

THESIS

**THE USE OF COMIC STRIPS TO INCREASE STUDENTS WRITING
ABILITY IN NARRATIVE TEXT OUTLINE AT THE EIGHT GRADE
STUDENTS OF**

MTs. AL-ARIF GEMPOL



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Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar – benar merupakan hasil karya saya sendiri, buan pengambilan karya orang lain atau pikiran orang lain dan say bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh ujian skripsi.

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APPROVAL SHEET

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I have decided and would like to propose that it could be accepted by the Faculty of Teacher Training and Education, and i hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Sidoarjo, 31 March 2018

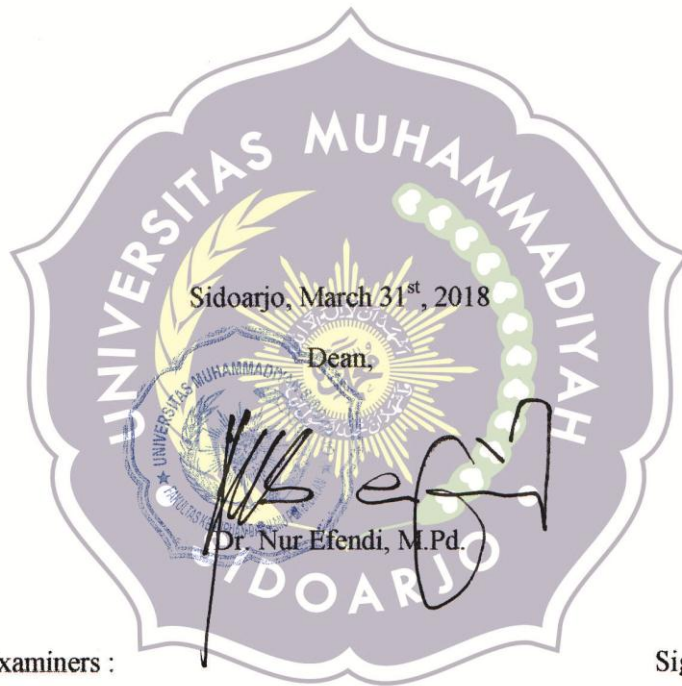


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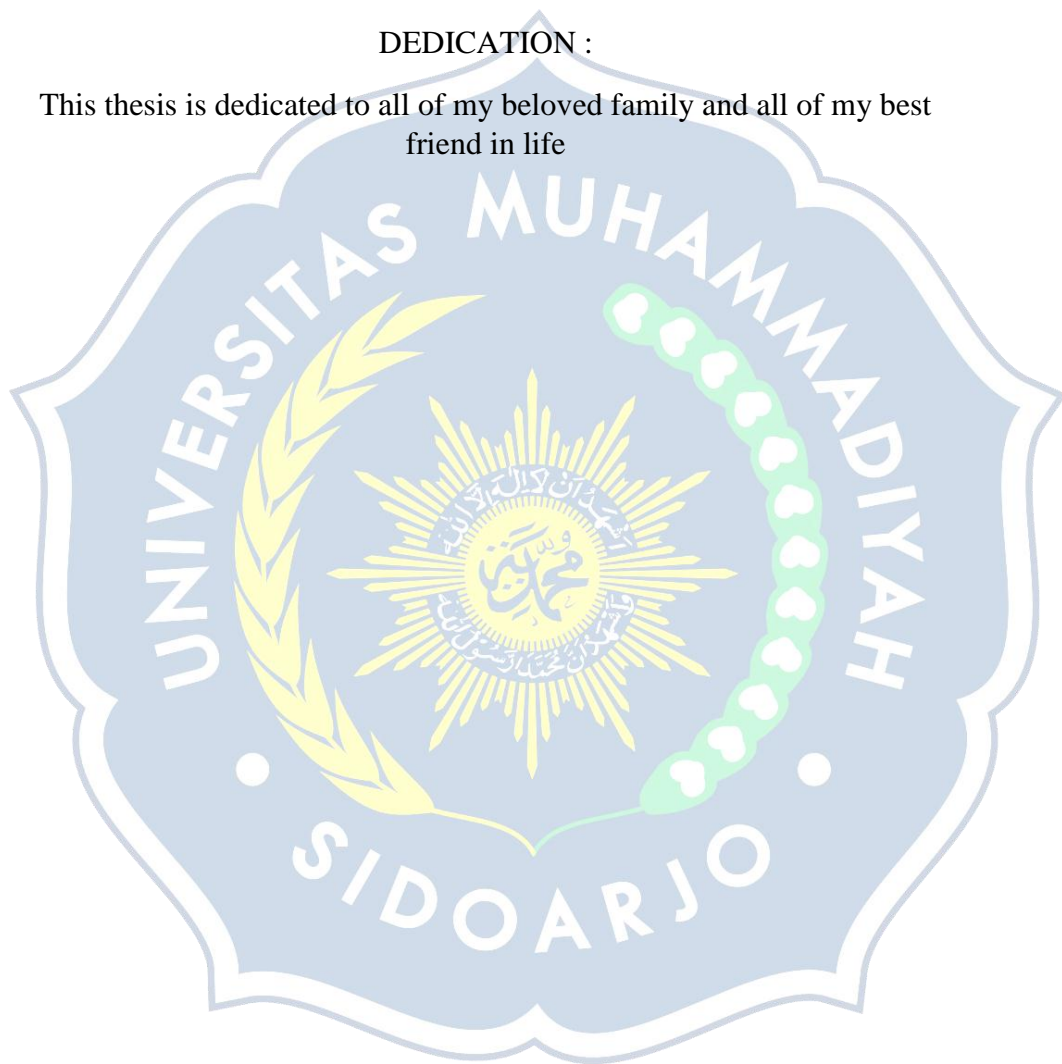
MOTTO AND DEDICATION

MOTTO :

Sebodoh – bodoh manusia adalah orang yang meninggalkan
keyakinannya demi mengikuti sangkaan orang lain.

DEDICATION :

This thesis is dedicated to all of my beloved family and all of my best
friend in life



ABSTRACT

The aim of this research was to describe the differences between students narrative writing before and after taught by using comic strips in the eight grade students of MTs Al-Arif Gempol. This research used quantitative approach and was conducted to 36 students in class VIII. The researcher administered writing test in collecting the data. The result of the data analysis showed that there was an improvement in students' ability after they were taught by using textless comic. The average number of correct answers on each aspect of assessment that includes aspects of making outline narrative, content, text structure, vocabulary, and sentence for post test results have increased compared to pre-test results. The average cumulative final score of the students for the post test result, that is 59.58, also increased from the average cumulative final score for the pre-test result, which is 45.83.

Key word : narrative writing, comic strips

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan perbedaan antara penulisan narasi siswa sebelum dan sesudah diajarkan dengan menggunakan komik strip pada siswa kelas dua MTs Al-Arif Gempol. Penelitian ini menggunakan pendekatan kuantitatif dan dilakukan pada 36 siswa di kelas VIII. Peneliti melakukan tes tulis dalam pengumpulan data. Hasil analisis data menunjukkan bahwa ada peningkatan kemampuan siswa setelah mereka diajar dengan menggunakan komik tanpa teks. Jumlah rata-rata jawaban yang benar pada setiap aspek penilaian yang mencakup aspek pembuatan outline narasi, konten, struktur teks, kosakata, dan kalimat untuk hasil post test telah meningkat dibandingkan dengan hasil pre-test. Rata-rata skor akhir kumulatif siswa untuk hasil post test, yaitu 59,58, meningkat dari skor akhir rata-rata kumulatif untuk hasil pre-test, yaitu 45,83.

Kata kunci: penulisan narasi, komik strip.

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In the name of Allah, the Beneficent the Merciful

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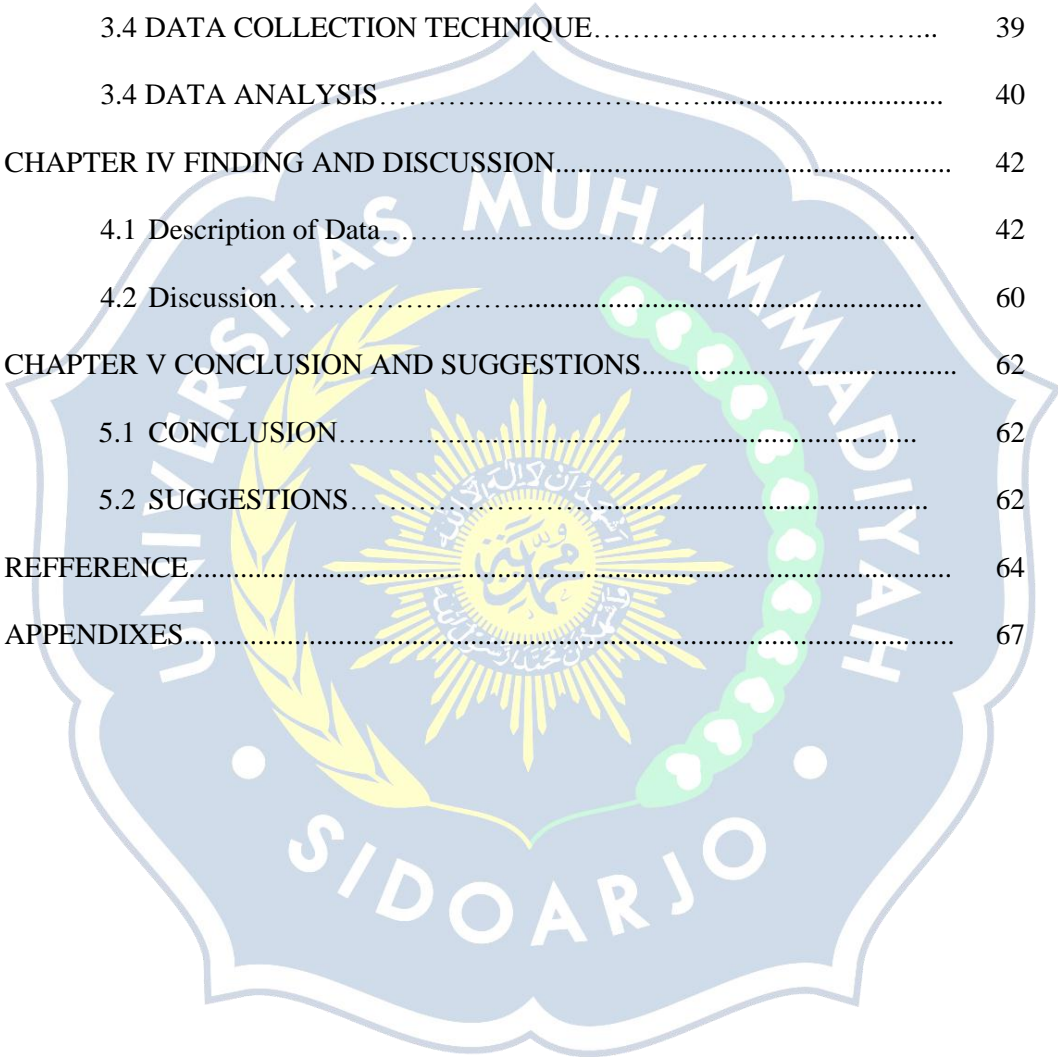
The words are not enough to say any appreciations for their help and contributions on this thesis. May Allah SWT protect and give them happiness throughout their life. Finally, the writer realizes that this thesis far from being perfect. It is pleasure for him to receive constructive critiques and suggestions from the readers.



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CHAPTER I

INTRODUCTION

1.1 Background of The Research

As we known that English is the most widely language used in the world. It is the primary language used in international affairs. English has official status even in nations where it is not the primary language. In global commerce and trade English is the main language used. In many countries, tourism policy usually uses English to establish communication.

English is an important means of communication, which is used by many countries in the world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). It means by using language we can express ideas to communicate with the other people by using oral or written form. Oral form means that by using the language directly in spoken form. English in Indonesia is a compulsory subject to be taught. In the school, students are expected to be able to learn and understand English well. In every grade of elementary, junior and high school, English is examined. Therefore, students are expected to master the subject. In school based on curriculum (curriculum of 2006). In this way, the most important thing is the person who is talking with us understand what we are saying. Language education refers to the process and practice aimed the students getting their second foreign language.

Writing is an important skill in learning English. It is a skill that must be mastered to succeed in learning English. At some level of education, students should be able to write a word, sentence, paragraph, text, paper, thesis, and the others. Writing is also one of way used to be communicated between writers and readers. It shows that writing is one of skill that must be mastered in order to experts in English. Nunan (2003:89) states that writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization is the most evidence of ability. For that

reason, writing is always learned in any levels of English lesson.

Writing is a process which the writer writes in organized steps, such as planning; includes setting goals and generating ideas, organizing; includes organizing information and selecting appropriate language, drafting, revising and editing. Kirszner and Mandel (2008:209) states that writing is a process including a series of steps such as planning, organizing, drafting, and revising and editing.

The 2013 curriculum is the current curriculum that was implemented in Indonesia. For English, especially grammar the point in basic competencies is in the third. It is to understanding social function, structure text and linguistic element (Kemendikbud, 2013). It means that the students have to achieve those three things to make them competence in English. According to curriculum 2006, there are three important aspects considered when people think of language. They are context, text and language. The purpose of social function is the reason why we speak or write in the context. Organization structure of the text or generic structure is the text organization or text arrangement. Language features or lexical that is such things as the grammar vocabulary and connectors that we use. In order to consider the purpose of the writing, a writer has to make sure what kind of genre to write. In *kurikulum Bahasa Inggris* (2013), there are kinds of texts in junior high school to be learned, such as descriptive text, procedure text, recount text, narrative text, and report text. Narrative text is very important in writing, it learned in the second grade of junior high school, second semester. Narrative text is a kind of story text that conveys the sequence of events. The writer thinks about how to compose a text to be a way of communicating with the reader. The writer also be able to think of ways how to attract the attention of the reader.

Narrative writing is very important in our daily life, because it helps in writing texts, e-mails, cover letters, blogs, etc. Narrative writing in fiction and

non-fiction can help to tell others about the story of our personal experiences and enable us to gain empathy and sympathy about the world around us.

Narrative has several aspects, based on Refnaldi (2010:385), such as of material signs, the meaningful discourse, the interesting story, and social function. The social function of narrative text can be cultural values, a crisis point in problem of the story, and also the way to behave and solve the problem besides, as the narrative text is written in past verbs, and also uses everyday vocabularies, As Schumm (2006:231) mentions that narratives typically use everyday vocabularies. Narratives are usually written in the past so it is written in past verbs.

In the other hand, the students have difficulties in finding idea. They are thinking about difficulties before starting writing the text. The students often think a perfect idea than making a simple idea to be a perfect one. They do not understand that the interesting idea can be a simple thing or event around them. It means that students always try to find an interesting idea without trying to write the story from the simple idea. So when they do not find the idea needed, they stop writing the story.

In addition, students find it difficult to compose the writing. The idea is available but the students do not know how to compose the idea to be a good story. This problem can be caused of lack in grammar and vocabularies. To write a good narrative text, the students have to consider about grammar in order to make a good sentences. When the students do not have good understanding about grammar, they will have difficulties in writing a narrative text. Also, lack of vocabularies is a problem in writing narrative text. The students do not know the appropriate words in making sentences. So, the students' difficulties in composing the idea are lack of understanding in grammar and vocabularies.

A teacher also finds it difficult in teaching the text in order to make students know and enjoy to write the text. Teacher needs a method or strategy

in teaching writing narrative text that can make students are able to write narrative text. Learning English can take place both at home and at school. The teacher and the students are different, therefore there is a difference in motivation to learning English.

To make retelling stories more interesting requires a good media. Comic strips is the one of media to teach writing narrative text for students. Using English comic strips as a mean for teaching storytelling and writing can be very appealing and interesting for the students. By using Comics strips students will be more interested and more active in learning process. They will feel something new and different from what they usually get in their class.

The researchers consider the use of comic strips as an appropriate strategy to help develop the students' skills in producing good narrative texts. First of all, comic strips assist the students in generating ideas and retrieving words for their writing. Besides, they can make students more careful in using correct spellings (Wright, 1983:42). Another confident opinion is expressed by DJIWANDONO (1999:73) and Brown (2004:226-228) in discussing the relationship between visual media and test of writing composition. They affirm that one of the effective ways in testing writing skill is by assigning the students to write a composition based on ideas they gather from pictures. Comic strips meet this characteristic since they are series of pictures in which the students are expected to gain the ideas easily from the chronological order of the story. The students are also able to practice grammatical rules through this media by changing direct speech in the speech balloon into indirect speech. This kind of assessment is essential in developing the students' writing skills (Brown, 2004:226).

