lesson Plan Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN 1 JUMANTONO
Kelas/Semester	: VIII / 2 (Experimental Group)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: <i>Recount Text</i>
Ketrampilan Bahasa	: Menulis
Alokasi Waktu	: 8 X 40 Menit (4 Pertemuan)

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

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

C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks monolog *recount*
2. Mengidentifikasi tujuan komunikatif *recount*
3. Mengidentifikasi *social function* dari teks *recount*.
4. Mengidentifikasi *generic structure* dan *language feature* dari teks *recount*.
5. Membuat teks *recount* dimulai dengan cara *brainstorming* dari *comic strips*.
6. Membuat teks *recount* dengan menggunakan *generic structure* dan *language feature*

D. Materi Pembelajaran

- Definition and the purpose of *recount text* :

A *recount* is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. *Recount text* means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as

their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities.

The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary or story recount is to tell a sequence of events so that it entertains.

- Generic structures of recount text :

Orientation: It is introduced the main characters and possibly somemminor characters. Some indication is generally given of where orwhen the action happens.

Event: Events are where the researcher tells how the characterreacts to the events. It includes his/her feeling and what he/shedoes. It can be chronological order (the order in which theyhappened).

Reorientation: Reorientation or personal comment is the evaluate remark,which are interspersed throughout the record of events, but it is optional.

- Language Feature of Recount Text

Simple Past Tense		
(+)	(-)	(?)
S + Verb2 + Object + adverb of time	S + didn't + Verb1 + Object + adverb of time	Did + S + Verb1 + Object + adverb of time?
S + to be (was/were) + adjective/adverb	S + was/were + not + adjective/adverb	Was/were + S + adverb/adjective

Pattern of Simple Past Tense:

S + Verb 2

Example:

1. I *woke up* at half past seven.
2. I *played* computer games until midnight.

Adverb of Time	
Last year	Yesterday
A year ago	Last Monday
Last two days	Last Sunday
Two days ago	Last night

E. Metode Pembelajaran

Pendekatan : Scientific Learning

Metode Pembelajaran : Discussion, Content Base Learning

F. Media Alat Dan Bahan Pembelajaran

❖ Media :

▲ Comic Strip

❖ Alat/Bahan :

▲ Comic Strip

▲ Blackboard

▲ Boardmarker

G. Sumber Belajar

Buku Bahasa Inggris kelas VIII (Let's Talk about English) dan Internet

H. Langkah-Langkah Pembelajaran

Pertemuan ke- 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru mengucapkan salam dan menanyakan keadaan siswa. - Guru mengecek kehadiran siswa <p>Apersepsi :</p> <ul style="list-style-type: none"> • Guru bertanya kepada siswa tentang kegiatan yang telah dilakukan misal tentang liburan yang telah lalu • Tanya jawab yang berkaitan dengan materi pembahasan <p>Motivasi :</p> <ul style="list-style-type: none"> • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa 	10 Menit
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru menjelaskan pengertian dan struktur dari recount text 	

	<ul style="list-style-type: none"> • Siswa mendengarkan penjelasan tentang pengertian dan struktur <i>recount text</i> • Guru memberikan sebuah comic strip dan meminta siswa secara berkelompok untuk mengurutkan comic strips yang telah dipotong dan di acak percakapannya menjadi sebuah cerita yang runtut • Siswa secara berkelompok berdiskusi mengurutkan comic strips yang telah di acak menjadi sebuah cerita yang runtut <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menjelaskan struktur dari cerita <i>recount text</i> yang sudah di identifikasi • Siswa menjelaskan struktur <i>recount text</i> di depan kelas • Guru meminta siswa lain untuk menanggapi dan memberikan pendapat <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, • Guru memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; 	<p>60 Menit</p>
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	<ul style="list-style-type: none"> • Guru membantu menyelesaikan masalah; • Guru memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi; • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; • Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; • Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit

Pertemuan ke- 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<i>Kegiatan Awal</i>	10 Menit

	<ul style="list-style-type: none"> • Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) • Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran. • Guru memberi gambaran tentang pelajaran yang akan berlangsung. • Guru mengingatkan kembali pelajaran minggu lalu tentang materi recount; function, generic structure and its language features. <p>Apersepsi :</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya • Tanya jawab mengenai pembelajaran sebelumnya <p>Motivasi :</p> <ul style="list-style-type: none"> • Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang Simple Past Tense yang menjadi salah satu ciri dari recount text 	

	<ul style="list-style-type: none"> • Siswa mendengarkan penjelasan tentang penggunaan simple past tense dan rumusnya • Guru memberikan beberapa contoh kalimat yang menggunakan Simple Past Tense • Guru meminta siswa untuk membuat contoh kalimat Simple Past Tense <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru memberikan beberapa contoh comic strip dan meminta siswa untuk mengidentifikasi kalimat Simple Past Tense yang ada di dalam Comic Strips yang telah diberikan • Siswa mengidentifikasikan kalimat Simple Past Tense yang ada di dalam Comic Strips • Guru meminta siswa berdiskusi dengan teman sebangku tentang kalimat yang telah di buat • Siswa saling berdiskusi dan menanggapi pekerjaan teman <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, • Guru memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui 	<p>60 Menit</p>
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	<p>berbagai sumber,</p> <ul style="list-style-type: none"> • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; • Guru membantu menyelesaikan masalah; • Guru memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi; • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	☞ Guru bersama-sama dengan peserta didik dan/atau	10 Menit

	<p>sendiri membuat rangkuman/simpulan pelajaran;</p> <ul style="list-style-type: none"> ☞ Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ☞ Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; ☞ Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ☞ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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Pertemuan ke- 3

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p><i>Kegiatan Awal</i></p> <ul style="list-style-type: none"> • Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) 	10 Menit

	<ul style="list-style-type: none"> • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) • Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran. • Guru memberi gambaran tentang pelajaran yang akan berlangsung. • Guru mengingatkan kembali pelajaran minggu lalu tentang materi recount; function, generic structure and its language features. 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang penggunaan kata kerja waktu terkait recount text • Guru memberikan siswa comic strip dan meminta siswa untuk melengkapi kalimat rumpang yang ada pada dialog secara berkelompok • Siswa secara berkelompok menuliskan kalimat yang sesuai dalam percakapan di Comic Strip yang di peroleh <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk berdiskusi di dalam kelompok dan memberikan beberapa 	<p>60 Menit</p>

	<p>masukannya jika dirasa ada yang kurang</p> <ul style="list-style-type: none"> • Siswa memperhatikan masukan dari guru dan membenarkan pekerjaan yang dirasa kurang <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, • Guru memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; • Guru membantu menyelesaikan masalah; • Guru memberi acuan agar peserta didik dapat melakukan 	
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	<p>pengecekan hasil eksplorasi;</p> <ul style="list-style-type: none"> • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; • Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; • Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil 	10 Menit

	<p>belajar peserta didik;</p> <ul style="list-style-type: none"> • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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Pertemuan ke- 4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p><i>Kegiatan Awal</i></p> <ul style="list-style-type: none"> • Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) • Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran. • Guru memberi gambaran tentang pelajaran yang akan berlangsung. • Guru mengingatkan kembali pelajaran minggu lalu tentang materi recount; function, generic structure and its language features. 	10 Menit
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru memperlihatkan sebuah comic strips kepada siswa, kemudian membuat pertanyaan tentang apa yang mereka pikirkan tentang situasi dalam comic strips. • Dari pertanyaan tadi, guru meminta siswa membuat cerita recount text dalam bahasa inggris dengan menggunakan comic strips sebagai 	60 Menit