Considering the importance of the positive contribution of comic strips to the teaching of English writing and its suitability with the characteristics of narrative texts and that of class VIII language program of MTs Al-Arif

Gempol who really need motivating media, the researcher chooses comic strips as a media to improve the ability of the second grade students of MTs Al-Arif Gempol in writing narrative text.

At this stage, the researcher prepared instruments, handout, lesson plans, and worksheet dealing with the teaching strategy of using comic strips. The strategy is required the students to help/guide them while writing a narrative text using comic strips with Preliminary Study. The comic strips is given from local and foreign stories as suggest to the teacher based on the suitability between the content of the story and the characteristics of the narrative text.

1.2 Statement of the Problem

Based on the background mentioned above, statement of the problems is as follow:

1. Do the students get different achievement before and after taught by comic strips media for writing narrative text in the eight grade students of MTs Al-Arif Gempol ?

1.3 Purpose of the Research

1. To describe the differences between students narrative writing before and after taught by using comic strips in the eight grade students of MTs Al-Arif Gempol.

1.4 Significance of the Research

The significance of the research is intended to:

The teachers:

1. The result of the research is contributed to the teachers to use comic strips media, if this media can be used successfully.
2. Using comic strip as supplementary material.

For the students:

1. To improve their writing ability the researcher conducts this research in order to find alternative media that can be used to help the student in writing ability.
2. The research also gives significance contribution to the student to improve in reading and writing. because, comic strips serve a lot of information and knowledge so that the students can develop the writing ability in making composition in English well.

1.5 Scope and Limitation of The Research

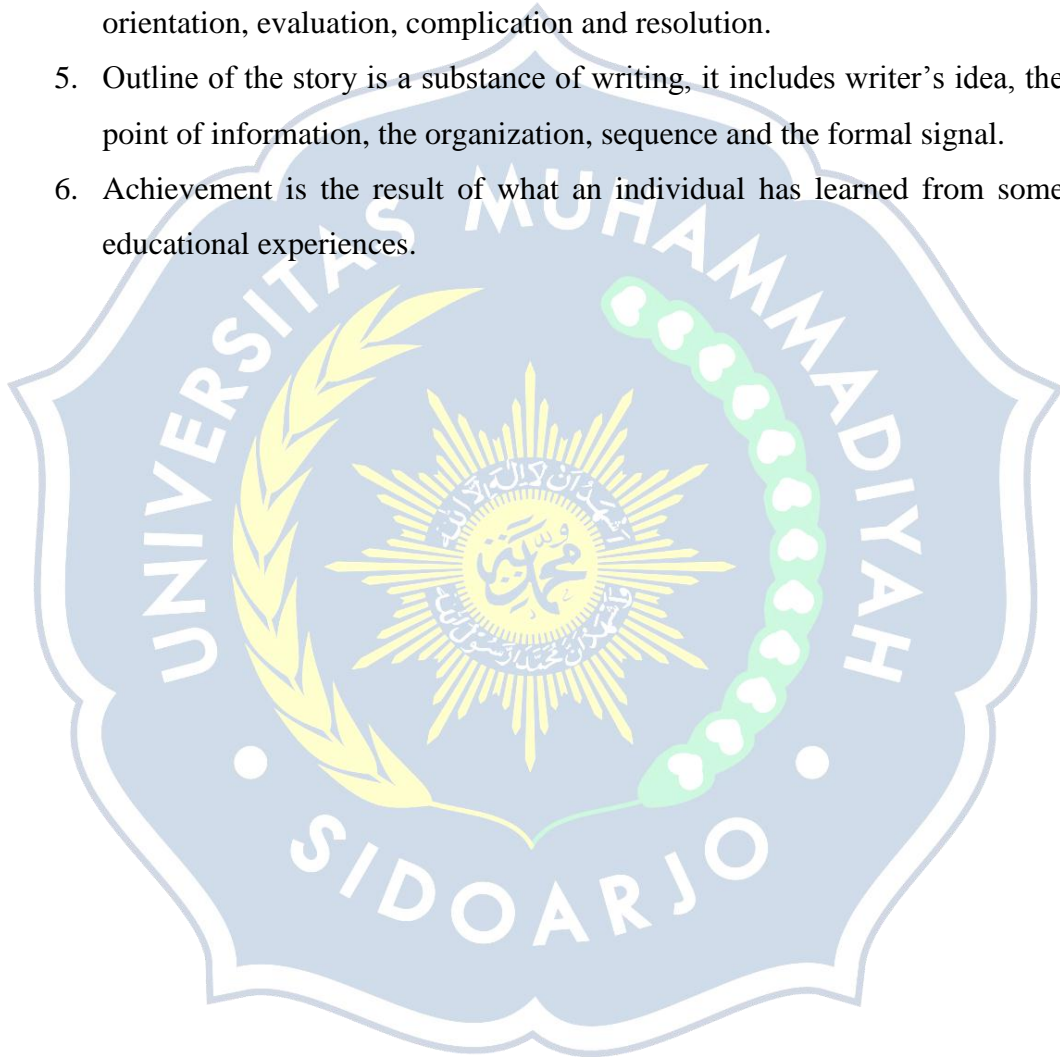
This research is conducted at MTs Al-Arif Gempol and implemented in the eight -grade students. The researcher believes that the students have enough ability to read comic strips in English. There is a class that can be the subjects of the research. The research focuses on the student's ability in writing outline in narrative text based on the comic strips material that is used as a clue in making outline

1.6 Definition of Key Terms

To avoid misunderstanding between the items in this research, the researcher defined as follows:

1. Writing is the act of stating ideas, experience, thought, feeling and even imagination in written form.

2. Comic strips is a unique and interest stories that grow out of the life and imagination of people or the animal were made with variety image and event in it.
3. Writing ability means that the ability to compose story using the graphic symbols, language and the information obtained from comics strips.
4. Narrative text means that a kinds of composition that deals with orientation, evaluation, complication and resolution.
5. Outline of the story is a substance of writing, it includes writer's idea, the point of information, the organization, sequence and the formal signal.
6. Achievement is the result of what an individual has learned from some educational experiences.



CHAPTER II

REVIEW OF RELATED LITERATURE

In Chapter II it covers several relevant theories that support the understanding of the problems formulated in Chapter I and the conceptual framework that focuses on solutions to improve junior high school students who are writing in narrative text skills using comic strips.

2.1 Writing

A. Definition of Writing

As we know English have four skills and the purpose of language learning, they are listening, speaking, reading and writing, with the base of large vocabulary and good grammar. Of four skills, writing is the higher skill since writing is an active skill, it demanded the writer to get an idea, process or manage the idea in written language. Writing is a part of representation from language expression units, because writing is an important aspect in communication.

Writing has some elements that are very important to be acquired by any writer to produce a good and concise writing product. They are vocabulary, organization, grammar, and mechanics. narrative have many definitions, simply, it tells story whether it tells a true story or fiction.

Comic strips combine art and writing. Mc cloud (1993) state that juxtaposed pictorial and other images in deliberate sequence intended to convey information and / or to produce aesthetic response in the viewers.

Writing skills are important and should be learned and mastered by students at school. It helps them to develop their imaginative and critical thinking abilities to be able to write effectively and creatively. However, many experts have different perspectives about the definition of writing itself.

Writing is a kind of skill that expects the students to produce a text by using English. They must write about what they think in their mind and state it by using the correct procedure. There are several definitions of writing that can be studied.

Meyers (2005:2) states that :

Writing is a way to produce language, which you do naturally when you speak". Writing is speaking to others on paper-or on a computer screen. Writing is a partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising.

Besides that according to Harder (1999) :

writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters and computers. There are many kinds of writing such as expository, narrative, descriptive, imaginative, and persuasive. (taken from

http://web.mit.edu/writing/Writing_Process/writingprocess.html - 5k -).

Writing skill will not come by itself but we must exercise and practice writing as much as possible regularly. So, as a teacher should realize a simple reality that when students are writing, they are in a process. But realizing every step in this process and by controlling so it can make easy and success in writing activity. Factors that can cause students get difficulty in writing must be considered between spelling and writing to differences in English. Because when students are speaking, they do not have opportunity to arrange words in their mind and what they want to speak cannot be repeated anymore. But when students write, students have opportunity to arrange words into sentences and if students have mistaken in writing, they can correct it first.

Hyland (2004:5) states that writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an overdraft, drafting an essay, and so on. One must follow certain social conventions for organizing messages, and these conventions can be described and taught.

According to Hyland, “Writing is a way to share personal thoughts and writing courses that emphasize the power of individuals to build their own views and thoughts on a topic.” Besides, Woodman and Adler assert, “Writing is a dynamic process that weaves back and forth between thought and words”. Meanwhile, Smith (in Gunn and Terasaki) defines writing as “The production of visual symbols designed to produce differential verbal responses in a reader”.

From the definitions above, it can be understood that writing is a process of expressing and organizing ideas in the mind into a written form. In writing activity, it involves students’ thought and feeling. They can write anything freely on their paper, but keep paying attention to the rules and structures in writing. Hence, writing is often regarded as a complicated skill. Nonetheless, it does not mean that it is difficult and cannot be done by the students. Everything needs a process of learning, likewise in writing. To make a good composition, students just need a lot of practice. If students cannot write well, they will not be able to communicate in transcribed form with many people someday. As we know that language is used for communication, so writing is an important part of language learning to communicate. According Harmer (2004:4) there are three stages in the writing process, namely planning, drafting, editing. The stages are started as follows:

1. Planning

Planning is related to what we are going to say. It also deals with what message that we want to deliver, and what information that we want to tell others. When we are planning, we have to consider the purpose of the writing, the audience, and the structure of the writing.

2. Drafting

Drafting is the skeleton or the raw writing which have to be fixed and revised before the final is completed.

3. Editing

Editing is the job of cleaning up the paper; it is sometimes called proofreading and pertains to errors in mechanics: spelling, punctuation, and grammar (Baker, 1989). Editing also called revising. Revising ideas is needed when people think that the ideas are not clearly expressed. They need to rethink our topic. They have to decide whether our focus is clear or not.

B. Types of Writing

Writing includes various kinds of text types. According to Scholes and Comley, there are six major of writing text types. They are narration, description, argumentation, analysis, and synthesis.

1) Narration

A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.

2) Description

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a person, place, or thing. That is, it

organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

3) Classification

Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.

4) Argumentation

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader do something.

5) Analysis

Analysis is a way of observing and writing about a topic that has been observed. It involves taking things apart and seeing how the parts are related, to understand how the object of analysis works.

6) Synthesis

Synthesis is the most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis, to develop a thesis.

2.2 Narrative Text

A. Overview of Narrative Text

Narrative text is the one of the text types that inform and entertain the readers of the stories. Explore the value of social media, culture, religion, moral, etc. that focus on teaching reader or the writer in the life better. Narrative has aim to make the reader get information from the story, narrative also teach the reader about value from the stories. Narrative text used past tense to tell the stories.

Narrative text is like a storytelling. Woodson points out that narrative is arranging events in a story in chronological order, is also a way of thinking about those events.

Ruettgen added that in narrative writing, the writer focuses on a incident to support the main point. The incident consists of events that are linked in time. All the events should support the controlling idea. The writer also includes words and details that support the controlling idea.

Narration is concerned with time, it is arranged chronologically and in the order of the importance of events. This sequence of events is called as plot. The following plot pattern was developed by William Labov (in Woodson: 1997)

1) *Abstract*

The abstract (not found in all narratives) tells why the story is being told.

2) *Orientation*

The orientation introduces the time, scene, and characters.

3) *Complication*

The complication relates a series of events.

4) *Evaluation*

The evaluation, which reveals the narrator's or the characters' attitude toward the events, is the climax of the story.

There are some features of a Narrative text as Anderson & Anderson states (1997:8):

1. Constructing narrative steps for constructing a narrative text are:
 - a. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

- b. A complication that sets off a chain event that influences what will happen in the story.
- c. A sequence of event where the characters react to the complication.
- d. A resolution in which the characters finally sort out the complication.
- e. A coda that provides a comment or moral based on what has been learned from the story (an optimal step).

2. Language Feature of narrative text.

the language features usually found in narrative are:

- a) Specific characters
- b) Time words that connect events to tell when they occur
- c) Verbs to show the actions that occur in story
- d) Descriptive words to portray the characteristics and settings.

3. Types of Narrative

Narrative has some types in the stories. There are many different types of narrative including Anderson & Anderson (1997:18) Humor, Romance, Crime, Real-life fiction, Historical fiction, Mystery, Fantasy, Science fiction, Diary-novels, adventure.

Narrative is one of interesting stories that thought to the students in university. It makes the students enjoy reading and write story of writing. Besides, they can get moral value that can easy to find in the narrative text. Narrative text has opportunity to the students to learn language more fun and imaginative. Students were in university has been taught about narrative.

Narrative comic strips are about the spoken language that conveyed in the picture and panels. Generally, it is different from books. Usually, comic book provides the spoken language related to the reality exist in the real life, completed with gaps, hesitations, and slang. Cary (2004: 33) states that comic strips can be used to help students deal with difficulties in complex language in language learning especially.

B. Purpose of Narrative Text

An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The Purpose of Narrative Text is to amuse or to entertain the reader with a story. Actual narrative text is not only limited to the mystical story, fiction, legend, fairytale or fable, but another story in the form of adventure, mystery and all forms of story. Narrative text is about the story. But in lessons at school, genre narrative text is usually only used to indicate a fiction such as fairy tales or legends.

Narrative text also purposes to amuse or entertain the readers with actual or imaginary experiences indifference ways. Narrative always deal with some problems which lead to the climax and theme turn into a solution to the problem.

All the writing text types are made and used for different purposes, especially in narrative text. Based on Clouse, a narrative text can fulfill any the purposes for writing as follows:

Table 1.1
Purposes of Narrative Text

Purpose	Sample Narration
To entertain	An account of your first meeting with your father-in-law, when you mistook him for an annoying insurance salesman
To express feelings to	An account of what happened when your best friend betrayed you
Relate experience	An account of time you got lost in the woods for two days
To inform (to explain what happens when a person is arrested)	An account of the time you were wrongly arrested for shop lifting
To inform (to teach a lesson)	An account of a time you got in trouble for cheating

Purpose	Sample Narration
To persuade (to convince the reader that community service should be required in high school)	An account of the community service you performed as a high school senior

C. Visualization of Narrative Text

In writing narrative text, it is arranged by some steps. According to Clouse, the chart that follows is to visualize the structure for a narrative text :

Table 1.2
Structure of Narrative Text

Introduction	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	May provide background information May set the scene May state the thesis or gives the point the narration makes May begin the story
First Body Paragraph	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	May begin the story (or continue it if the story was begun in the opening paragraph) May include description May include dialogue Arrange details in chronological order, perhaps with flashback
Next Body Paragraph	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Continues the narration May include description May include dialogue Arranges details in chronological order, perhaps with flashback
Next body Paragraph	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Continue the narration until story is fully told May include description May include dialogue Arranges details in chronological order, perhaps with flashback
Conclusion	
<input type="checkbox"/>	May narrate the last event

D. Example of Narrative Text

The kinds of narrative text is a myth, legend, fable, a folklore. The following story is the example of narrative text and also including the generic structure.

SNOW WHITE

ORIENTATION

Once upon a time there lived a lovely princess with fair skin and blue eyes. She was so fair that she was named Snow White. Her mother died when Snow White was a baby and her father married again. This queen was very pretty but she was also very cruel.

COMPLICATION

The wicked stepmother wanted to be the most beautiful lady in the kingdom and she would often ask her magic mirror, "Mirror! Mirror on the wall! Who is fairest of them all?" And the magic mirror would say, "You are, Your Majesty!" but one day, the mirror replied, "Snow White is the fairest of them all!" the wicked queen was very angry and jealous of Snow White. She ordered her hutsman to take Snow White to the forest and kill her. "i want you to bring back her heart." She ordered. But when the hutsman reached the forest with Snow White, he took pity on her and set her free. He killed a deer and took its heart to the wicked queen and told her that he had killed Snow White. Snow White wandered in the forest in te forest all night, crying.