	<p>outline.</p> <ul style="list-style-type: none"> • Dengan teman sebangku, guru membimbing siswa membuat teks recount dari kalimat yang telah siswa buat dengan generic structure dan language feature yang baik dan benar dengan menggunakan comic strips sebagai outline • Guru membimbing siswa cara mengedit hasil kerja mereka <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru meminta siswa melaporkan hasil cerita yang telah dibuat di depan kelas dan meminta siswa lain untuk menanggapi dan memberikan pendapat • Siswa melaporkan cerita yang telah di buat di depan kelas • Siswa menanggapi hasil kerja teman dan memberikan pendapat secara bergantian <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, • Guru memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, • Guru memfasilitasi peserta didik melakukan refleksi untuk 	
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	<p>memperoleh pengalaman belajar yang telah dilakukan,</p> <ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; • Guru membantu menyelesaikan masalah; • Guru memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi; • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; • Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang 	10 Menit

	<p>sudah dilaksanakan secara konsisten dan terprogram;</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; • Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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I. Penilaian

1. Jenis penilaian: Tes tulis
2. Rubrik penilaian (Terlampir)

Jumantono, 2018

Guru Bahasa Inggris

Mengetahui,
Mahasiswa

Asri Wijastuti, S.Pd.

Ririn Setyaningsih

NIP. 196805261989032004

NIM. 143221106

Lampiran I

Materi Pembelajaran Pertemuan ke-1

My First Experience to Ride Motorcycles

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was a small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and fell to the ditch. After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary; my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

The text above is recount text. The characteristic of recount text as follows:

A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

The generic structure of a recount text are :

Orientation :tells who was involved, what happened, where the events took place and when it happened

Events : tell what happened and in what sequence

Reorientation : consist of optional-closure of event/ ending

The features are including who? Where? When? Why? , noun or pronoun and past tense.



Lampiran II

Materi Pembelajaran Pertemuan ke-2

1. (+) **We attended the festival last week**
(-) **We didn't attend the festival last week**
(?) **Did they attend the festival last week?**
2. (+) The teacher came yesterday
(-) The teacher didn't come yesterday
(?) Did the teacher come yesterday?
3. (+) He studied mathematics last night
(-) He didn't study mathematics last night
(?) Did he study mathematics last night?

Please identify simple past tense sentences in this comic strip!



Lampiran III

Materi Pembelajaran Pertemuan ke-3

Complete the following recount text with the correct forms!

'HARRY'S BIRTHDAY PARTY' **BY FAUZI FAJAR**

I have an enjoyable moment when I _____ to Harry's birthday party

I _____ my friends there. Then I talked to huija, she _____ my best friend

After that, I moved to the frontyard to watch my friend _____ volleyball

Then I came inside where hazy was celebrating his birthday by cut the tart and ate it together

After that We played around together. We _____ the moment by watching the magic exhibition

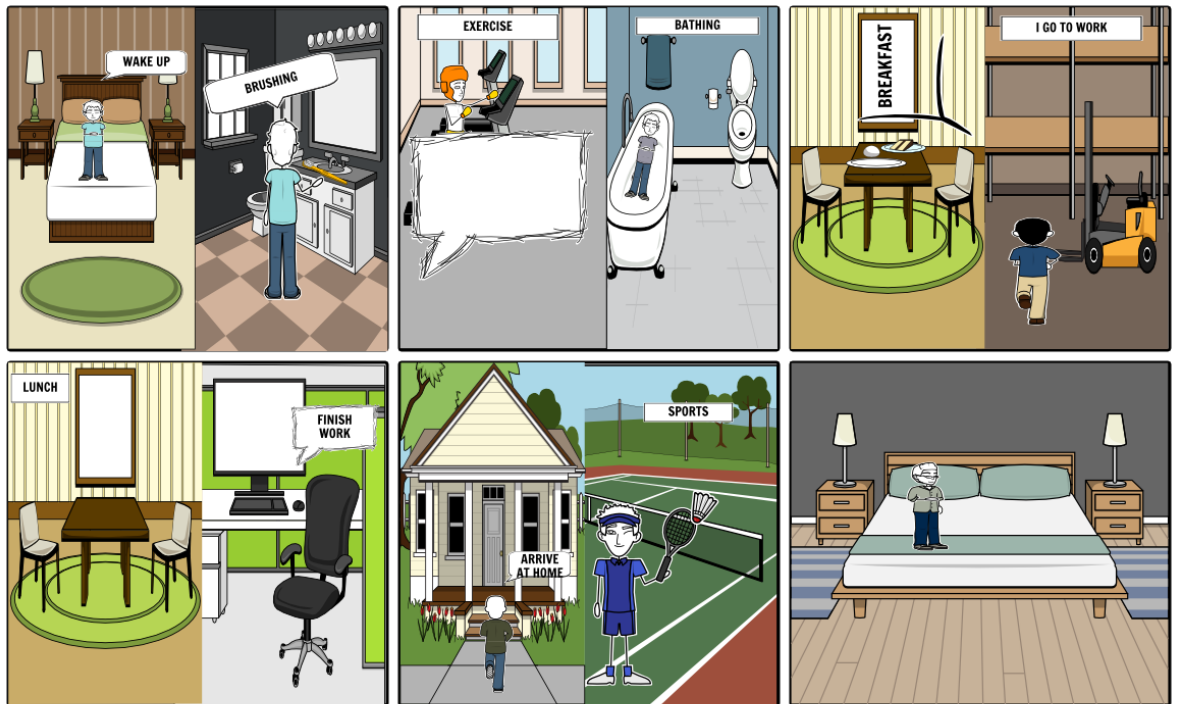
All of my friends were very happy. So does Harry

Next, I moved to the backyard for some barbeque. There was huija, and I talked to _____ again

Finally the party was over and the guests were back to their house. That was the enjoyable moment. I hope I _____ get this moment again

Lampiran IV

Materi Pembelajaran Pertemuan ke-4



Create your own at Storyboard That

Lampiran V

Rubrik Penilaian Writing

No	Component	Score	Criteria
1	Content	30-27 (Excellent to very good)	Knowledge, substantive, etc.
		26-22 (Good to average)	Sure knowledge of subject, adequate range, etc.
		21-17 (Fair to poor)	Limited knowledge of subject, little substance, etc.
		16-13 (Very poor)	Does not show knowledge of subject, non substantive
2	Organization	20-18(Excellent to very good)	Fluent expression, ideas clearly stated, etc.
		17-14 (Good to average)	Somewhat choppy, loosely organized but main ideas stand out, etc.
		13-10 (Fair to poor)	Non-fluent, ideas confused or disconnected, etc.
		9-7 (Very poor)	Does not communicate, no organization, etc.
3	Vocabulary	20-18 (Excellent to very good)	Sophisticated range, effective Word/idiom choice and usage, etc.
		17-14 (Good to average)	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
		13-10 (Fair to poor)	Limited range, frequent errors of word/idiom form, choice, usage, etc.
		9-7 (Very poor)	Essentially translation, little knowledge of English vocabulary.
4	Language Use	25-22 (Excellent to very good)	Effective complex constructions, etc.
		21-18 (Good to average)	Effective but simple construction, etc.
		17-11 (Fair to poor)	Major problems in simple /complex constructions, etc.
		10-5 (Very poor)	Virtually no mastery of sentence construction rules, etc.
5	Mechanics	5 (Excellent to very good)	Demonstrates mastery of conventions, etc.
		4 (Good to average)	Occasional errors of spelling, punctuation, etc.
		3 (Fair to poor)	Frequent errors of spelling, punctuation, capitalization, etc.
		2 (Very poor)	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.