COMPLICATION

When it was daylight, she came to a tiny cottage and went inside. There was nobody there, but she found seven plates on the table and seven

tiny beds in the bedroom. She cooked a wonderful meal and cleaned the house and tired, finally slept on one of the tiny beds. At night, the seven dwarfs who lived in cottage came home and found Snow White sleeping. When she woke up and told them her story, the seven dwarfs asked her to stay with them. When the dwarfs were away, Snow White would make delicious meals for them. Every morning, when they left the house, they instructed her never to open the door to strangers.

COMPLICATION

Meanwhile, in the place, the wicked queen asked, "Mirror! Mirror on the wall! Who is the fairest of them?" The mirror replied, "Snow White is the fairest of the all! She lives with the seven dwarfs in the wood!" The wicked stepmother was furious. She was actually a witch knew how to make magic potions. She now made a poisonous potion and dipped a shiny red apple into it. Then she disguised herself as an old peasant woman and went to the woods with the apple. She knocked on the cottage door and said "Pretty little child! Let me in! Look what I have for you!" Snow White said, "I am so sorry, old lady, I can not let you in! The seven dwarfs have told me not to talk to strangers!" but then, Snow White saw shiny red apple, and opened the door. The wicked witch offered her the apple and when she took a bite poor Snow White fell into deep sleep. The wicked stepmother went back to the palace and asked the mirror, "Mirror! Mirror on the wall! Who is the fairest of the all? The mirror

replied, “you are, your majesty!” and she was very happy.



When the seven dwarfs came home to find Snow White lying on the floor, they were very upset. They cried all night and then built a glass coffin for Snow White. They kept the coffin in the front of the cottage. One day, Prince Charming was going past the cottage and he saw Snow White lying in the coffin. He said to the dwarfs, “My! My! She is so beautiful! I would like to kiss her!” and he did. Immediately, Snow White opened her eyes. She was alive again! The prince and the seven dwarfs were very happy. Prince Charming married Snow White and took her to his palace and lived happily ever after.

2.3 Comic Strip

A. Definition of comic strip

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 comics are interesting, and children will attend to that which they find interesting more than to that which they find uninteresting. Absolutely, it can appeal to children, because of consisting of picture series and interesting story.

Each comic strip has various stories, it may tell about humor, action, mystery, thriller, adventure, and so forth. It also often influences the children’s emotion and feeling while conceiving the story. So that, comic strip is a fun medium for students and developing their imagination.

Comic strips in Planning and Design of Comic Designs in the Postmodern Design Style that Lifts Moral Values with the True Friendship Theme (2002) says that comic strips are a kind of daily or weekly comic strip that consists of several panels arranged horizontally or vertically. In Indonesia, comic strips recorded as the first comic published, exactly 1930 is a comic humor by Kho Wang Gie in the newspaper Sin Po. Comic strips are one of the most constant types of comics in existence. For example, Kompas regularly displays Panji Koming by Dwi Koendoro. Even in the late 1980s, humor magazines that have now stopped circulating, display a lot of strip comics in the rubric. Comic strips can also be referred to as newspaper strips. In the American comic strip appeared in the late 19th century.

The comic strip in Factmonster (2001) explains that the term comic strip is a combination of cartoon images and stories. The arrangement is made up of pictorial stories by using several lined panels whose story content has several characters. Figures who think and speak will be marked by using 'balloons - balloons in which there is writing from the conversation.

The definition is also appropriate as found on the comic strip according to Ohio State University Cartoon Research Library (2000) is as a picture or a series of images that tell stories. Written and drawn by cartoon artists published in newspapers and on the internet. The story uses pictures and often Combined with the word. Comic strips have existed since the days of ancient Egypt in the 19th century. In America, the comic strip developed in the 20th century, that is by introducing a tool for the way to talk by using word balloons. Comic strip tells of an event, adventure or mystery story, and others. In America comic strip is divided into some parts:

- 1) Newspaper comic strip

Newspaper comic strip is a comic strip that was first published in the Newspaper. At the beginning of the 20th century the newspaper comic

strip appeared. Newspaper comic strips are divided into two parts; Daily Strips and Sunday Strips.

f. *Daily strips*

A daily strip is a newspaper comic strip published in newspapers every Monday to Saturday. Daily strips usually appear in black and white. But at the beginning of the 20th century daily strips were published in colored form. The main format of the comic strip is to use panels in a square or circular shape. Inside the strip between one panel and the other usually but not always in the same form with small panel sizes.

g. *Sunday strips*

Sunday strips appear in weekly newspapers, usually published in special colors. Throughout World War 2, due to lack of paper, the size of Sunday strips began to shrink. After the war, the continuation of the strip comics gradually diminishes, because to save the cost of printing that uses many colors. Now, Sunday strips are smaller in format than daily strips.

2) *Underground comic strips*

In the 1960s came the name of the underground newspaper. Underground newspapers usually include subjects that are considered taboo. For example, telling about sex and drugs.

B. Strengths of Using Comic Strips in the Classroom

Based Morrison, Bryan, and Chilcoat (1996) assumptions, there are some reasons why comics have more strength rather than other teaching materials as follows:

1. It is evident that comic strips is familiar and popular with middle and high schoolstudents.
2. The comic strips is a form of literature that makestudents enjoy.
3. Students engage in greater literacy exploration than they otherwise would, due to comic strips popular and easily accessible format.

4. Through comic strips students investigate the use of dialogue, resume and dramatic vocabulary, and nonverbal communications.
5. Such methodology help to enliven a classroom that can prevent historical content from being boring and meaningless, as it often is in typical classrooms.

From those reasons, it can be concluded that comic strips has important role in education, especially in teaching-learning activity between the teacher and students in the classroom. By using a good medium like comic strips, it absolutely can encourage students' desire to learn English subject with pleasure in the school.

C. Application of English Comic Strips in Writing of Narrative Text

Most of the students are lazy to write because they regard it as a complex and difficult English language skill. In their thought, it needs a long process to write something. They also are often having no idea about the topic that will be written on their paper. Moreover, they are always getting stuck to tell and describe the next plot of story after writing the introductory paragraph. Therefore, the student can use comic strips to help them to develop their ability in writing from the pictorial story.

Example of Snow White Comic Strips :



2.4 Outline

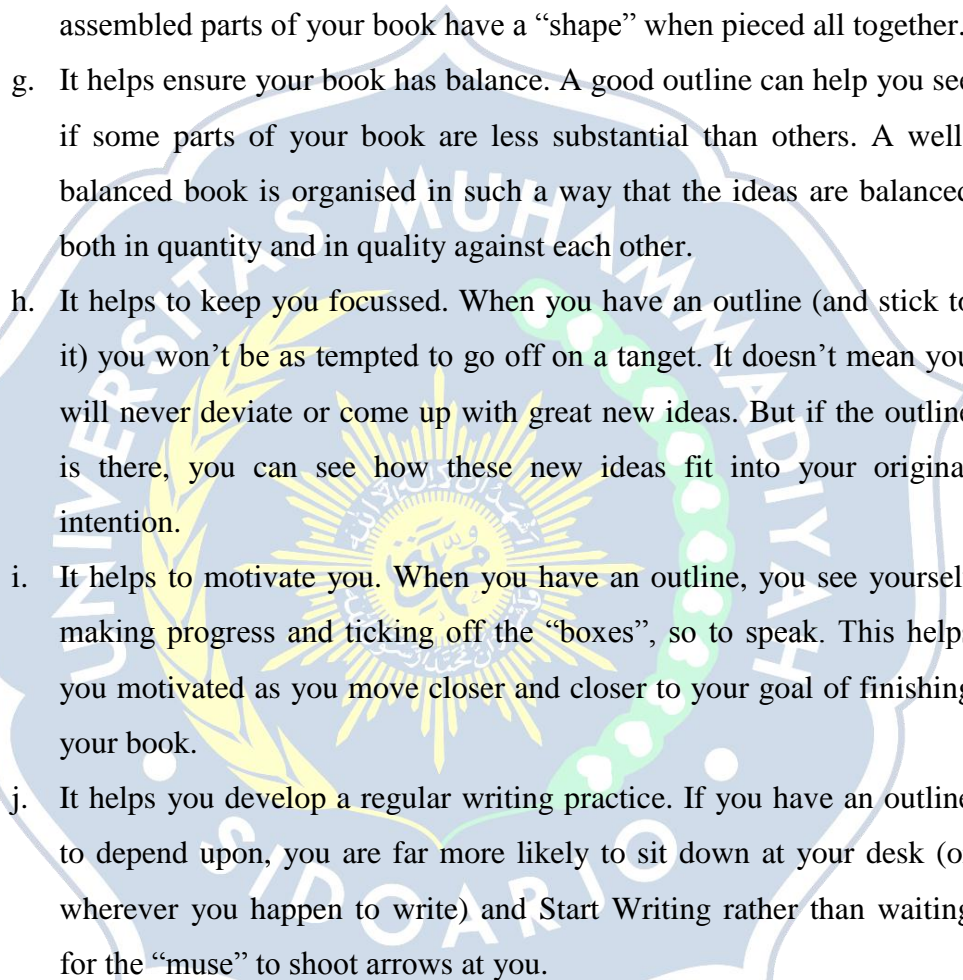
A. Definition of Outline

Outline is the main shape or edge of something, without the details (Cambridge English Dictionary). An outline is a way of formally arranging and developing your ideas. A line around the edge of something which shows its shape. An outline is a plan for or a summary of writing project or speech. An outline is usually in the form of a list divided into headings and subheadings that distinguish main points from supporting points. Most word processors contain an outlining feature that allows writers to format outlines automatically (Nordquist, 2010).

B. Purpose of Outline

The purpose of an outline is to help you organize your paper by checking to see how your ideas connect to each other, or whether you need to flesh out a point. It is also an effective way to think about the time you will need to complete each part of your paper before you begin writing (University of Minnesota Libraries Publishing, 2011). A good outline is important because:

- a. It makes writing easier. When you go to sit down to work, you know exactly what parts of your book need to get done. And remember, just because you have an ordered outline, you are not committed to write it in order. You can start anywhere.
- b. It makes reading easier. Books that have a structure are easier for readers to comprehend.
- c. It makes your message memorable. Readers can remember your message when there is a structure attached to it. It makes abstract concepts more memorable, and enables readers to feel they have gained something they can take away from the book, after they have finished it.
- d. It helps to ensure you are thorough. If you have an outline, you won't accidentally omit something vital to your message or storyline.

- 
- e. It helps limit continuity errors. While thoroughness refers to ensuring that all important thoughts and details are included in your text, continuity refers to ensuring your thoughts and events following a logical sequence. An outline can help you see the continuity of your book before writing it.
 - f. It helps ensure your book has symmetry. Symmetry means that all the assembled parts of your book have a “shape” when pieced all together.
 - g. It helps ensure your book has balance. A good outline can help you see if some parts of your book are less substantial than others. A well-balanced book is organised in such a way that the ideas are balanced both in quantity and in quality against each other.
 - h. It helps to keep you focussed. When you have an outline (and stick to it) you won’t be as tempted to go off on a tangent. It doesn’t mean you will never deviate or come up with great new ideas. But if the outline is there, you can see how these new ideas fit into your original intention.
 - i. It helps to motivate you. When you have an outline, you see yourself making progress and ticking off the “boxes”, so to speak. This helps you motivated as you move closer and closer to your goal of finishing your book.
 - j. It helps you develop a regular writing practice. If you have an outline to depend upon, you are far more likely to sit down at your desk (or wherever you happen to write) and Start Writing rather than waiting for the “muse” to shoot arrows at you.

C. Structure and Writing Style

1. General Approaches

An outline is a formal system used to think about and organize your paper. For example, you can use it to see whether your ideas connect to each other, what order of ideas works best, or whether you have sufficient evidence to

support each of your points. Outlines can be useful for any paper to help you see the overall picture.

Writing an outline can take place at any time during the writing process. Although it is most commonly used before beginning to write or doing research, this process can also take place during or after writing your paper to make sure your points are organized and make sense. The sentence outline is done in full sentences.

This approach is useful when your paper focuses on complex issues in detail. The sentence outline is also useful because sentences themselves have many of the details in them needed to build a paper and it allows you to include those details in the sentences instead of having to create an outline of short phrases that goes on page after page.

2. Steps for Making the Outline

The writing process can be stressful, especially when you don't know where to start. That's why you need to begin with an outline. An outline is simply a framework for presenting the main and supporting ideas for a particular subject or topic. Outlines help you develop a logical, coherent structure for your paper, making it easier to translate your ideas into words and sentences. Once your outline is complete, you'll have a clear picture of how you want your paper to develop. The Steps to a strong outline:

- 1) **Choose The Topic and Establish The Purpose.** A lot of writers struggle to define the initial focus for their paper. Trying to come up with a topic from a list of possibilities is a difficult task, but understanding your essay's larger purpose is just as important. Having a goal or objective in mind will help you set guidelines and limitations on what is appropriate content for your essay. What do you want your readers to learn from reading your paper? What do you want them to understand about your topic? These questions can help you focus your ideas around the specific take-home messages you want to leave with your readers.

- 2) **Create A List Of Main Ideas.** This is the brainstorming part of the writing process. The goal here is to come up with a list of essential ideas that you are planning to present in your article or essay. This step can be a list of arguments to answer a question, a list of resources, or it could even include tips on how to do something. No matter what the topic is, this step gives you a chance to get all of your ideas out and have a list of possible topics that you can touch on in your essay.
- 3) **Organize Your Main Ideas.** The goal of this step is to rearrange the list of ideas that you came up with in Step 2, putting them in an order that will make sense to you and the reader. There are many different strategies for organizing your ideas, and these will vary depending on the type of essay you are writing. Some common organizational structures are cause and effect, classification, chronological and process. Once you have put your ideas in order, you're well on your way to developing the structure of your essay.
- 4) **Flesh Out Your Main Points.** After you have decided on the order of your main points, you'll want to add some relevant content to support each main idea. Your goal in this step is to expand on your original ideas so that your reader has a better understanding of each point. You can add more detail to each concept by including examples, quotes, facts, theories or personal anecdotes. While this step may seem tedious, it will make your drafting process much easier. You'll save time in the long run because your paper will be more logical and focused and your ideas will be fully developed.
- 5) **Review and Adjust.** Most people would think that after step four your outline is done, but that is not the case. Writing is a repetitive process, and all good writers continue to review and revise their essay until they feel it is the best it can possibly be. The same goes for an outline; it should be like a road map that you use to direct your essay exactly where you want it to go. Make sure that you've included all of your

ideas and established the connections between each of your main points.

Table 2.1
Rubric Assessment of Creating an Outline

Aspect	Category			
	1	2	3	4
Creating the Outline	No creating the outline	Creating the outline, but no appropriate with the text structure	Creating the outline, but less appropriate with the text structure	Creating the outline and appropriate with the text structure.
Content	No appropriate with the picture have been given.	Appropriate with the picture, but no in sequence.	Appropriate with the picture and in sequence, but there is no development	Appropriate with the picture and in sequence and there is development
Organization	Text structure is not appropriate and no complete.	Text structure is appropriate but no complete, just contain two structure.	Text structure is appropriate but less complete, just contain two structure.	Text structure is appropriate and complete containing of <i>Orientation, Complication, Series of events, and resolution.</i>
Vocabulary	The use of vocabulary is monotonous and wrong in the writing	The use of vocabulary is monotonous.	The use of vocabulary is less a variety.	Many variety and no monotonous in the use of vocabulary.
Grammar	The arrangement of the sentence is not appropriate and the write of words is untidy	The arrangement is less appropriate.	The arrangement of the simple sentence is correct according to (subject – predicate –	The arrangement of the simple sentence is correct according to (subject – predicate –

			object – complement)	object – complement) and complex.
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Indah Rochmawati (2017)

3. Things to Consider When Writing an Outline

Labaree (2009) explain that things to consider when writing an outline are:

- a. There is no rule dictating which approach is best. Choose either a topic outline or a sentence outline based on which one you believe will work best for you. However, once you begin developing an outline, it's helpful to stick to only one approach.
- b. Both topic and sentence outlines use Roman and Arabic numerals along with capital and small letters of the alphabet arranged in a consistent and rigid sequence. A rigid format should be used especially if you are required to hand in your outline.
- c. Although the format of an outline is rigid, it shouldn't make you inflexible about how to write your paper. Often when you start investigating a research problem [i.e., reviewing the research literature], especially if you are unfamiliar with the topic, you should anticipate the likelihood your analysis could go in different directions. If your paper changes focus, or you need to add new sections, then feel free to reorganize the outline.
- d. If appropriate, organize the main points of your outline in chronological order. In papers where you need to trace the history or chronology of events or issues, it is important to arrange your outline in the same manner, knowing that it's easier to re-arrange things now than when you've almost finished your paper.