Appendix 4. Lesson Plan Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN 1 JUMANTONO
Kelas/Semester	: VIII / 2 (Control Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: <i>Recount Text</i>
Ketrampilan Bahasa	: Menulis
Alokasi Waktu	: 8 X 40 Menit (4 Pertemuan)

J. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

K. Kompetensi Dasar

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

L. Indikator

7. Mengidentifikasi berbagai informasi dalam teks monolog *recount*
8. Mengidentifikasi tujuan komunikatif *recount*
9. Mengidentifikasi *social function* dari teks *recount*.
10. Mengidentifikasi *generic structure* dan *language feature* dari teks *recount*.
11. Membuat teks *recount* dimulai dengan cara brainstorming dari picture
12. Membuat teks *recount* dengan menggunakan *generic structure* dan *language feature*

M. Materi Pembelajaran

- Definition and the purpose of *recount text* :

A *recount* is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. *Recount text* means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as

their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities.

The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary or story recount is to tell a sequence of events so that it entertains.

- Generic structures of recount text :

Orientation: It is introduced the main characters and possibly somemminor characters. Some indication is generally given of where orwhen the action happens.

Event: Events are where the researcher tells how the characterreacts to the events. It includes his/her feeling and what he/shedoes. It can be chronological order (the order in which theyhappened).

Reorientation: Reorientation or personal comment is the evaluate remark,which are interspersed throughout the record of events, but it is optional.

- Language Feature of Recount Text

Simple Past Tense		
(+)	(-)	(?)
S + Verb2 + Object + adverb of time	S + didn't + Verb1 + Object + adverb of time	Did + S + Verb1 + Object + adverb of time?
S + to be (was/were) + adjective/adverb	S + was/were + not + adjective/adverb	Was/were + S + adverb/adjective

Pattern of Simple Past Tense:

S + Verb 2

Example:

3. I *woke up* at half past seven.
4. I *played* computer games until midnight.

Adverb of Time	
Last year	Yesterday
A year ago	Last Monday
Last two days	Last Sunday
Two days ago	Last night

N. Metode Pembelajaran

Pendekatan : Scientific Learning

Metode Pembelajaran : Discussion, Content Base Learning

O. Media Alat Dan Bahan Pembelajaran

❖ Media :

▲ Picture

❖ Alat/Bahan :

▲ Picture

▲ Blackboard

▲ Boardmarker

P. Sumber Belajar

Buku Bahasa Inggris kelas VIII (Let's Talk about English) dan Internet

Q. Langkah-Langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru mengucapkan salam dan menanyakan keadaan siswa. - Guru mengecek kehadiran siswa <p>Apersepsi :</p> <ul style="list-style-type: none"> • Guru bertanya kepada siswa tentang kegiatan yang telah dilakukan misal tentang liburan yang telah lalu • Tanya jawab tentang gambar yang berkaitan dengan materi pembahasan <p>Motivasi :</p>	10 Menit

	<ul style="list-style-type: none"> • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa 	
Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan tentang pengertian dan struktur kalimat dari <i>recount text</i> • Siswa mendengarkan penjelasan tentang pengertian dan struktur dari <i>recount text</i> • Guru memberikan contoh cerita <i>recount text</i> • Siswa mengidentifikasi struktur <i>recount text</i> pada text yang telah diberikan • Guru memperlihatkan sebuah gambar dan bertanya kepada siswa kegiatan apa saja yang ada di gambar tersebut • Siswa memperhatikan gambar yang diberikan dan mengidentifikasikan hal-hal yang berada di gambar • Guru meminta siswa untuk mengembangkan ide mereka ketika melihat gambar yang diberikan ke dalam sebuah kalimat <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru membiasakan siswa membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna; 	60 Menit

	<ul style="list-style-type: none"> • Guru meminta siswa untuk berkelompok dan mendiskusikan ide yang mereka dapat dari gambar yang telah diberikan • Siswa secara berkelompok berdiskusi tentang gambar yang mereka peroleh <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, • Guru memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; • Guru membantu menyelesaikan masalah; 	
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	<ul style="list-style-type: none"> • Guru memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi; • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran; • Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; • Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; • Guru menyampaikan rencana 	10 Menit

	pembelajaran pada pertemuan berikutnya.	
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Pertemuan ke-2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru mengucapkan salam dan menanyakan keadaan siswa. Guru mengecek kehadiran siswa <p>Apersepsi :</p> <ul style="list-style-type: none"> Bertanya mengenai kegiatan yang telah di lakukan siswa dalam kegiatan belajar mengajar sebelumnya Tanya jawab tentang gambar yang berkaitan dengan materi pembahasan <p>Motivasi :</p> <ul style="list-style-type: none"> Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa 	10 Menit
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> Guru menjelaskan tentang Simple Past Tense yang menjadi salah satu ciri dari recount text Siswa mendengarkan penjelasan tentang penggunaan simple past tense dan rumusnya Guru memberikan contoh-contoh kalimat Simple Past Tense dalam recount text terkait gambar yang 	60 Menit

	<p>ditampilkan</p> <ul style="list-style-type: none"> • Guru memberikan gambar lain dan meminta siswa untuk mengembangkan ide mereka berdasarkan gambar tersebut dalam sebuah kalimat Simple Present Tense <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membentuk kelompok dan membuat kalimat berpola Simple Past Tense sesuai dengan gambar yang didapatkan • Siswa secara berkelompok berdiskusi dan bertanya jawab mengenai tugas yang di berikan <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, • Guru memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai 	
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	<p>kompetensi dasar.</p> <ul style="list-style-type: none"> • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; • Guru membantu menyelesaikan masalah; • Guru memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi; • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; • Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 	10 Menit

	<ul style="list-style-type: none"> • Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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Pertemuan ke-3

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru mengucapkan salam dan menanyakan keadaan siswa. - Guru mengecek kehadiran siswa - Guru bertanya tentang materi sebelumnya <p>Apersepsi :</p> <ul style="list-style-type: none"> • Guru meminta siswa menuliskan kegiatan yang telah dilakukan semalam. <p>Motivasi :</p> <ul style="list-style-type: none"> • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa 	10 Menit
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang penggunaan kata kerja waktu 	

	<p>terkait recount text</p> <ul style="list-style-type: none"> • Guru memberikan siswa gambar • Guru meminta siswa untuk menuliskan sebuah cerita terkait recount text berdasarkan gambar yang di pilih • Siswa menuliskan cerita berdasarkan gambar yang dipilih <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru mengecek pekerjaan siswa dan memberikan masukan mengenai pekerjaan yang dirasa kurang • Siswa memperhatikan masukan dari guru dan memperbaikinya <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, • Guru memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber, • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. 	60 Menit
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	<ul style="list-style-type: none"> • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; • Guru membantu menyelesaikan masalah; • Guru memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi; • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
Penutup	<ul style="list-style-type: none"> ☞ Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; ☞ Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 	10 Menit

	<ul style="list-style-type: none"> ☞ Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; ☞ Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; ☞ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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Pertemuan ke-4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p><i>Kegiatan Awal</i></p> <ul style="list-style-type: none"> • Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) • Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) • Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran. • Guru memberi gambaran tentang pelajaran yang akan berlangsung. 	10 Menit

	<ul style="list-style-type: none"> Guru mengingatkan kembali pelajaran minggu lalu tentang materi recount; function, generic structure and its language features. 	
Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> Guru memberikan sebuah gambar kejadian dan meminta siswa untuk mengidentifikasi gambar tersebut Siswa mengidentifikasi gambar secara bersama-sama <p>Elaborasi</p> <ul style="list-style-type: none"> Guru memberikan beberapa gambar tentang kejadian yang menyenangkan, menyedihkan, memalukan dan beberapa kenangan masa kecil. Guru meminta siswa untuk menuliskan ide mereka ke dalam sebuah cerita recount text berdasarkan gambar yang telah di pilih Siswa secara individu menulis cerita recount text sesuai dengan struktur cerita dan struktur bahasa yang digunakan dalam cerita recount text <p>Konfirmasi</p> <ul style="list-style-type: none"> Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik, Guru memberikan konfirmasi 	60 Menit

	<p>terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,</p> <ul style="list-style-type: none"> • Guru memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan, • Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar. • Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar; • Guru membantu menyelesaikan masalah; • Guru memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi; • Guru memberi informasi untuk bereksplorasi lebih jauh; • Guru memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan 	
--	---	--

Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; • Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; • Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit
---------	--	----------

R. Penilaian

3. Jenis penilaian: Tes tulis
4. Rubrik penilaian (Terlampir)

Jumantono, 2018

Guru Bahasa Inggris

Mengetahui,
Mahasiswa

Asri Wijastuti, S.Pd.

Ririn Setyaningsih

NIP. 196805261989032004

NIM. 143221106

Lampiran I

Materi Pembelajaran Pertemuan ke-1

Re-arrange this Picture and write the activities that you know from this picture!



Lampiran II

Materi Pembelajaran Pertemuan ke-2

Please make simple past tense sentences based on the activities of this picture!



Lampiran III

Materi Pembelajaran Pertemuan ke-3



Lampiran IV

Materi Pembelajaran Pertemuan ke-4



Lampiran V

Rubrik Penilaian Writing

No	Component	Score	Criteria
1	Content	30-27 (Excellent to very good)	Knowledge, substantive, etc.
		26-22 (Good to average)	Sure knowledge of subject, adequate range, etc.
		21-17 (Fair to poor)	Limited knowledge of subject, little substance, etc.
		16-13 (Very poor)	Does not show knowledge of subject, non substantive
2	Organization	20-18(Excellent to very good)	Fluent expression, ideas clearly stated, etc.
		17-14 (Good to average)	Somewhat choppy, loosely organized but main ideas stand out, etc.
		13-10 (Fair to poor)	Non-fluent, ideas confused or disconnected, etc.
		9-7 (Very poor)	Does not communicate, no organization, etc.
3	Vocabulary	20-18 (Excellent to very good)	Sophisticated range, effective Word/idiom choice and usage, etc.
		17-14 (Good to average)	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
		13-10 (Fair to poor)	Limited range, frequent errors of word/idiom form, choice, usage, etc.
		9-7 (Very poor)	Essentially translation, little knowledge of English vocabulary.
4	Language Use	25-22 (Excellent to very good)	Effective complex constructions, etc.
		21-18 (Good to average)	Effective but simple construction, etc.
		17-11 (Fair to poor)	Major problems in simple /complex constructions, etc.
		10-5 (Very poor)	Virtually no mastery of sentence construction rules, etc.
5	Mechanics	5 (Excellent to very good)	Demonstrates mastery of conventions, etc.
		4 (Good to average)	Occasional errors of spelling, punctuation, etc.
		3 (Fair to poor)	Frequent errors of spelling, punctuation, capitalization, etc.
		2 (Very poor)	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.

Appendix 5. The Scoring Rubric of Writing

Scoring of Writing Test

No	Component	Score	Criteria
1	Content	30-27 (Excellent to very good)	Knowledge, substantive, etc.
		26-22 (Good to average)	Sure knowledge of subject, adequate range, etc.
		21-17 (Fair to poor)	Limited knowledge of subject, little substance, etc.
		16-13 (Very poor)	Does not show knowledge of subject, non substantive
2	Organization	20-18(Excellent to very good)	Fluent expression, ideas clearly stated, etc.
		17-14 (Good to average)	Somewhat choppy, loosely organized but main ideas stand out, etc.
		13-10 (Fair to poor)	Non-fluent, ideas confused or disconnected, etc.
		9-7 (Very poor)	Does not communicate, no organization, etc.
3	Vocabulary	20-18 (Excellent to very good)	Sophisticated range, effective Word/idiom choice and usage, etc.
		17-14 (Good to average)	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
		13-10 (Fair to poor)	Limited range, frequent errors of word/idiom form, choice, usage, etc.
		9-7 (Very poor)	Essentially translation, little knowledge of English vocabulary.
4	Language Use	25-22 (Excellent to very good)	Effective complex constructions, etc.
		21-18 (Good to average)	Effective but simple construction, etc.
		17-11 (Fair to poor)	Major problems in simple /complex constructions, etc.
		10-5 (Very poor)	Virtually no mastery of sentence construction rules, etc.
5	Mechanics	5 (Excellent to very good)	Demonstrates mastery of conventions, etc.
		4 (Good to average)	Occasional errors of spelling, punctuation, etc.
		3 (Fair to poor)	Frequent errors of spelling, punctuation, capitalization, etc.
		2 (Very poor)	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.

Appendix 6. Instrument Test of Pre-Test

Pre-Test of Experiment Class

The instructions for the writing test are:

1. Write your full name and your class!
2. Choose one of these topics for recount text!
 - a. Holiday in Zoo
 - b. Unforgettable Moment
 - c. Embarrassing Moment
3. Work individually to write down recount text consisting of orientation, event, and re-orientation!
4. Finish the task in 80 minutes!

Pre-Test of Control Class

The instructions for the writing test are:

1. Write your full name and your class!
2. Choose one of these topics for recount text!
 - a. Holiday in Zoo
 - b. Unforgettable Moment
 - c. Embarrassing Moment
3. Work individually to write down recount text consisting of orientation, event, and re-orientation!
4. Finish the task in 80 minutes!