- e. For a standard research paper of 2-3 pages, your outline should be no more than three pages in length. It may be helpful as you are developing your outline to also write down a tentative list of references.

2.5 Previous Study

To support and to prove the originality of his research, the researcher uses some relevant previous studies. There are two previous studies that discuss the teaching writing of narrative text by using comic strips. The research design of this study was classroom action research (CAR). It consists of four steps. They were planning, implementing, observing, and reflecting. In the cycle I, there were six meetings. Each of the meetings was divided into three activities. Based on the result of the observation during the implementation of the procedures for six meetings in cycle I, it showed that the average percentage of the students' involvement during the writing process achieved 74.4%. The activities of group work and outlining in cycle I was not run well. Therefore, the researcher made a modification for the next cycle. In the cycle II, there were four meetings. After the researcher had conducted the research in the cycle II, He found that the students' ability in writing narrative text had increased. Based on the result of the observation, the students' involvement increased from 74.4% up to 77.5%. In addition, based on the result of the students' response to questionnaires, it showed that their motivation in learning narrative writing were high, namely 79.4%. It proved that the use of cartoon series in four-stage strategy and the implementation writing process approach in the cycle II was effective.

The first previous study is from Kurnia (2005). The study aimed to improve students learning process in writing. The students were simply read the comic strips.

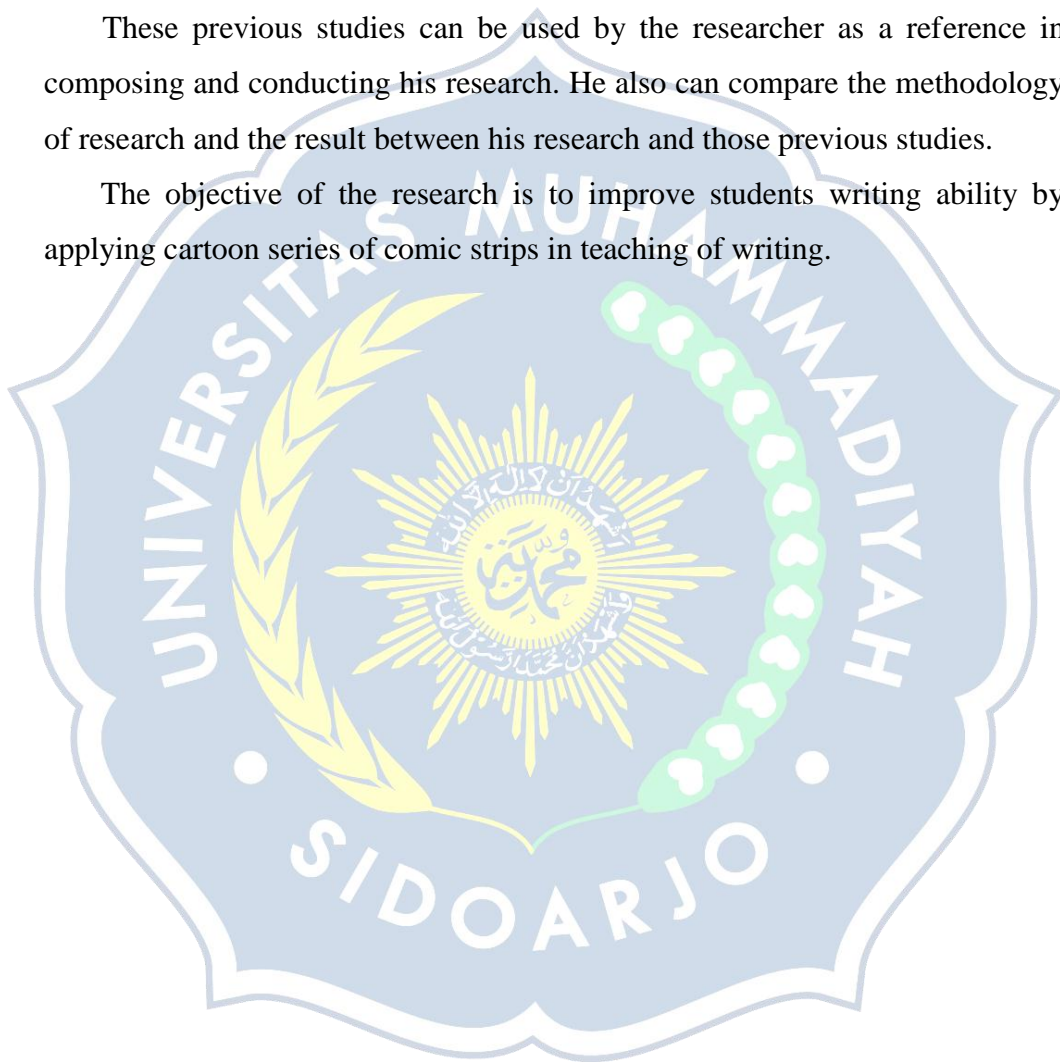
The second is "Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesia EFL Students", written by Megawati and Anugerahwati (2012). In this research, the researchers stated that comic strips

are appealing forms for children in the teaching of writing, and as media which have content, organization and grammatical aspects of narrative texts.

To get the main data, the researcher gave a test to the sample of the research especially the eighth-grade students of MTs Al-ArifGempol. Being the sample the group was given the pre-test and post-test by the researcher, while the treatment was applied after the pre-test.

These previous studies can be used by the researcher as a reference in composing and conducting his research. He also can compare the methodology of research and the result between his research and those previous studies.

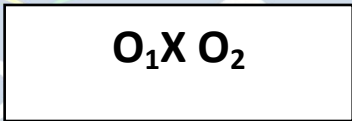
The objective of the research is to improve students writing ability by applying cartoon series of comic strips in teaching of writing.



CHAPTER III RESEARCH METHOD

3.1. Research Design

The research design on effect of using comic strips to the second grade students in teaching writing narrative text at MTs Al-Arif Gempol is using pre-experimental design. Pre-experimental design was used in this research. In this design, the researcher employed one group and there is no control group. This type of research was designed to verify that comic strip is an appropriate medium to improve the skill of the eight grade students of MTs Al-Arif Gempol in writing narrative text. The research design used Arikunto model (2006;85). In conducting this research, the researcher used observation and test as the instruments. The test consisted of pre-test and post-test. The pre-test was conducted before giving the treatment to find out the students writing skills while the post-test was used to measure and to find out the students writing skills after the treatment. The purpose of the tests is to measure the student's ability in writing narrative text before and after giving the treatment. This research can be said success if the result of the students's post-test are higher than the pre-test, so comic strips has good effect to improve the student's writing ability.



$O_1 X O_2$

Figure 1. One-Group Pre-test-Posttest

Description :

O_1 : Score of pre-test (score before use comic strips in teaching writing narrative text)

X : Treatment (teaching narrative text by using comic strips)

O_2 : Score of post-test (score after using comic strips in teaching writing narrative text)

3.2. Setting of the Research

3.2.1 Population

Population is the generalization region consisting of objects/subjects that have certain qualities and characteristics defined by the researchers to learn and making conclusion (Sugiyono, 2015:117). However, the population of this research was the secondgrade students of MTs Al-Arif Gempol. There was a class of the eight grade students of MTs Al-Arif Gempol. The number of study population is 36 students.

3.2.2 Sample

According Sugiyono (2015:118), sample is part of the number and the characteristics of the population. The researcher used one class as a sample of this study and the sample technique that the researcher use is tatal sampling. Total sampling is a sampling technique where the number of samples equals the population (Sugiyono, 2015). The reason for taking the total sampling because according to Sugiyono (2015) the population of less than 100 whole population used as research samples all. The sample taken in this research are 36 students.

3.2.3 Variable of the research

1. Independent variable (X) is a variable that influence or cause of dependent variable is changed. Independent variable (X) in this research is Media
2. Dependent variable (Y) is a variable influenced or changed because of independent variable, dependent variable in this research is writing skill

3.2.4 Type of Data

Type of data in this research is primary data. Primary data is the data source that directly provides the data to the researcher. So to obtain the

primary data, the researcher must collect the data directly. Primary data was obtained from pre-test and post-test result of eight grade students of MTs Al-Arif Gempol.

3.3. Data Instrument

Research instruments are tools or facilities used by researcher in collecting data for easier his research and better results, (in a more accurate, complete and systematic) until it will be easier processed. So the instrument is used to facilitate us to carry out the research. validation is the first activity for the purposes of the instrument in this research that will be validated by lecturers or experts, the instrument to be conducted in this research is learning tools consisting of:

1. Lesson Plan (RPP)

Lesson Plan is used as a guideline for the implementation of learning that will be done by using comic strips media.

2. Student's Material

This teaching material contains about the material that will be taught in learning process.

3. Student Work Sheet (LKS)

This Student Worksheet contains some instructions on how to use and steps to write simple writing work based on series drawings using appropriate word and sentence options with due regard to the use of spelling, capital letters and dots.

5. Pretest and Posttest

The test sheets in this research consisted of two questionnaires consisting of Pretest and Posttest. The exercise of Pre-test given by researcher

before given the treatment by using comic strips media. While the Posttest exercise given after the researcher gave the treatment using comic strips media. That exercise test is used to determine the effect of using comic strips media on writing narrative text in the English subject of eight grade students of MTs Al-Arif Gempol.

In the research instrument that used must be valid, so the instrument used must be measured the valid (validity). Instrument validity test is done to test the validity of each instrument item used. Instruments can be said to be valid if able to measure what is desired. Instruments will be used must be approved first from the experts who have been competent in the level, in this research validation of the instrument performed by two validators, they are :

Table of 3.1
Name of validator

No.	Names of validator	Position
1.	Vidya Mandarani, M.Pd	English Lecturer
2.	Elik Sudarmanik, S.Pd	English Teacher

3.3.1. Instrument Validation test

The technique used by the validator to validate the learning device is by using a rating scale. rating scale can be used to measure ability, knowledge, and other process activities. This measurement is done by selecting the answer with the number contained on each item of the instrument contained in the provided column. Here are the scoring guidelines using rating scale measurements.

a. The rating scale criteria are as follows

Score 4 = Very good

Score 3 = Good

Score 2 = Good enough

Score 1 = Less good

b. Number of ideal score (maximum score)

Σ Ideal score = 4 X Σ responden X Σ item questionnaire

c. Percentage of Scores on Data Collection Results

Using the rating scale technique as follows :

$$\text{the number of ideal score} = \frac{\text{the score number of data collecting result}}{\text{the ideal score number of all items}} \times 100 \%$$

Figure. 3.2 The score percentage of data collecting result

3.3.2. The Interpretation Criteria of Validation Score Percentage

The following are validation scoring criteria from validators:

Assessment score 4 (76% -100%) = Very valid and can be used without revision

Assessment score 3 (51% - 75%) = Valid, can be used with a few revisions

Rating Score 2 (26% - 50%) = Quite valid and can be used with many revisions

Rating Score 1 (1% - 25%) = Invalid and can not be used.

After doing the calculation using the rating scale formula, the validation results obtained are as follows:

Table 3.2

Validation

No.	Instrument	Validator		Percentage	Explanation
		I	II		

No.	Instrument	Validator		Percentage	Explanation
		I	II		
1	Lesson plan				
3	Worksheet				

In the instrument validation process, and has been calculated the learning device that has been validated by the validator then the instrument can be used without revision.

The instrument used in this research are Tests. The test forms used are pre-test and post-test. Pre-test given to the students aims to know the initial state of students before treatment. Post-test aims to find out how far the changes that students get after the treatment process. The form of the exercises used is limited description exercises of writing material. Before preparing the instrument, firstly researcher make a lattice of exercises that is used as a guide in writing excercises

Before the test sheet or test are given to the students, first tested the validity and reliability. By passing the validity and reliability test we can know whether the execercise to be used are valid and reliable or no.

3.4. Data Collection Technique

The data collection techniques used in this study is the test. The test is a set of stimuli given to a person with the intent to get answers that can be used as the basis of determining the score of numbers. The test used in this research is a matter of pretest and posttest.

1. Pretest

Pretest is done before students get learning by using comic strips, pretest is done to measure how far students writing skill in writing essay before the learning.

2. Posttest

Posttest is given to students after obtaining learning by using comic strips, posttest is done to measure the improvement of writing skills in writing lessons after learning.

3.5. Data Analysis Technique

Data analysis is an activity after data from all respondents or other data sources collected. Activity in data analysis is grouping data based on variable and type of respondent, serve data of each variable studied, doing calculation to answer problem formulation, and doing calculation to test hypothesis which have been proposed. In this research, researcher used descriptive statistical analysis techniques. Descriptive statistical analysis is a statistic used to analyze data by describing data that has been accumulated as is, without intending to make conclusions that apply to the common or generalization. So after all the data collected and then analyzed with way of describe.

Serving of the data in descriptive statistical analysis through tables, graphs, pie charts, pictograms, mode calculations, medians, mean, and group variations through standard deviation ranges. Serving of the data in this research using the serve with table form, bar chart, and calculation of mean.

Hypothesis test that will be done in this research is aimed to know whether there is influence of using media comic strips to writing skill in MTs Al-Arif Gempol by comparing the average score of test score obtained before giving treatment (pre-test) and after giving treatment (post-test).

The average value can be obtained by summing the value data of all individuals, then divided by the number of individuals in the class. After obtaining the calculation of the average value of pre-test and post-test then the value is compared to describe in the form of a description.

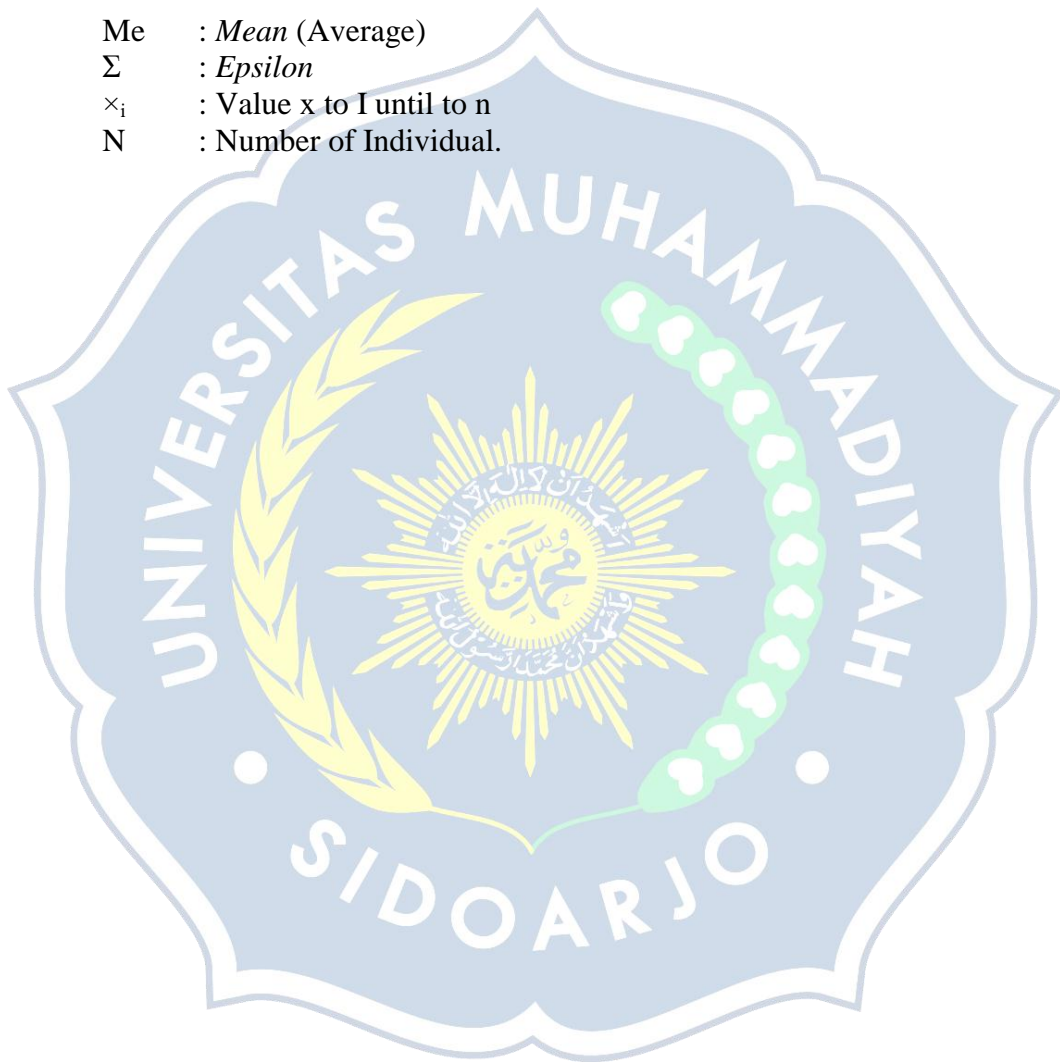
The statistical formula used to calculate the average (mean), namely:

$$Me = \frac{\sum x_i}{n}$$

Figure 4.6 Mean

Where:

- Me : *Mean* (Average)
- Σ : *Epsilon*
- x_i : Value x to I until to n
- N : Number of Individual.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This experimental type research is conducted to determine the result of using comic strips learning media to increase student writing ability in narrative text outline. This research takes MTs. Al-Arif Gempol as the object with the research sample consisted of eighth graders from the school. The experiments were conducted using a one group pre-test post-test model, in which the eighth grade of MTs. Al-Arif Gempol will be given two tests, namely before the experiment and after the implementation of the experiment. Furthermore the results of the two tests were compared to find out the increase in student writing ability in narrative text outline based on the use of comic strips in learning activities.