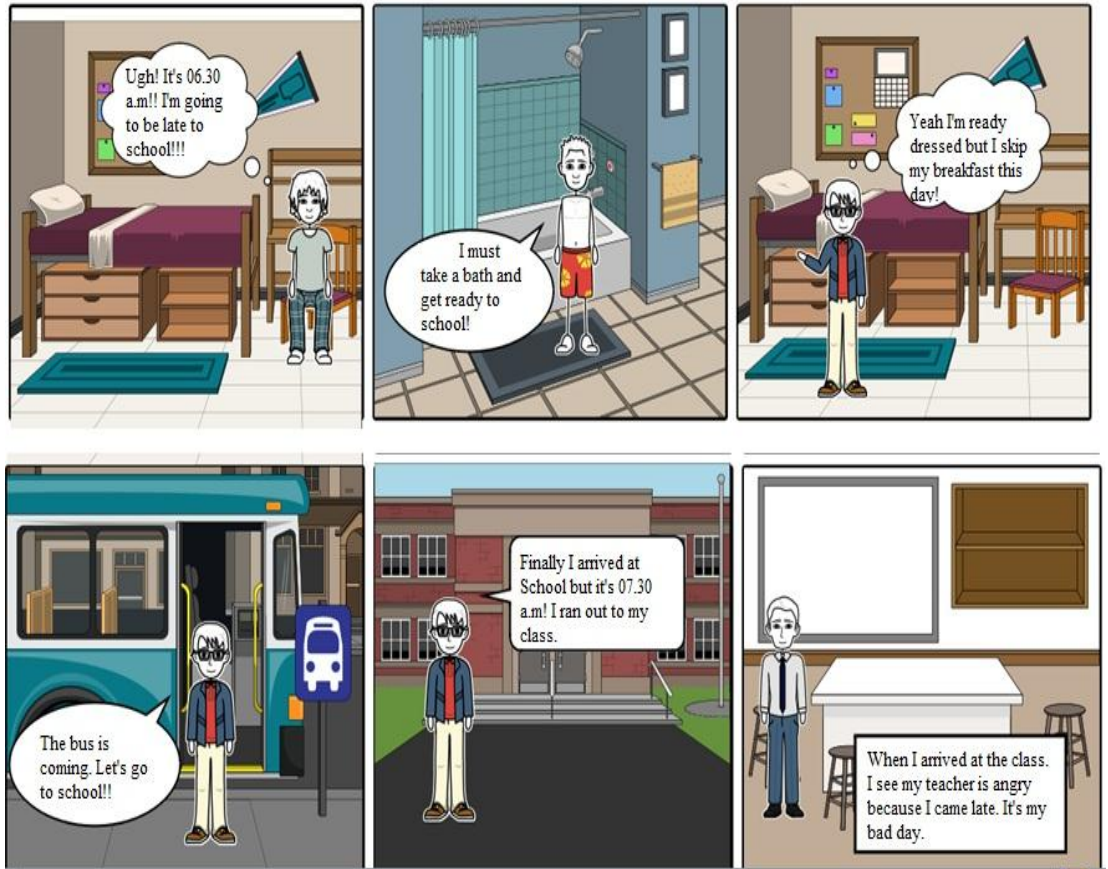
Appendix 7 Instrument Test of Post-Test

INSTRUMENT OF POSTTEST EXPERIMENTAL CLASS

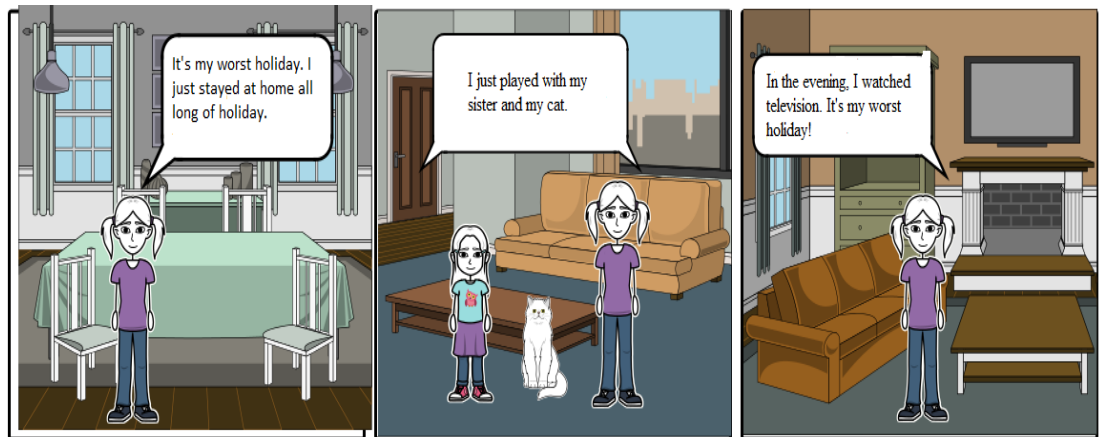
The instruction of writing test are:

1. Write your full name and class!
2. Make a recount text based on the Comic Strips that you choose and develop the story by your own word!
3. Make recount text at least consisting of 10 sentences!
4. Work individually to write down recount text consisting of orientation, event, and reorientation!
5. Finish the task in 80 minutes!

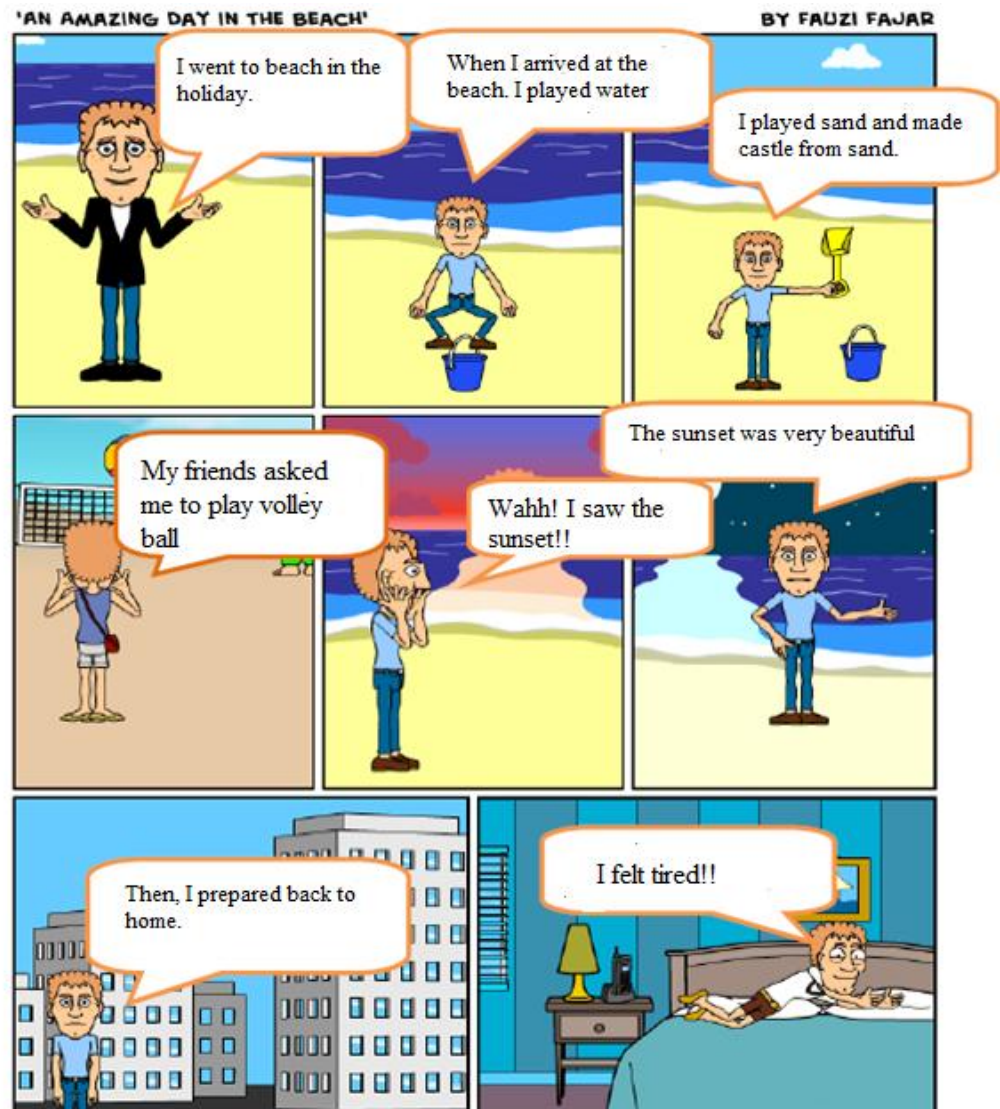
1. Comic Strips 1



2. Comic Strips 2



3. Comic Strip 3



INSTRUMENT OF POSTTEST CONTROL CLASS

The instruction of writing test are:

1. Write your full name and class!
2. make a recount text based on the Picture that you choose and develop the story by your own word!
3. Make recount text at least consisting of 10 sentences!
4. Work individually to write down recount text consisting of orientation, event, and reorientation!
5. Finish the task in 80 minutes!

Picture 1



Picture 2



Picture 3



Appendix 8 The Score of Pre-test and Post-test

STUDENTS SCORE PRE-TEST IN EXPERIMENTAL GROUP

NO.	NAME	SCORE		MEAN
		Rater I	Rater II	
1	Aderima Rahmawati	70	74	72
2	Agus Irawan	55	57	56
3	Aprilia Ayu Nugraheni	67	65	66
4	Aprilia Tri Lestari	63	63	63
5	Arkhani Devi Nur Kholisoh	65	67	66
6	Asti Eka Roihanah	71	73	72
7	Dwiky Alfian Nur Fauzan	65	65	65
8	Eka Prasetya	63	65	64
9	Estina Rahmawati	66	68	67
10	Febri Afinanda	77	65	71
11	Fernanda Arip Maulana	63	67	65
12	Fildan Murof	66	64	65
13	Fitri Febrianti	72	56	64
14	Galih Putra Sejati	64	66	65
15	Harun Al Rosyid	69	67	68
16	Hasan Aji Maulana Cahya	70	70	70
17	Imron Fatkhurohman	63	65	64
18	Intan Aprilia	69	69	69
19	Khoirul Anan	72	72	72
20	Kurnia Tinuladani	67	65	66
21	Melati Eka Wulandari	74	76	75
22	Muhammad Bagus Nur Alim	71	69	70
23	Nabilla Dian Ramadani	66	66	66
24	Nafa Putri Ramadani	69	67	68
25	Nurtyas Ayu Wulandari	56	82	69
26	Nurul Hidayah	72	68	70
27	Putri Deswita Maharani	70	72	71
28	Rino Rizqi Adji Nugroho	70	68	69
29	Septiadi Yoga Pamungkas	74	70	72
30	Tegar Iman Nugroho	60	66	63
31	Tri Ambarwati	67	69	68
32	Virgi Febriyanto	69	67	68

STUDENTS SCORE POST-TEST IN EXPERIMENTAL GROUP

NO.	NAME	SCORE		MEAN
		Rater I	Rater II	
1	Aderima Rahmawati	82	82	82
2	Agus Irawan	76	74	75
3	Aprilia Ayu Nugraheni	74	74	74
4	Aprilia Tri Lestari	68	68	68
5	Arkhani Devi Nur Kholisoh	74	72	73
6	Asti Eka Roihanah	74	70	72
7	Dwiky Alfian Nur Fauzan	75	75	75
8	Eka Prasetya	75	75	75
9	Estina Rahmawati	72	74	73
10	Febri Afinanda	75	75	75
11	Fernanda Arip Maulana	73	73	73
12	Fildan Murof	75	77	76
13	Fitri Febrianti	83	81	82
14	Galih Putra Sejati	77	77	77
15	Harun Al Rosyid	78	76	77
16	Hasan Aji Maulana Cahya	70	70	70
17	Imron Fatkhurohman	74	76	75
18	Intan Aprilia	78	78	78
19	Khoirul Anan	78	78	78
20	Kurnia Tinuladani	83	81	82
21	Melati Eka Wulandari	76	78	77
22	Muhammad Bagus Nur Alim	75	77	76
23	Nabilla Dian Ramadani	72	74	73
24	Nafa Putri Ramadani	78	78	78
25	Nurtyas Ayu Wulandari	82	80	81
26	Nurul Hidayah	79	85	82
27	Putri Deswita Maharani	73	71	72
28	Rino Rizqi Adji Nugroho	74	74	74
29	Septiadi Yoga Pamungkas	71	73	72
30	Tegar Iman Nugroho	76	70	73
31	Tri Ambarwati	70	74	72
32	Virgi Febriyanto	73	77	75

STUDENTS SCORE PRE-TEST IN CONTROL GROUP

NO.	NAME	SCORE		MEAN
		Rater I	Rater II	
1	Adnan Maulana Listya Suwa	66	68	67
2	Afrida Kusuma Wardani	67	69	68
3	Agus Supriyanto	58	62	60
4	Aisyah Rahmadhani	70	68	69
5	Amanda Amelia	61	61	61
6	Ameliya Ika Nurcahyanti	71	69	70
7	Anisa Eka Putri Devita Maha	69	65	67
8	Erina Dwi Astuti	70	70	70
9	Fajar Nur Huda	68	72	70
10	Fitriya Nurfatihah	69	71	70
11	Hendri Nugroho	62	62	62
12	Ihsan Samodra Nurahmi	69	71	70
13	Iin Febriyanti	72	70	71
14	Irfan Ahmad Setiawan	65	67	66
15	Irfan Wahidiyawan	72	64	68
16	Kristi Andri Pertiwi	74	70	72
17	M. Afid Nur Ikhsan	63	63	63
18	Mirna Dwi Setyani	69	73	71
19	Nia Agustin Riski Rohmahdan	62	66	64
20	Nova Jokosuseno	69	71	70
21	Nova Nurroiman	67	65	66
22	Nur Kumala Sari	69	69	69
23	Rikzan Nur Fatkhurokhim	66	64	65
24	Rizki Maulana Sidiq	58	58	58
25	Rohmatul Azizah	77	75	76
26	Sangkan Utomo	61	67	64
27	Sholikhah Agus Anisa	65	67	66
28	Solikhah Agus Tiana	65	63	64
29	Surya Aditama Putra Pangestu	71	71	71
30	Tri Yulianto	62	64	63
31	Tunggal Vardanu	71	69	70
32	Vera Lestari	66	68	67

STUDENTS SCORE POST-TEST IN CONTROL GROUP

NO.	NAME	SCORE		MEAN
		Rater I	Rater II	
1	Adnan Maulana Listya Suwa	60	56	58
2	Afrida Kusuma Wardani	73	71	72
3	Agus Supriyanto	65	65	65
4	Aisyah Rahmadhani	69	71	70
5	Amanda Amelia	77	75	76
6	Ameliya Ika Nurcahyanti	72	74	73
7	Anisa Eka Putri Devita Maha	67	73	70
8	Erina Dwi Astuti	78	78	78
9	Fajar Nur Huda	69	69	69
10	Fitriya Nurfatihah	69	69	69
11	Hendri Nugroho	64	60	62
12	Ihsan Samodra Nurahmi	68	70	69
13	Iin Febriyanti	65	67	66
14	Irfan Ahmad Setiawan	65	65	65
15	Irfan Wahidiyawan	73	71	72
16	Kristi Andri Pertiwi	66	68	67
17	M. Afid Nur Ikhsan	72	72	72
18	Mirna Dwi Setyani	74	78	76
19	Nia Agustin Riski Rohmahdan	70	74	72
20	Nova Jokosuseno	73	75	74
21	Nova Nurroiman	71	73	72
22	Nur Kumala Sari	70	70	70
23	Rikzan Nur Fatkhurokhim	75	73	74
24	Rizki Maulana Sidiq	69	69	69
25	Rohmatul Azizah	67	71	69
26	Sangkan Utomo	65	67	66
27	Sholikhah Agus Anisa	74	76	75
28	Solikhah Agus Tiana	81	79	80
29	Surya Aditama Putra Pangestu	72	74	73
30	Tri Yulianto	65	69	67
31	Tunggal Vardanu	61	63	62
32	Vera Lestari	74	78	76

Appendix 9. Students Workset in Pre-Test

Students Workset Pre-Test in Experimental Group

nama : Tegor Iman Nugroho
no : 30
kelas : 8D

No. _____
Date : _____

To Solo

Twelve month ago I and my Family went

to Jurung Zoo It's located in Jurung Zoo weg

there by motor cycle we departed

From Jurung Zoo It's at 09.30 am. I and

from the at 07.00 am and we arrived at

Solo Jurung Zoo It's at 09.30 am. I and

my Family first we saw many animals

we home at 13.30 pm. we felt tired (solt)

we were happy.