4.1. Description of The Data

Assessment of Writing abilities in narrative text outline includes five aspects of assessment, which are making online narrative, content, text structure, vocabulary, and sentence. Pre-test and post test results which were given to 36 eighth graders in MTs. Al-Arif Gempol according to the five aspects of the assessment are as follows:

4.1.1. Result Validation

The validation result from the validator is as follows :

Table 4.1
Validation

No.	Instrument	Validator		Percentage	Explanation
		I	II		
1	Lesson Plan	80%	85%	82,50%	Very valid and can be used without revision
3	Student's Worksheet	73%	79%	76,0%	Very valid and can be used without revision

Based on the validator validation results then the lesson plan and student's worksheet then the instrument can be used in research

4.1.2. Pre-test Result

Pre-test is a test given to 36 eighth graders of MTs. Al-Arif Gempol before the implementation of learning activities using comic strip. The results of the pre-test can be seen in the table below:

Table 4.2
Pre-Test Result

No	Aspects of Assessment					Total	CFS
	Making Narrative Outline	Content	Text Structure	Vocabulary	Sentence		
1	2	2	2	1	1	8	40
2	2	2	2	1	1	8	40
3	3	2	2	2	1	10	50
4	2	2	2	2	2	10	50
5	2	2	2	2	2	10	50
6	2	2	2	2	2	10	50
7	2	2	2	2	2	10	50
8	3	2	2	2	2	11	55
9	3	2	2	2	1	10	50
10	1	2	2	1	1	7	35
11	2	2	2	1	1	8	40
12	2	2	2	2	2	10	50
13	2	2	2	2	2	10	50
14	3	2	2	1	1	9	45
15	3	2	2	1	1	9	45
16	3	2	2	2	2	11	55
17	1	2	2	1	1	7	35
18	1	2	1	2	1	7	35
19	3	2	2	2	2	11	55
20	1	2	1	2	1	7	35
21	2	1	2	2	2	9	45
22	2	2	2	1	1	8	40
23	3	2	2	1	1	9	45
24	2	2	2	1	1	8	40
25	3	2	2	1	1	9	45
26	3	2	2	1	1	9	45

No	Aspects of Assessment					Total	CFS
	Making Narrative Outline	Content	Text Structure	Vocabulary	Sentence		
27	2	2	2	2	1	9	45
28	3	2	2	3	2	12	60
29	2	2	2	1	1	8	40
30	3	2	1	1	2	9	45
31	3	2	2	2	1	10	50
32	3	2	2	1	2	10	50
33	2	2	2	1	1	8	40
34	2	2	2	2	2	10	50
35	2	2	2	2	2	10	50
36	3	2	1	1	2	9	45

The results of descriptive analysis of the data in the above table are as follows:

Table 4.3
Data Description of Pre-test Results

	N	Minimum	Maximum	Mean
Making Narrative Outline	36	1.00	3.00	2.3056
Content	36	1.00	2.00	1.9722
Text Structure	36	1.00	2.00	1.8889
Vocabulary	36	1.00	3.00	1.5556
Sentence	36	1.00	2.00	1.4444
Total	36	7.00	12.00	9.1667
CFS	36	35.00	60.00	45.8333

Based on the data presented in the table above, the explanation of the value of each aspect of the assessment, the total value and CFS of 36 eighth grade students of MTs. Al-Arif Gempol which follows the pre-test is as follows:

1. Making Narrative Outline

The minimum value of the Making Narrative Outline aspect is 1 and the maximum value are 3, with an average value of 2.3. This means that the students can answer at least 1 question correctly and at most can answer 3

questions correctly, and the average correct answer of 36 students are 2.3. The frequency distribution of correct answers from the Making Narrative Online aspect is as follows:

Table 4.4
Frequency Distribution of the Answers of Making Narrative Online Aspect

The Number of Correct Answers	The Number of Students	Percent
1	4	11,1
2	17	47,2
3	15	41,7
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the aspects of Making Narrative Outline are 4 students or about 11.1%; the number of students who have 2 correct answers are 17 students or about 47.2%; and the number of students who have 3 correct answers is 15 students or about 41.7%. Based on these data, it can be seen that most students are only able to answer 2 questions of Making Narrative Outline aspect correctly.

2. Content

The minimum value of the Content aspect is 1 and the maximum value are 2, with an average value of 1.97. This means that students can answer at least 1 problem correctly and at most can answer 2 questions correctly, and the average correct answer of 36 students is 1.97. The frequency distribution of correct answers from the Content aspect is as follows:

Table 4.5
Frequency Distribution of the Answers of Content Aspect

The Number of Correct Answers	The Number of Students	Percent
1	1	2,8
2	35	97,2
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the Content aspect is 1 student or about 2.8% and the number of students who have 2 correct answers is 35 students or about 97.2%. Based on these data, it can be seen that most students are only able to answer the 2 questions of the Content aspects correctly.

3. Text Structure

The minimum value of the Text Structure aspect is 1 and the maximum value are 2, with an average value of 1.88. This means that the students can answer at least 1 question correctly and at most can answer 2 questions correctly, and the average correct answer of 36 students is 1.88. The frequency distribution of correct answers from the Text Structure aspect is as follows:

Table 4. 6
Frequency Distribution of the Answers of Text Structure Aspect

The Number of Correct Answers	The Number of Students	Percent
1	4	11,1
2	32	88,9
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the aspect of the Text Structure are 4 students or about 11.1% and the number of students who have 2 correct answers are 32 students or about 88.9%. Based on these data, it can be seen that most students are only able to answer 2 questions of the Text Structure aspect correctly.

4. Vocabulary

The minimum value of the Vocabulary aspect is 1 and the maximum value are 3, with an average value of 1.55. That is, the students can at least answer 1 question correctly and at most can answer 3 questions correctly, and the average correct answer of 36 students is 1.55. The frequency distribution of correct answers from the Vocabulary aspect is as follows:

Table 4. 7
Frequency Distribution of the Answers of Vocabulary Aspect

The Number of Correct Answers	The Number of Students	Percent
1	17	47,2
2	18	50,0
3	1	2,8
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the aspect of Vocabulary are 17 students or about 47.2%; the number of students who have 2 correct answers are 18 students or about 50.0%; and the number of students who have 3 correct answers is 1 person or about 2.8%. Based on these data, it can be seen that most students are only able to answer 2 questions about aspects of Vocabulary correctly.

5. Sentence

The minimum value of the Sentence aspect is 1 and the maximum value are 2, with an average value of 1.44. This means that students can answer at least 1 problem correctly and at most can answer 2 questions correctly, and the average correct answer of 36 students is 1.44. The frequency distribution of correct answers from the Sentence aspect is as follows:

Table 4. 8
Frequency Distribution of the Answers of Sentence Aspect

The Number of Correct Answers	The Number of Students	Percent
1	20	55,6
2	16	44,4
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the Sentence aspect is 20 people or about 55.6% and the number of students who have 2 correct answers are 16 students or about

44.4%. Based on these data, it can be seen that most students are only able to answer 2 questions of Sentence aspect correctly.

6. Total

The minimum value of Total are 7 and its maximum value are 12, with an average value of 9.16. This means that students can at least answer 7 questions of all aspects of the assessment correctly and at most can answer 12 questions correctly, and the average correct answer to all aspects of the assessment of 36 students is 9.16. The frequency distribution of the correct answers as a whole is as follows:

Table 4. 9
Frequency Distribution of Overall Correct Answers

The Number of Correct Answers	The Number of Students	Percent
7	4	11,1
8	7	19,4
9	8	25,0
10	12	33,3
11	3	8,3
12	1	2,8
Total	36	100

The data in the table above shows that the number of students who have 7 correct answers on aspects of the whole aspect are 4 students or about 11.1%; the number of students with 8 correct answers are 7 students or about 19.4%; the number of students who have 9 correct answers are 8 students or about 25.0%; the number of students who have 10 correct answers are 12 students or about 33.3%; the number of students who have 11 correct answers are 3 students or about 8.3%; and the number of students who have 12 correct answers is 1 person or about 2.8%. Based on these data, it can be seen that most students are only able to answer 10 questions of the whole aspect correctly.

7. CFS

The minimum value of CFS are 35 and its maximum value are 60, with an average value of 45.83. That is, the lowest value obtained by students in this pre-test are 35 and the highest are 60, and the average value of 36 students is 45.83. The frequency distribution of CFS of 36 students is as follows:

Table 4. 10
Frequency Distribution of CFS

Comulatif Final Score	The Number of Students	Percent
35	4	11,1
40	7	19,4
45	8	25,0
50	12	33,3
55	3	8,3
60	1	2,8
Total	36	100

The data in the table above shows that the number of students who score 35 are 4 students or about 11.1%; the number of students who score 40 are 7 people or about 19.4%; the number of students who score 45 are 8 students or about 25.0%; the number of students who score 50 are 12 students or about 33.3%; the number of students who score 55 are 3 students or about 8.3%; and the number of students who score 60 is 1 student or about 2.8%. Based on these data, it can be seen that most students have a score of 50 on the pre-test results.

4.1.3. Post-test Result

Post-test is a test given to 36 eighth graders of MTs. Al-Arif Gempol after the implementation of learning activities using comic strip. Post-test results can be seen in the table below:

Table 4. 11
Post-Test Result

No	Aspects of Assessment	Total	CFS
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	Making Narrative Outline	Content	Text Structure	Vocabulary	Sentence		
1	3	2	2	2	2	11	55
2	2	2	2	2	2	10	50
3	3	2	3	2	3	13	65
4	3	3	2	2	2	12	60
5	3	3	2	2	2	12	60
6	3	3	2	2	2	12	60
7	3	3	3	2	2	13	65
8	3	3	3	2	3	14	70
9	3	2	3	2	3	13	65
10	2	2	2	2	2	10	50
11	2	2	2	2	2	10	50
12	3	3	2	2	2	12	60
13	3	3	2	2	2	12	60
14	3	2	2	2	2	11	55
15	3	3	2	2	2	12	60
16	3	3	3	2	3	14	70
17	2	2	2	2	2	10	50
18	3	2	2	1	1	9	45
19	3	3	3	3	2	14	70
20	1	2	2	2	2	9	45
21	3	2	2	3	2	12	60
22	3	2	3	2	2	12	60
23	3	2	3	2	2	12	60
24	3	2	3	2	2	12	60
25	3	2	2	2	2	11	55
26	3	2	2	2	2	11	55
27	3	2	3	2	2	12	60
28	3	3	3	3	2	14	70
29	3	3	3	2	2	13	65
30	3	2	2	2	3	12	60
31	3	3	3	2	2	13	65
32	3	2	3	2	3	13	65
33	3	2	2	2	2	11	55
34	3	3	3	2	2	13	65
35	3	3	3	2	2	13	65
36	3	2	3	2	2	12	60

The results of descriptive analysis of the data in the above table are as follows:

Table 4. 2
Data Description of Post-Test Results

	N	Minimum	Maximum	Mean
Making Narative Outline	36	1.00	3.00	2.8333
Content	36	2.00	3.00	2.4167
Text Structure	36	2.00	3.00	2.4722
Vocabulary	36	1.00	3.00	2.0556
Sentence	36	1.00	3.00	2.1389
Total	36	9.00	14.00	11.9167
CFS	36	45.00	70.00	59.5833

Based on the data presented in the table above, the explanation of the value of each aspect of the assessment, the total value and CFS of 36 eighth grade students of MTs. Al-Arif Gempol who followed the post-test is as follows:

1. Making Narrative Outline

The minimum value of the Making Narrative Outline aspect is 1 and the maximum value are 3, with an average value of 2.8. This means that the student can answer at least 1 problem correctly and at most can answer 3 questions correctly, and the average correct answer of 36 students are 2.8. The frequency distribution of correct answers from the Making Narrative Outline aspect is as follows:

Table 4.3
Frequency Distribution of the Answers of Making Narrative Outline Aspect

The Number of Correct Answers	The Number of Students	Percent
1	1	2,8
2	4	11,1
3	31	86,1
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the aspect of Making Narrative Outline is 4 people or about 2.8%; the number of students who have 2 correct answers are 4

students or about 11.1%; and the number of students who have 3 correct answers are 31 students or about 86.1%. Based on these data, it can be seen that most students are able to answer the 3 questions of Making Narrative Outline aspect correctly.

2. Content

The minimum value of the Content aspect is 2 and the maximum value are 3, with an average value of 2.41. That is, the students can at least answer 2 questions correctly and at most can answer 3 questions correctly, and the average correct answer of 36 students are 2.41. The frequency distribution of correct answers from the Content aspect is as follows:

Table 4. 14
Frequency Distribution of the Answers of Content Aspect

The Number of Correct Answers	The Number of Students	Percent
2	21	58,3
3	15	41,7
Total	36	100

The data in the table above shows that the number of students who have 2 correct answers on the Content aspect are 21 students or about 58.3% and the number of students who have 3 correct answers are 15 students or about 41.7%. Based on these data, it can be seen that most students are able to answer the 2 questions of the Content aspects correctly.

3. Text Structure

The minimum value of the Text Structure aspect are 2 and the maximum value are 3, with an average value of 2.47. That is, the students can at least answer 2 questions correctly and at most can answer 3 questions correctly, and the average correct answer of 36 students are 2.47. The frequency distribution of correct answers from the Text Structure aspect is as follows:

Table 4. 15
Frequency Distribution of the Answers of Text Structure Aspect

The Number of Correct Answers	The Number of Students	Percent
2	19	52,8
3	17	47,2
Total	36	100

The data in the table above shows that the number of students who have 2 correct answers on the aspect of the Text Structure are 19 students or about 52.8% and the number of students who have 3 correct answers are 17 students or about 47.2%. Based on these data, it can be seen that most students are able to answer 2 questions of the Text Structure aspect correctly.

4. Vocabulary

The minimum value of the Vocabulary aspect is 1 and the maximum value are 3, with an average value of 2.05. That is, the students can at least answer 1 problem correctly and at most can answer 3 questions correctly, and the average correct answer of 36 students are 2.05. The frequency distribution of correct answers from the Vocabulary aspect is as follows:

Table 4. 16
Frequency Distribution of the Answers of Vocabulary Aspect

The Number of Correct Answers	The Number of Students	Percent
1	1	2,8
2	32	88,9
3	3	8,3
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the aspect of Vocabulary is 1 student or about 2.8%; the number of students who have 2 correct answers are 32 students or about 88.9%; and the number of students who have 3 correct answers are 3 students or about 8.3%. Based on these data, it can be seen that most

students are able to answer 2 questions about aspects of Vocabulary correctly.