No. _____
Date : _____

- Content is fair, limited knowledge of subject

- Organization is average

- Vocabulary is fair, frequent errors

- Language use is fair, major problem consist

Mechanics poor

C = 21

O = 14

V = 13

L = 15

M = 3

66

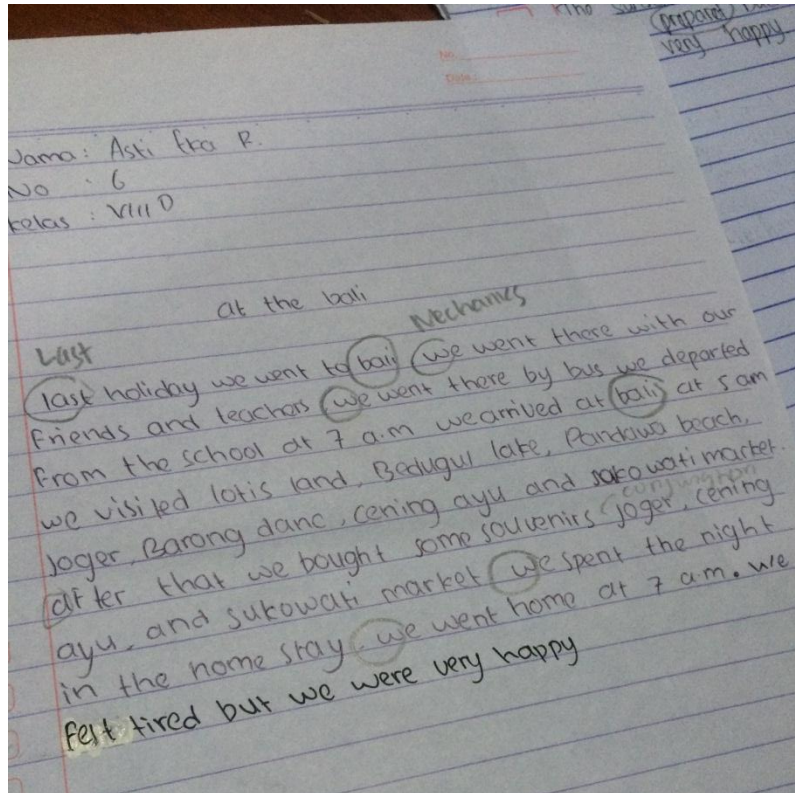
Nama : Arkhani devi p.k
 No : 05
 Kelas : VIII D

 2 Trip to Jurug zoo
 B. Last vacation / holiday

 Last week, I and my family we went to Jurug zoo.
 It's location in solo. We go there by car. We arrived at
 9 P.m
 In Jurug zoo we saw many animals. We saw elephant,
 giraffe, monkey, crocodile, snake and kangaroo. In the
 afternoon, we back to home. I and my family really
 happy

<input type="checkbox"/>	Content is fair	21
<input type="checkbox"/>	organization average	14
<input type="checkbox"/>	Vocabulary average	14
<input type="checkbox"/>	language use fair	14
<input type="checkbox"/>	Mechanics average	4
<input type="checkbox"/>		67
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Students Workset Pre-Test in Control Group



Content is fair, little substance
 organization is average,
 Vocabulary is average
 Language use is average
 Mechanics is fair

C = 21
 O = 14
 V = 14
 L = 18
 M = 3

70

nama: lin Febliyanti
 no: 13
 kelas: VII C

No. _____
 Date: _____

Holiday at Zoo

My early holiday was so funny. I go to zoo with my family. There was so many animals at there. I can see the biggest animal, it is elephant. The little animal is Fire ant. I can also touch a snake and Kakatua bird with the animal. I get so many education and experience about science and animal. I am so happy.

Content average
 organization good
 Vocabulary average
 Language use fair
 Mechanics average

C = 22
 O = 15
 V = 14
 L = 15
 M = 4

70

Appendix 10 Students' Worksheet in Post-test

Students Workseet Post-Test in Experimental Group

Nama: Aderima Rahmawati
No : 01
Kelas : VIII D

My Holiday in the Beach

Last holiday I went to beach with my friends to spend my holiday. I go to there by rode a bus. I arrived at the beach at 10.00 a.m. when I arrived at the beach. I played water, played sand and made castle from sand and my friends asked me to played Volley Ball. In early evening, we saw beautiful sunset. The sunset was very beautiful. then I and my friends prepared back to home. I felt tired, but I was very happy.

C = 26
O = 13
V = 16
L = 20
M = 4

BH

No. _____
 Date _____

Kurnia Tinuladan
 20 / VIII D

simple present? met

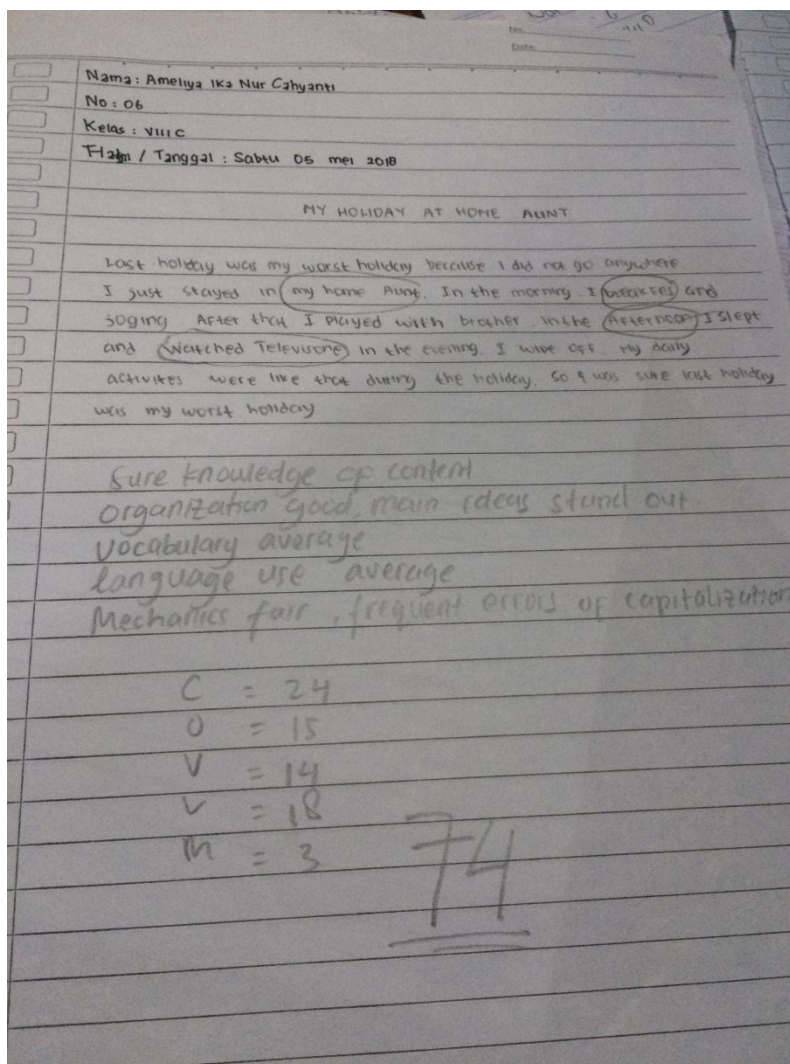
I went to Sadranan beach with my friends last holiday. We ride bus to the beach. We departed from home at 07.00 a.m and arrive in the beach at 11 a.m. In the beach I played together with my friends. First we played water. Then we swimming. I felt tired. After played together I and my friends back to home. I arrived in home at 05.00 p.m. I was very happy.