5. Sentence

The minimum value of the Sentence aspect is 1 and the maximum value are 3, with an average value of 2.13. That is, the students can at least answer 1 problem correctly and at most can answer 3 questions correctly, and the average correct answer of 36 students are 2.13. The frequency distribution of correct answers from the Sentence aspect is as follows:

Table 4. 17
Frequency Distribution of the Answers of Sentence Aspect

The Number of Correct Answers	The Number of Students	Percent
1	1	2,8
2	29	80,6
3	6	16,7
Total	36	100

The data in the table above shows that the number of students who have 1 correct answer on the Sentence aspect is 1 person or about 2.8%; the number of students who have 2 correct answers are 29 students or about 80.6%; and the number of students who have 3 correct answers are 6 students or about 16.7%. Based on these data, it can be seen that most students are able to answer 2 questions of the Sentence aspect correctly.

6. Total

The minimum value of Total are 9 and the maximum value are 14, with an average value of 11.91. This means that students can answer at least 9 questions from all aspects of the assessment correctly and at most can answer 14 questions correctly, and the average correct answer to all aspects of the assessment of 36 students are 11.91. The correct frequency distribution of answers as a whole is as follows:

Table 4. 18
Frequency Distribution of Overall Correct Answers

The Number of Correct Answers	The Number of Students	Percent
9	2	5,6
10	4	11,1
11	5	13,9
12	13	36,1
13	8	22,2
14	4	11,1
Total	36	100

The data in the table above shows that the number of students who have 9 correct answers on the whole aspect are 2 students or about 5.6%; the number of students who have 10 correct answers are 4 students or about 11.1%; the number of students who have 11 correct answers are 5 students or about 13.9%; the number of students who have 12 correct answers are 13 students or about 36.1%; the number of students with 13 correct answers are 8 students or about 22.2%; and the number of students who have 14 correct answers are 4 people or about 11.1%. Based on these data, it can be seen that most students are able to answer 12 questions of the whole aspect correctly.

7. CFS

The minimum value of CFS is 45 and its maximum value are 70, with an average value of 59.58. That is, the lowest score the students get on this post-test are 45 and the highest are 70, and the average score of 36 students are 59.58. The frequency distribution of CFS of 36 students is as follows:

Table 4. 19
Frequency Distribution of CFS

Score	The Number of Students	Percent
45	2	5,6
50	4	11,1

Score	The Number of Students	Percent
55	5	13,9
60	13	36,1
65	8	22,2
70	4	11,1
Total	36	100

The data in the table above shows that the number of students who score 45 are 2 students or about 5.6%; the number of students who score 50 is 4 people or about 11.1%; the number of students who score 55 are 5 students or about 13.9%; the number of students who score 60 are 13 students or about 36.1%; the number of students who score 65 are 8 students or about 22.2%; and the number of students who score 70 are 4 students or about 11.1%. Based on these data, it can be seen that most students have score 60 on post-test results.

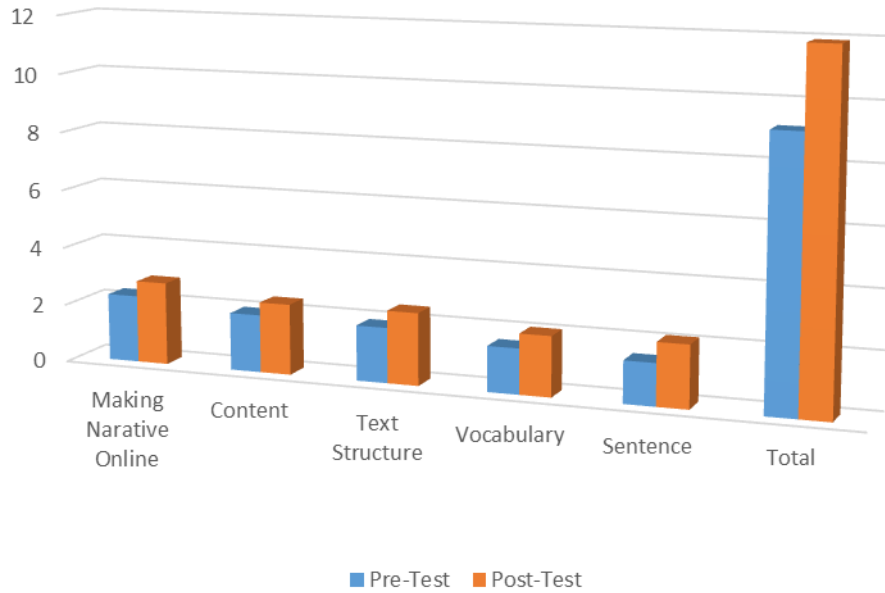
4.1.4. Comparison between Pretest and Posttest Results

The comparison between pre-test and post test results was done to find out the changes obtained in Writing Abilities in Narrative Text Outline in eighth grade students of MTs. Al-Arif Gempol after the application of comic strip media in learning activities. In this case, a comparison of the mean scores of each aspect of assessment, total, and CFS is used to know the specific changes in the Writing Abilities in Narrative Text Outline.

Table 4. 20
Mean Comparison Between Pre-test and Post-test Result

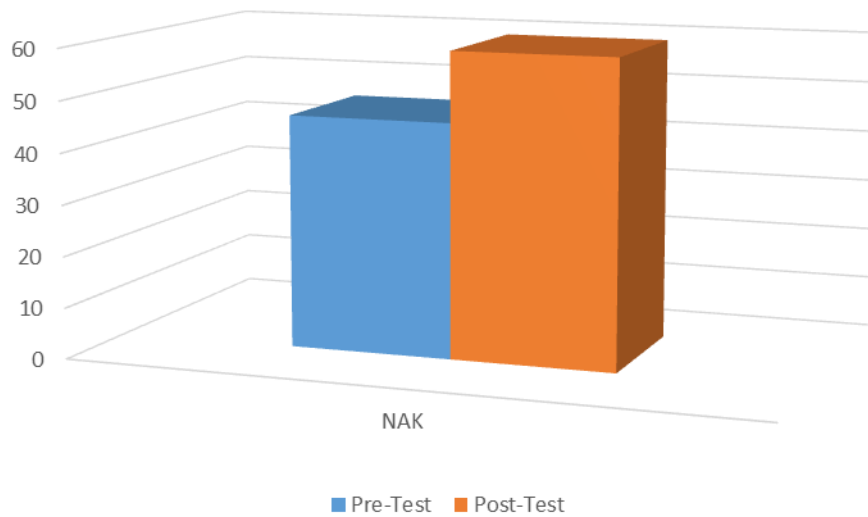
Aspect	Pre-test	Post-test	Description
Making Narrative Outline	2,30	2,83	Increased
Content	1.9722	2.4167	Increased
Text Structure	1.8889	2.4722	Increased
Vocabulary	1.5556	2.0556	Increased
Sentence	1.4444	2.1389	Increased
Total	9.1667	11.9167	Increased
Comulative Final Score	45.8333	59.5833	Increased

The graphic representation of the comparison of the average values presented in the above table is as follows:



Picture 4. 1
Mean Comparison Between Pre-test and Post-Test Result

Chart Title



Picture 4. 2
CFS Mean Comparison Between Pre-test and Post-Test Result

Based on the tables and graphs above, it is known that the average post-test results from each aspect of assessment, total, and CFS have increased than the pre-test results. The explanation for the improvement is as follows:

1. The average number of correct answers on the aspect of the Making Narrative Outline rating for the post-test result is 2.83, which is an increase from the average number of correct answers for pre-test results of 2.30.
2. The average number of correct answers on the Content assessment aspect for the post-test result is 2.41, where this value has an increase from the average number of correct answers for pre-test results of 1.97.
3. The average number of correct answers on aspects of the Text Structure assessment for the post-test result is 2.47, where this value has increased from the average number of correct answers for the pre-test results of 1.88.
4. The average number of correct answers on the Vocabulary assessment aspect for the post-test result is 2.05, which is an increase from the average number of correct answers for the pre-test results of 1.55.
5. The average number of correct answers on the aspects of the Sentence assessment for the post-test result is 2.13, which is an increase from the average number of correct answers for the pre-test results of 1.44.
6. The average total correct answer on all aspects of the assessment for the post-test result is 11.91, where this value has increased from the average total of correct answers for pre-test results of 9.16.
7. The average CFS for post-test results is 59.58, which is an increase from the average CFS for pre-test results of 45.83.

4.2. Discussion

The results of the data analysis show that the use of comic strips can improve the writing ability in narrative text outline in eighth grade students in MTs. Al-Arif Gempol. It is based on the increase of the average correct answers on the post test results compared to the results of pre-test on all aspects of the assessment that covers Making Narrative Outline, content, text structure, vocabulary, and sentence. The increase can also be seen on the average post-test result of CFS, that are 59,58, which is bigger than average of pre-test result of CFS, that is 45,83.

Comic strip is defined as a picture or a series of images that tell stories (Ohio State University Cartoon Research Library, 2000). Comic strips can also be understood as a combination of cartoon images and stories (Factmonster, 2001). The results obtained from this study are in line with Morrison, Bryan, and Chilcoat (1996) explanation, that the use of combination of image and stories in comic strips makes this media suitable to be used as a medium of learning in secondary schools, since students at that level of education are generally prefer pictorial stories rather than a story that is only poured in written form.

The use of comic strips on learning activities in the English subjects can lead to greater student interest in learning because students feel enjoy. Students who are at first lazy to learn to write and find it difficult to pose their ideas in writing feel the ease of writing with the use of comic strips. Students can use comic strips to help them develop their ability in writing from the pictorial story.

The results of this study are in line with previous research results by Kurnia (2005) and Anugerahwati (2012), which states that the use of comic strips can improve the Writing ability in Narrative outline. Based on these results, the teacher can try to use comic strips to make students feel interested and comfortable in learning and easier in pouring ideas into the form of story telling. The interest and ease of casting the idea form the basis of the development of the

Writing Abilities in Narrative outline of students, both in the development of the narrative aspects of online, content, text structure, vocabulary, and sentence.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

The conclusions that can be drawn from the results of the analysis and discussion in the previous chapter suggest that the use of comic strips as a media in learning activities can improve the narrative text writing ability of the second grade students of MTs. Al-Arif Gempol. This can be seen in the increase of post-test results compared with pre-test results.

The average number of correct answers on each aspect of assessment that includes aspects of Making Narrative Outline, content, text structure, vocabulary, and sentence for post test results have increased compared to pre-test results. The average CFS of the students for the post test result, that is 59.58, also increased from the average CFS for the pre-test result, which is 45.83.

5.2. Suggestions

Suggestions that can be given based on the conclusions of this study include:

1. Suggestions for English teachers in MTs. AL-Arif Gempol

English instructors can use comic strips in their learning activities, mainly related to writing narrative text material, to encourage the increasing of student learning interest and enable students to write down the idea of writing in the form of comic strips.

2. Suggestions for further research

Further research can be done to re-examine the results of comic strips usage to improve the writing narrative text ability with an action research model using two sample groups, namely experimental group and control group. The results obtained from these studies can corroborate the results obtained from this study which is only using one sample group.

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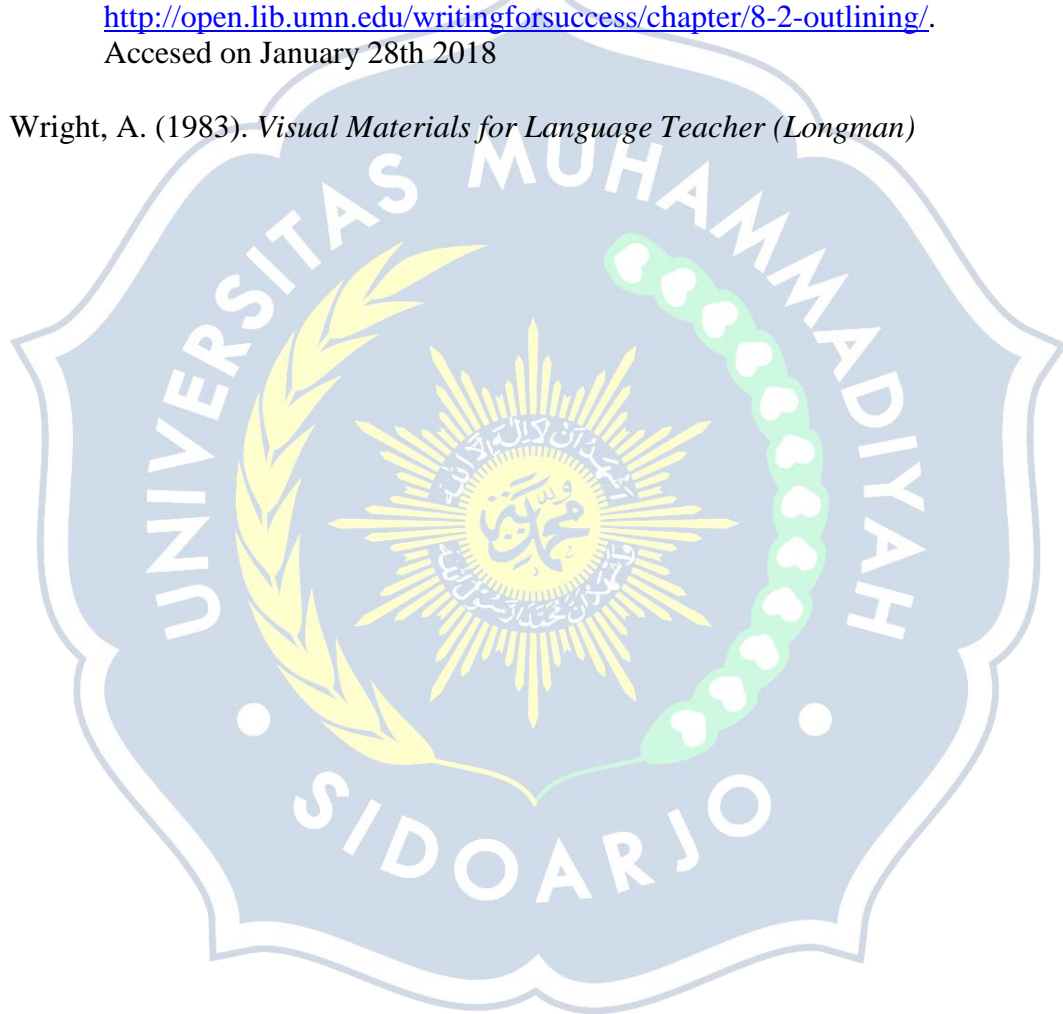
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Silabus MTs Al-Arif Gempol

SILABUS

Sekolah : MTs. Al-Arif Gempol
 Kelas : VII (Tujuh)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)

Judul Keperluan : Struktur dan
 Memahami makna dalam percakapan transkriptasi dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Sumber Belajar	Ks
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Mendeskripsikan makna yang terdapat dalam percakapan transkriptasi dan interpersonal yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar.	Percakapan yang memuat ungkapan-ungkapan berikut: A. Do you mind moving? B. No, never mind! C. No, please don't. D. Sure, how you are? E. How's your hobby for jazz? F. I can't take this, sorry! G. Do you see it? H. Yes, I do. I. How are you doing? J. Sorry, I haven't. K. Do you think it's good? L. I like it, but I don't like it very much. M. How's the team? N. Yes, great! Oh, they're fantastic! O. How's your hobby? P. I like it, but I don't like it very much. Q. How are you? R. I'm fine, thanks! S. How's your hobby? T. I like it, but I don't like it very much.	1. Menyebutkan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 2. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 3. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 4. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 5. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 6. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 7. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 8. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 9. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 10. Menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar.	Diskusi kelompok, wawancara, observasi, dan tes tertulis.	Tes tulis	isian	isian	1. script 2. audio 3. gambar 4. CD 5. CD player 6. gambar 7. audio 8. artikel 9. video	1. memahami makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 2. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 3. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 4. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 5. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 6. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 7. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 8. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 9. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar. 10. menjelaskan makna kata yang berkaitan dengan situasi komunikasi sehari-hari di lingkungan sekitar.