- Content is good
- organization is good
- Vocabulary → good
- Language use → average
- Mechanics → fair

C = 26
 O = 17
 V = 17
 L = 18
 m = 3

81

Students Workset Post-Test in Control Group



Nama : Shdikhah Agus Anisa
 No : 27
 Kelas : VIII C

My holiday in the Home.

Last holiday was my worst holiday. I did not go anywhere. I just stayed at home. After woke up, I had breakfast with my family. In the afternoon, I had lunch and ~~and~~ after that I took a nap. In the evening I study and then I watched tv show. I watched tv untill (fell) bored. My activities in holiday were like that. It was my worst holiday.

- Content is average, core knowledge and adequate range
- organization is good, main ideas stand out
- Vocabulary is average
- language use is average
- Mechanics fair

C = 25

O = 16

V = 14

L = 18

M = 3

70

Appendix 11. The Frequency Distribution of Experimental Group

Frequency Distribution of Pre-test Experimental Group

PRETEST_EXPERIMENTAL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.1	3.1	3.1
	63	2	6.2	6.2	9.4
	64	3	9.4	9.4	18.8
	65	4	12.5	12.5	31.2
	66	4	12.5	12.5	43.8
	67	1	3.1	3.1	46.9
	68	4	12.5	12.5	59.4
	69	3	9.4	9.4	68.8
	70	3	9.4	9.4	78.1
	71	2	6.2	6.2	84.4
	72	4	12.5	12.5	96.9
	75	1	3.1	3.1	100.0
	Total		32	100.0	100.0

Frequency Distribution of Post-test in Experimental Group

POSTTEST_EXPERIMENTAL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	3.1	3.1	3.1
	70	1	3.1	3.1	6.2
	72	4	12.5	12.5	18.8
	73	5	15.6	15.6	34.4
	74	2	6.2	6.2	40.6
	75	6	18.8	18.8	59.4
	76	2	6.2	6.2	65.6
	77	3	9.4	9.4	75.0
	78	3	9.4	9.4	84.4
	81	1	3.1	3.1	87.5
	82	4	12.5	12.5	100.0
	Total		32	100.0	100.0

Appendix 12. The Frequency Distribution of Control Group

Frequency Distribution of Pre-test in Control Group

PRETEST_CONTROL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	3.1	3.1	3.1
	60	1	3.1	3.1	6.2
	61	1	3.1	3.1	9.4
	62	1	3.1	3.1	12.5
	63	2	6.2	6.2	18.8
	64	3	9.4	9.4	28.1
	65	1	3.1	3.1	31.2
	66	3	9.4	9.4	40.6
	67	3	9.4	9.4	50.0
	68	2	6.2	6.2	56.2
	69	2	6.2	6.2	62.5
	70	7	21.9	21.9	84.4
	71	3	9.4	9.4	93.8
	72	1	3.1	3.1	96.9
	76	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Frequency Distribution of Post-test in Control Group

POSTTEST_CONTROL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	3.1	3.1	3.1
	62	2	6.2	6.2	9.4
	65	2	6.2	6.2	15.6
	66	2	6.2	6.2	21.9
	67	2	6.2	6.2	28.1
	69	5	15.6	15.6	43.8
	70	3	9.4	9.4	53.1
	72	5	15.6	15.6	68.8
	73	2	6.2	6.2	75.0
	74	2	6.2	6.2	81.2
	75	1	3.1	3.1	84.4
	76	3	9.4	9.4	93.8
	78	1	3.1	3.1	96.9
	80	1	3.1	3.1	100.0
		Total	32	100.0	100.0

Appendix 13. Normality Test

Result of Normality test in Pre-test Data (Experimental and Control Group)

Tests of Normality Pre-test							
	GROUP	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE PRETEST	EXPERIMENTAL	.103	32	.200 [*]	.952	32	.166
	CONTROL	.142	32	.102	.966	32	.402
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

Result of Normality test in Post-test Data (Experimental and Control Group)

Tests of Normality							
	GROUP	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE POSTTEST	EXPERIMENTAL	.146	32	.082	.942	32	.083
	CONTROL	.118	32	.200 [*]	.982	32	.857
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

Appendix 14. Homogeneity Test

Result of Homogeneity in Pre-test Data (Experiment and Control Group)

Test of Homogeneity of Variances			
Homogeneity Pre-Test Experimental Group			
Levene Statistic	df1	df2	Sig.
2.399 ^a	7	17	.067

Test of Homogeneity of Variances			
Homogeneity Pre-Test Control Group			
Levene Statistic	df1	df2	Sig.
.494 ^a	8	20	.846

Result of Homogeneity in Post-test Data (Experiment and Control Group)

Test of Homogeneity of Variances			
Homogeneity Post-test Experimental Group			
Levene Statistic	df1	df2	Sig.
.1466 ^a	9	18	.234

Test of Homogeneity of Variances			
Homogeneity Post-test Control Group			
Levene Statistic	df1	df2	Sig.
.873 ^a	7	17	.547

Appendix 15. Hypothesis Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.260	.612	3.807	62	.000	2.90625	.76330	1.38043	4.43207
	Equal variances not assumed			3.807	61.128	.000	2.90625	.76330	1.38043	4.43207

Appendix 16. Photograph




(STUDENTS IN EXPERIMENTAL GROUP)



(STUDENTS IN CONTROL GROUP)

Appendix 17 Letter of Permission

**PEMERINTAH KABUPATEN KARANGANYAR**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 JUMANTONO
SEKOLAH STANDAR NASIONAL (SSN)
Jl. Joko Tarub No. 1 Jumantono <http://smp1jumantono.sch.id/>
Email: smp1jmt@gmail.com ☎ (0271) 7889140 📠 57782

SURAT KETERANGAN
Nomor : 421.3/ 345 / 2018

Yang bertanda tangan di bawah ini :

Nama	: Ismarwandi, S.Pd, M.Pd
NIP	: 19600520 198303 1 028
Pangkat/Gol	: Pembina (IV/a)
Jabatan	: Kepala SMP Negeri 1 Jumantono

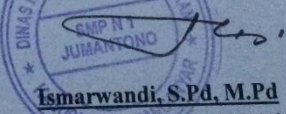
Menerangkan bahwa :

Nama	: Ririn Setyaningsih
NIM	: 143221106
Mahasiswa	: IAIN Surakarta
Program Studi	: Pendidikan Bahasa Inggris

Bahwa mahasiswa tersebut diatas telah mengadakan penelitian dalam rangka memenuhi penulisan skripsi untuk mendapatkan gelar sebagai Mangester Pendidikan dengan judul Penelitian : **The Effectivness of English Comic Strip to Teach Writing at Eight Grade Students of SMP N 1 Jumantono in Academic Year 2017/2018.**

Penelitian dilaksanakan pada tanggal 29 Maret s.d 03 Mei Tahun 2018 pada jam-jam pelajaran masuk Sekolah.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jumantono, 08 Juni 2018
Kepala SMP N 1 Jumantono

Ismarwandi, S.Pd, M.Pd
NIP. 19650603 199003 1 009