<p>7.2. Menemukan makna yang terdapat dalam percakapan keabsorban (joger dhyas done) dan interpersonal (persoblesan) pendak sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi perijinan, merajap, perijayan, membeid peblahan baadap peblahan, merajawil, mengaparfang, dan menutup percakapan, telepon</p>		<p>1. Tanpa jawab baadap hai tekan lema/loqik yang akan diaahis 2. Mendora kosakata yang dipunkan dalam percakapan 3. Mementukan makna kosakata dalam diahor 4. Menggunakan kosakata dalam kalimat 5. Tanpa jawab menggunakan ungkapan – ungkapan baadap dengan sardam 6. Mementukan ungkapan yang dirajapkan guru dengan antindas 7. Mendengarkan percakapan 8. Merajawil perlanjapan baadap percakapan dengan beberapa sama</p>	<p>kecapan</p>	<p>Tes tulis</p>	<p>Mengapn ungkapan percakapan</p>	<p>Listen to the expressions and give your response to them. Listen to the dialogue and complete the text</p>	<p>2 x 40 menit</p>	<p>1 Buku teks yang relevan 2 Script percakapan 3 Rekamnan percakapan 4 Tipe recorder 5 Gambar yang relevan</p>
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Standar Kompetensi : Mendengarkan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik Penilaian	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
<p>1. Menemukan makna yang terdapat dalam percakapan keabsorban (joger dhyas done) dan interpersonal (persoblesan) pendak sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi perijinan, merajap, perijayan, membeid peblahan baadap peblahan, merajawil, mengaparfang, dan menutup percakapan, telepon</p>	<p>• Teks fungsional pendek : - undangan, - pengumuman, - pesan singkat • Tujuan komunikasi teks fungsional pendek : - undangan, - pengumuman, - pesan singkat • Teks monevig berbentuk : - narative</p>	<p>1. Tanpa jawab tentang baadap hai menggunakan kosakata dan ungkapan yang telah dipelajari 2. Review baadap jenis teks fungsional pendek yang telah dipelajari 3. Mendengarkan teks fungsional pendek baadap keabsorban percakapan dengan CTRAL</p>	<p>• Mengidentifikasi baadap informal dalam teks fungsional pendek undangan, pengumuman, pesan singkat • Mengidentifikasi baadap formal dalam teks fungsional pendek</p>	<p>Tes tulis</p>	<p>Listen to the dialogue and complete the following text.</p>	<p>2x 40 menit</p>	<p>1 Buku teks yang relevan 2 Script teks fungsional/ perijayan 3 Rekamnan percakapan 4 Tape recorder 5 Gambar yang relevan</p>

<p>menyebutkan secara akurat, lancar, dan berterima untuk berdiskusi dengan lingkungan sekitar dalam teks berbentuk narasi</p>	<p>- recount</p> <p>• Tujuan komunikasi teks berbentuk :</p> <ul style="list-style-type: none"> - narrative - recount 	<p>4. Menjawab berbagai pertanyaan terkait informasi dalam teks narasi yang didengar</p> <p>5. Menentukan tujuan komunikasi dari teks yang didengar</p> <p>1. Tanya jawab berbagai hal terkait tema/topik/jenis teks</p> <p>2. Evaluasi cerita yang didengar siswa</p> <p>3. Tanya jawab tentang salah satu cerita yang didengar siswa</p> <ul style="list-style-type: none"> - tokoh, tempat kejadian - problem, solusi, akhir cerita <p>4. Mendeskripsikan cerita terkait tema/topik dari gambar dengan cara menggambar</p> <p>5. Tanya jawab tentang informasi dalam cerita yang didengar</p> <p>6. Tanya jawab tentang tujuan komunikasi dari teks yang didengar</p>	<p>• Mengidentifikasi berbagai informasi dalam teks narasi</p> <p>• Mengidentifikasi tujuan komunikasi teks narasi</p>	<p>Agak answer</p>	<p>relevan</p>
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andar Kompetensi : Berbicara
Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Cerlich Instrumen		
<p>1. Mengungkapkan makna dalam percakapan transaksional (leget dialogis) dan interpersonal (bertocobasa) pendek sederhana menggunakan ragam bahasa lisan secara akurat, lancar dan</p>	<p>Percakapan singkat memuat ungkapan – ungkapan : A. Do you mind lending me some money? B. No, problems A. Can I have a lift? B. Sure, here you are. A. Here is some money do you B. Sorry, I can't take this. A. Do you like it? B. Yes, I do A. Issue water/done? B?</p>	<p>1. Mengembangkan Model/KA TERKAIT dengan jeda ungkapan dan nama/lokal yang terkait</p> <p>2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik/tema yang di pilih dengan carius</p> <p>3. Menentukan</p>	<p>• Bertanya dan menjawab tentang mentera, membuat, membuat jasa</p> <p>• Bertanya dan menjawab tentang mentera, membuat, membuat barang</p> <p>• Bertanya dan menjawab tentang mentera, membuat, membuat</p> <p>• Bertanya dan menjawab tentang mentera, membuat, membuat</p>	<p>Tertulis</p>	<p>Bermah permainan</p>	<p>Game a dialogue based on the role cards and perform it in front of the class</p>	<p>2 x 40 menit</p>	<p>1. Buku teks yang relevan 2. Gambar yang relevan 3. Beeds seliter</p>

<p>bertarima untuk berinteraksi dengan lingkungan tersebut yang melibatkan tindak tutur:</p> <p>menanti, menberi, menolak jasa, meminta, menbeni, menolak barang, menata, menberi dan mengingkuhi informasi, menata, menbeni, dan menolak jasa, menolak pendapat, dan menata/menberi / menolak / menolak / menolak sesuatu</p> <p>1. Mengungkapkan khsa dalam ucapan transaksional get things done dan interpersonal</p> <p>• eroditibodi perok dikanca dengan enggakan ngan utuc, lacer, dan rhenha unak rihentib: ngandengkan rdekat yang mefikan yak ubur: menata, ombel penejukan, enggon perngkon, ombel perhatian khasap panikern, erngwal, enggonpang, dan menjup percakapan, nta mengana, mengpongang, dan menjup percakapan nggon</p>	<p>RWA, I Haven't A: Do you think it's good? B: I think it is / Sorry I can't say any thing A: Would you like some ...? B: Yes, please / No, Thanks</p> <p>Teks percakapan menurut ungkapan berikut:</p> <p>A: what if I do it again? B: fine with me. A: I Must go now B: Do you have to? • Right • I see • Oh...no yeah • Hello excuse me • Did you? / Where you? • Thank/ Bye / see you • Could I get to ...? • What'm asking to ...? • Nice talking to you.</p>	<p>ungkapanungkapan verbal yang diucapkan guru dengan <i>original</i></p> <p>4. Lebih beritanya dan menjawab menggunakan ungkapan yang telah diujicobai secara berpasangan</p> <p>3. Bermain peran melibatkan percakapan berdasarkan situasi yang diberikan</p>	<p>Informasi</p> <ul style="list-style-type: none"> Bertanya dan menjawab tentang menanti, menberi diumumkan pendapat Bertanya dan menjawab tentang menawarkan, menata, menolak jasa dan menjawab tentang menanti, menberi, menjawab gerantungan Bertanya dan menjawab tentang merajut pertanyaan Bertanya dan menjawab tentang menanti, menberi, menjawab tentang perhatian terhadap lawan bicara Mengawali, mengpongang menutup percakapan telaga 	<p>Tes tulis</p>	<p>Bermah peran</p>	<p>Create a dialogue based on the role cards and perform it in front of the class.</p>	<p>2 x 40 menit</p>	<p>1. Baku tulis yang relevan 2. Gambar yang relevan 3. Benda sekecil 4. Kartu peran</p>
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Idar Kompetensi : Berbicara
 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk bertaruk dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<p>• Teks fungsional pendek : - Undangan - Pengumuman - Pesan singkat</p>	<p>1. Menyeri kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana urut: - meringkang menggunakan - memberi detail 3. Menethas gambar/gambar yang sering muncul dalam teks fungsional terkait 4. Mengungkapkan secara lisan: - undangan - pengumuman - pesan singkat dengan lantun dan komparatif 1. Menyeri kosakata dan satu bahasa terkait jenis teks narrative dan tema yang diujin 2. Menuntur kebait cirri-ciri kebahasaan teks narrative - simple past - past continuous - present continuous - comparative words - adverbs - adjectives 3. Menonitahan kembali cerita populer di kosanya menggunakan gambar-gambar yang sesuai. Contoh: Andy? That's terrible! How about, first... then... finally... dengan percayaku dan daya kreativitas 4. Menentukan kembali teks narrative yang pernah diajarkan dengan menggunakan</p>	<p>• Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat • Bertanya dan menjawab secara lisan berbagai info dalam teks undangan, pengumuman, undangan, pesan singkat</p>	Tes lisan	Performance	<p>1. Give a star that you know very well. 2. Tell a story based on the order of a pictures given.</p>	4 x 40 menit	<p>1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bermakna Akses: - undangan, pengumuman pesan singkat</p>
<p>2. Mengungkap makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<p>• Teks monolog berbentuk narrative</p>	<p>3. Menonitahan kembali cerita populer di kosanya menggunakan gambar-gambar yang sesuai. Contoh: Andy? That's terrible! How about, first... then... finally... dengan percayaku dan daya kreativitas 4. Menentukan kembali teks narrative yang pernah diajarkan dengan menggunakan</p>	<p>• Melakukan monolog pendek sederhana dalam bentuk narrative dan recount</p>	Tes lisan	Performance	<p>1. Give a star that you know very well. 2. Tell a story based on the order of a pictures given.</p>	4 x 40 menit	<p>1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Adu cerita dalam bahasa Inggris</p>

menar kompetensi : memuncara
 Memahami makna dalam esai pendek sederhana berbentuk recount, dan narative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Membaca nyaring ematik teks argumen dan esai pendek sederhana berbentuk recount dan narative dengan konsep, ide, dan informasi yang terkandung dalam teks tersebut dengan langkah-langkah yang terencana dan sistematis	<ul style="list-style-type: none"> Teks Esai berbentuk narative /recount Ciri kebahasaan Teks Esai berbentuk narative /recount Tujuan komunikatif teks esai naratif /recount Langkah membaca narative /recount 	<ol style="list-style-type: none"> Tanya jawab mengembangkan keaslian berdasarkan gambar cerita populer Tanya jawab menggal informasi dalam cerita berdasarkan gambar Mendengarkan teks naratif /recount yang dibaca guru dengan lisan lisan lisan Membaca nyaring teks naratif /recount dengan ucapan dan intonasi yang benar dengan percaya diri Melakukan berbagai pertanyaan tentang informasi dalam teks yang dibaca dengan teka-teki 	<ul style="list-style-type: none"> Membaca nyaring dan memahami teks fungsional/ esai berbentuk narative /recount Mengidentifikasi berbagai makna teks naratif /recount Mengidentifikasi rujukan kata dalam teks naratif/recount yang dibaca 	Tes Esai Membaca nyaring	Bentuk Instrumen Membaca nyaring	Contoh Instrumen Read the story about...	4 x 40 menit	<ol style="list-style-type: none"> Buku teks Relevan Buku cerita berbasis literasi Gambar-gambar terkait cerita Rekamans cerita Tape recorder CD WCD power
2. Menegon makna dalam teks tulis fungsional/pendek berbentuk esai pendek sederhana narative, lencana dan berinteraksi dengan lingkungan sekitar	<ul style="list-style-type: none"> Tujuan komunikatif teks naratif/recount Ciri kebahasaan teks naratif/recount 	<ol style="list-style-type: none"> Menentukan tujuan komunikatif teks fungsional yang dibaca Menganalisis bagian-bagian dari teks naratif yang dibaca Mengidentifikasi kebahasaan teks fungsional yang di baca Membaca teks fungsional/andongan, pengumuman dan pesan dengan lisan 	<ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca Mengidentifikasi tujuan komunikatif teks fungsional Mengidentifikasi ciri kebahasaan teks fungsional Mengidentifikasi tujuan komunikatif teks naratif/recount Mengidentifikasi langkah-renda dan ciri kebahasaan teks naratif/recount 	Tes tulis Peragaan tertulis	Answer the following questions based on the text.	2 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Contoh teks fungsional Gambar terkait materi dan topik Benda sekitar 	
3. Menegon makna dan fungsi rekords dalam esai pendek sederhana narative, lencana dan berinteraksi dengan lingkungan sekitar	<ul style="list-style-type: none"> Tujuan komunikatif teks naratif/recount Ciri kebahasaan teks naratif/recount 	<ol style="list-style-type: none"> Menerangi teks naratif/tersebut materi Menerangi jenis teks naratif yang dicermati Mengambil pertanyaan tentang informasi yang terdapat dalam teks naratif dengan cermat Mengidentifikasi ciri-ciri teks fungsional yang dibaca 	<ul style="list-style-type: none"> Mengidentifikasi tujuan komunikatif teks naratif/recount Mengidentifikasi ciri kebahasaan teks naratif/recount Mengidentifikasi langkah-renda dan ciri kebahasaan teks naratif/recount 	Tes tulis Peragaan tertulis	Answer the following questions based on the text.	2 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Contoh teks fungsional Gambar terkait materi dan topik Benda sekitar 	

menar kompetensi : *recount*
 Memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Membaca nyaring emuka teks argumen dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan bahasa dan isi yang akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>	<p>• Teks Esai berbentuk <i>narrative</i> / <i>recount</i></p> <p>• Ciri kebahasaan Teks Esai berbentuk <i>narrative</i> / <i>recount</i></p> <p>• Tujuan komunikatif teks esai <i>narrative</i> / <i>recount</i></p> <p>• Langkah membaca <i>narrative</i> / <i>recount</i></p>	<p>1. Tanya jawab mengaitkan besaaba berdasarkan gambar cerita populer</p> <p>2. Tanya jawab mengaitkan informasi dalam cerita berdasarkan gambar</p> <p>3. Mendengarkan teks <i>narrative</i> / <i>recount</i> yang dibaca guru dengan rasa ingin tahu</p> <p>4. Membaca nyaring teks <i>narrative</i> / <i>recount</i> dengan ucapan dan intonasi yang benar dengan percaya diri</p> <p>5. Merjawa berbagai pertanyaan tentang informasi dalam teks yang dibaca dengan teidi</p>	<p>• Membaca syang danbawasa teks fungsional/ esai berbentuk <i>narrative</i> / <i>recount</i></p> <p>• Mengidentifikasi berbagai makna teks <i>narrative</i> / <i>recount</i></p> <p>• Mengidentifikasi ngualan kata dalam teks <i>narrative</i> / <i>recount</i> yang dibaca</p>	Tes Esan	Membaca nyaring	Read the story aloud.	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar-gambar tokoh 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player
<p>2. Menegon makna dalam teks tulis fungsional pendit sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>	<p>• Teks fungsional : - undangan - pengumuman - pesan</p>	<p>1. Menentukan tujuan komunikatif teks fungsional yang dibaca</p> <p>2. Menentukan bagian-bagian dari teks fungsional yang dibaca</p> <p>3. Menentukan ciri kebahasaan teks fungsional yang di baca</p> <p>4. Membuat teks fungsional undangan, pengumuman dan pesan dengan teidi</p>	<p>• Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca</p> <p>• Mengidentifikasi tujuan komunikatif teks fungsional</p> <p>• Mengidentifikasi ciri kebahasaan teks fungsional</p>	Tes Esan	Perayaan tertulis	Answer the following questions based on the text.	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar tokoh 4. Benda sehari-hari
<p>3. Menegon makna dan langkah rekords dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>	<p>• Tujuan komunikatif teks <i>narrative</i> / <i>recount</i></p> <p>• Ciri kebahasaan teks <i>narrative</i> / <i>recount</i></p>	<p>1. Menemat teks monolog terkait materi</p> <p>2. Mengaitkan jenis teks monolog yang dicarai</p> <p>3. Merjawa pertanyaan tentang informasi yang terdapat dalam teks monolog dengan carai</p> <p>4. Menyebutkan ciri-ciri teks fungsional yang dibaca</p>	<p>• Mengidentifikasi tujuan komunikatif teks <i>narrative</i> / <i>recount</i></p> <p>• Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative</i> / <i>recount</i></p>	Tes tulis	Perayaan tertulis	Answer the following questions based on the text.	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar tokoh 4. Benda sehari-hari

APPENDIX 2

Lesson Plan

Unit of Education : MTs. Al-Arif Gempol
Subject : Bahasa Inggris
class/semester : VIII/2 (two)
Theme : Narrative text
Time Allocation : 2 x 45 minute

A. Kompetensi Inti

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.14 Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari unsur naratif

dalam bentuk fabel sesuai dengan konteks penggunaannya

- 4.18 Menangkap makna teks Naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan penggunaannya

C. Purpose of the Study

After the learning is done, students can :

1. Using expressions with a coherent text structure with linguistic elements that are true and contextual.
2. Composing oral and written narrative text, short and simple, about activities and events with looking at to social function, text structures, and linguistic elements that are true and contextual.

D. Material of the Study

Social function

Gaining entertainment, entertain, and teach noble values through the story of the animal figures.

Text structure

- a. Orientation : introducing the character, place, and time of the story.
- b. Evaluation : giving an assessment about the situation and condition of the story.
- c. Complication : describes the crisis that occurred against the main character.
- d. Resolution : describing the end of the story where the crisis ended happily or sadly.
- e. Reorientation : giving the general reasons or commentsmemberikan alasan atau komentar umum

Linguistic element

- (1) Description of action in Past Tense: Simple and Continuous
- (2) Adverb of conjunction: *first, then, after that, before, at last, finally*, dsb.
- (3) Adverb of time and prepositional phrases : *yesterday, last month, on Monday, an hour ago, immediately*, dsb.
- (4) Spelling and handwriting and printing clearly and neat

Topic

Narrative text,

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf from a tree and dropped immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground

Just as that time, there was a hunter nearby who was prying toward the dove, hoping to shoot at with his arrow. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter missed the target. The dove quickly flew away to save her life

E. Learning Method

1. approach : Scientific
2. Model : *Discovery Learning*
3. Method : Group discussion

F. Media, Tool and Source

1. Media : Comic strips
2. Tools : Laptop , LCD
3. Source :

- Obligatory textbook with the title English in Focus for eight grade
- Example of written interaction
- Example of written text

G. Steps of Learning Activities

Activities	Description of Activities	Time Allocation
Preface	<ol style="list-style-type: none"> 1. Prepare the physic and physical to open the learning by saying greeting and praying together 2. Informing the goals to be achived during the learning 3. Conveying outline of the material briefly which will be presented during learning process 4. Connecting current material with previous material 5. Giving motivation to the students to be active in the learning process 	15
Content	<p>Observing</p> <ul style="list-style-type: none"> • Students listen to some examples of narrative texts by stating and asking about activities and events according to the appropriate context • Students follow to say sentences in narrative text about activities and events • Students read to understand the meaning and form of the sentence contained in the narrative text abaout activities and events • Students mention the meaning of word being shown if they do not know <p>Asking</p> <ul style="list-style-type: none"> • Students ask the meaning of some words that are still considered difficult 	45

	<p>Exploring</p> <ul style="list-style-type: none"> • Students read examples of narrative texts about activities and events from various source • Students tell the activities and events that occurring, in English • Students make Outline based on images and conversations served by teacher <p>Associating</p> <p>Students sit with the group that has been formed and discuss about the task given, that is making Outline based on the picture and conversation given by teacher</p> <p>Communicating</p> <ul style="list-style-type: none"> • Students present the work of the group in the front of the class 	
Closing	<ol style="list-style-type: none"> 1. Doing assessment and/or reflection of activities that have been implemented 2. Giving feedback on the process and result of the learning 3. Praying and closing. 	20

H. Assessment

1. *Types/Technique of Assessment*

- a. Report of task (group)

2. *Instrument form*

Instrument of skills assessment

Project : Make & Present Narrative Text

Time allocation : 2 x 45 minute

Name : (group/individu)

Class : VIII

No.	Aspek	Score (1-4)				Explanation
		1	2	3	4	
1.	PLAN Making Narrative Text					
2.	IMPLEMENTATION					
	a. Content					
	b. Text structure					
	c. Vocabulary					
	d. Sentence					
3.	REPORT OF PROJECT					
	a. Performace					
	b. Mastery of project material					
	TOTAL					

Orientation of Assessment

Aspect	Category			
	1	2	3	4
Making Narrative Outline	No making outline	Making outline, but inappropriate with the structure text	Making outline, but less appropriate with the structure text	Making outline, and appropriate with the structure text
Content	Inappropriate with picture given	Appropriate with picture, but not in sequence	Appropriate with the picture and sequentially, but no development	Appropriate with the picture and in sequence and there is development
Text Structure	The text structure is incompatible and incomplete	The text structure is appropriate but incomplete, containing only two structures	The text structure is appropriate but less complete, containing only two structures	The text structure is appropriate and complete, containing <i>Orientation, Complication, Series of events, and resolution.</i>

Vocabulary	The use of vocabulary is monotonous and incorrect	The use of vocabulary is not diverse and monotonous	The use of vocabularies is less diverse	The use of diverse and rich vocabulary
Sentence	Arrangement of sentence is inappropriate. The word writing is random	Arrangement of sentence is inappropriate	Arrangement of sentence is correct Susunan kalimat benar (suitable of S-V-O-Adv) and simple	Arrangement of sentence is correct Susunan kalimat benar (suitable of S-V-O-Adv) and complex
Performance	Not confident and no fluently. inappropriate pronunciation	Confident and fluently. Less appropriate in pronunciation	Confident and fluently. Pronunciation is appropriate but no supported with gestures and expression	Confident and fluently. Pronunciation is appropriate and supported with gestures and expression
Mastery of Project Material	No mastery the story. Not knowing the content of the story	Less mastery the story	Mastery the story well. Only know the content of story	Mastery the story well. And know the content of the story

The Count of Score

$$NAk = \frac{\text{Score Obtained}}{\text{Maximal Score}} \times 100$$

Head Master

Gempol, february 2018
Teacher of English Subject

SAIFUL ANAM, S.Pd

MOH. MUHAJIRIN

APPENDIX 3

PRE TEST



Name : Nila Ramadhani Satitri

Date: 19 - 02 - 2018

Class : VII

Pre Test

Question

1. Make a Narrative Outline (3 body paragraphs and 1 concluding sentence) based on the conversation in the picture of the Comic Strips.

Answer

Body 1

Main Idea

The step mother is bad

Supporting Sentence

The step mother order the hertswan

For killing a snow white and bring heart snow white
the step mother talk with magic mirror
who beautiful queen in a kingdom

Body 2

Main Idea

The snow ~~white~~ white safe in the forest with kurcaci

Supporting Sentence

May princes : who are you? why are you in the cottage.
I am lost, I am alone, I am thrown out by my step mothe
Kurcaci order princess to stay in the cottage.

Body 3

Main Idea

Snow white Almost killed

Supporting Sentence

My pretty little child I bring apple for you

What 's going on? why are you crying dwarfs

Concluding sentence

The snow white almost ~~kill~~ ^{killad} by witch and
the prince kiss the snow white and the
princes in the snow white wedding.

APPENDIX 4

TREATMENT



Name : 1. Mei Ayu Subera
2. Nanda Cindya dan
3. Nta Ramadhani Supriat
4. Moch. Nidout Firdiansyah
5. Muhammad Yasi Ansoni
Class : VIII

Date: 20-02-2018

Question

1. Make a Narrative Outline (3 body paragraphs and 1 concluding sentence) based on the conversation in the picture of the Comic Strips with your group.

Answer

Body 1

Main Idea : There is a pig ant in the forest because she slipped to the river
Supporting Sentence : she tried to search the water avoid the heat of the weather in the forest.
she slipped into the river because there's strong wind and she was swept away.

Body 2

Main Idea : There is kind dove lived in tree in riverside
Supporting Sentence : He search way to help the ant that washed away in to the river
He plucked a leaf and dropped it to save the ant

Body 3

Main Idea : the ant is kind too and smart
Supporting Sentence : she thinks to find idea to save the dove from the hunter
She bit the hunters heel

Concluding sentence : there were two clever animals who help each other in times of trouble

APPENDIX 5

POST TEST



Name : Nia Ramadhani saferi

Date: 20-02-2018

Class : VI

Post Test

Question

1. Make a Narrative Outline (3 body paragraphs and 1 concluding sentence) based on the conversation in the picture of the Comic Strips.

Answer

Body 1

Main Idea

: There is wicked Queen in the Kingdom

Supporting Sentence

: My huntsman, I ordered you to bring Snow White ~~to~~ ⁱⁿ to the forest and kill her and bring her heart home
I am the most beautiful Queen in the Kingdom, no one can match my beauty

Body 2

Main Idea

: The Snow White is throw out to the forest

Supporting Sentence

: the huntsman bring the deer's heart to the Queen
The huntsman is kind, he ordered the Snow White to go so far away

Body 3

Main Idea

: There was a witch give an apple to make the Snow White sleep so long

Supporting Sentence

: My pretty child, I brought apple ^{you} for ~~make~~ the dwarfs cried because they know the Snow White has a ^{poison} ~~poison~~ problem
The Snow White can get up when the prince kissed her

Concluding sentence

: There was a wicked Queen in the Kingdom she feel. She was the most beautiful one, she did every way to kill her ^{beautiful} ~~beautifull~~ beauty in the Kingdom.

APPENDIX 6
OUTPUT CALCULATION

Result Validation From Validator

Lesson Plan

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	Total	%
V	X1.2	X2.2	X1.3	X1.4	X1.5	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X3.1	X3.2	X4.1	X4.2		Max	
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64	80	80,00
2	4	5	5	4	4	4	4	4	3	5	4	5	4	5	4	4	68	80	85,00

Total Maximal = Score Maximal (5) X Items Number
% = Total Score/Total Score Maximal X 100%

Student' Worksheet

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total	Total	%
V	X1	X2	X3	X2.1	X2.2	X2.3	X2.4	X2.5	X3.1	X3.2	X3.3	X3.4	X3.5	X4.1		Max	
1	4	4	4	4	4	3	3	4	4	4	3	3	3	4	51	70	73
2	4	3	3	4	4	4	4	4	4	4	5	4	4	4	55	70	79

Total Maximal = Score Maximal (5) X Items Number
% = Total Score/Total Score Maximal X 100%

Output Pre Test

R	Aspek Penilaian					TOTAL	CFS
	MNO	C	TS	V	S		
1	2	2	2	1	1	8	40
2	2	2	2	1	1	8	40
3	3	2	2	2	1	10	50
4	2	2	2	2	2	10	50
5	2	2	2	2	2	10	50
6	2	2	2	2	2	10	50
7	2	2	2	2	2	10	50
8	3	2	2	2	2	11	55
9	3	2	2	2	1	10	50
10	1	2	2	1	1	7	35
11	2	2	2	1	1	8	40
12	2	2	2	2	2	10	50
13	2	2	2	2	2	10	50
14	3	2	2	1	1	9	45
15	3	2	2	1	1	9	45
16	3	2	2	2	2	11	55
17	1	2	2	1	1	7	35
18	1	2	1	2	1	7	35
19	3	2	2	2	2	11	55
20	1	2	1	2	1	7	35
21	2	1	2	2	2	9	45
22	2	2	2	1	1	8	40
23	3	2	2	1	1	9	45
24	2	2	2	1	1	8	40
25	3	2	2	1	1	9	45
26	3	2	2	1	1	9	45
27	2	2	2	2	1	9	45
28	3	2	2	3	2	12	60
29	2	2	2	1	1	8	40
30	3	2	1	1	2	9	45
31	3	2	2	2	1	10	50
32	3	2	2	1	2	10	50
33	2	2	2	1	1	8	40
34	2	2	2	2	2	10	50
35	2	2	2	2	2	10	50
36	3	2	1	1	2	9	45
Total	83	71	68	56	52	330	1650
AVERAGE	2,3056	1,9722	1,8889	1,5556	1,4444	9,1667	45,8333

Output Post Test

No	Aspects of Assessment					Total	CFS
	Making Narrative Online	Content	Text Structure	Vocabulary	Sentence		
1	3	2	2	2	2	11	55
2	2	2	2	2	2	10	50
3	3	2	3	2	3	13	65
4	3	3	2	2	2	12	60
5	3	3	2	2	2	12	60
6	3	3	2	2	2	12	60
7	3	3	3	2	2	13	65
8	3	3	3	2	3	14	70
9	3	2	3	2	3	13	65
10	2	2	2	2	2	10	50
11	2	2	2	2	2	10	50
12	3	3	2	2	2	12	60
13	3	3	2	2	2	12	60
14	3	2	2	2	2	11	55
15	3	3	2	2	2	12	60
16	3	3	3	2	3	14	70
17	2	2	2	2	2	10	50
18	3	2	2	1	1	9	45
19	3	3	3	3	2	14	70
20	1	2	2	2	2	9	45
21	3	2	2	3	2	12	60
22	3	2	3	2	2	12	60
23	3	2	3	2	2	12	60
24	3	2	3	2	2	12	60
25	3	2	2	2	2	11	55
26	3	2	2	2	2	11	55
27	3	2	3	2	2	12	60
28	3	3	3	3	2	14	70
29	3	3	3	2	2	13	65
30	3	2	2	2	3	12	60
31	3	3	3	2	2	13	65
32	3	2	3	2	3	13	65
33	3	2	2	2	2	11	55
34	3	3	3	2	2	13	65
35	3	3	3	2	2	13	65
36	3	2	3	2	2	12	60
	102	87	89	74	77	429	2145
	2,83333	2,41666	2,472222	2,05555555	2,138889	11,91667	59,58333

Frekuensi Pre Test

MNO					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	2,8	2,8	2,8
	2,00	4	11,1	11,1	13,9
	3,00	31	86,1	86,1	100,0
Total		36	100,0	100,0	

C					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	21	58,3	58,3	58,3
	3,00	15	41,7	41,7	100,0
Total		36	100,0	100,0	

TS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	19	52,8	52,8	52,8
	3,00	17	47,2	47,2	100,0
Total		36	100,0	100,0	



V

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	2,8	2,8	2,8
	2,00	32	88,9	88,9	91,7
	3,00	3	8,3	8,3	100,0
	Total	36	100,0	100,0	

S

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	2,8	2,8	2,8
	2,00	29	80,6	80,6	83,3
	3,00	6	16,7	16,7	100,0
	Total	36	100,0	100,0	

Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9,00	2	5,6	5,6	5,6
	10,00	4	11,1	11,1	16,7
	11,00	5	13,9	13,9	30,6
	12,00	13	36,1	36,1	66,7
	13,00	8	22,2	22,2	88,9
	14,00	4	11,1	11,1	100,0
	Total	36	100,0	100,0	

NAK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45,00	2	5,6	5,6	5,6
	50,00	4	11,1	11,1	16,7
	55,00	5	13,9	13,9	30,6
	60,00	13	36,1	36,1	66,7
	65,00	8	22,2	22,2	88,9
	70,00	4	11,1	11,1	100,0
	Total	36	100,0	100,0	

Frekuensi Post Test

MNO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	11,1	11,1	11,1
	2,00	17	47,2	47,2	58,3
	3,00	15	41,7	41,7	100,0
Total		36	100,0	100,0	

C

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	2,8	2,8	2,8
	2,00	35	97,2	97,2	100,0
Total		36	100,0	100,0	

TS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	11,1	11,1	11,1
	2,00	32	88,9	88,9	100,0
Total		36	100,0	100,0	



V

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	17	47,2	47,2	47,2
	2,00	18	50,0	50,0	97,2
	3,00	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

S

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	20	55,6	55,6	55,6
	2,00	16	44,4	44,4	100,0
	Total	36	100,0	100,0	

Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7,00	4	11,1	11,1	11,1
	8,00	7	19,4	19,4	30,6
	9,00	9	25,0	25,0	55,6
	10,00	12	33,3	33,3	88,9
	11,00	3	8,3	8,3	97,2
	12,00	1	2,8	2,8	100,0
		Total	36	100,0	100,0

NAK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35,00	4	11,1	11,1	11,1
	40,00	7	19,4	19,4	30,6
	45,00	9	25,0	25,0	55,6
	50,00	12	33,3	33,3	88,9
	55,00	3	8,3	8,3	97,2
	60,00	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

Descriptive Statistics Pre Test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
MNO	36	1,00	3,00	83,00	2,3056	,66845
C	36	1,00	2,00	71,00	1,9722	,16667
TS	36	1,00	2,00	68,00	1,8889	,31873
V	36	1,00	3,00	56,00	1,5556	,55777
S	36	1,00	2,00	52,00	1,4444	,50395
Total	36	7,00	12,00	330,00	9,1667	1,25357
NAK	36	35,00	60,00	1650,00	45,8333	6,26783
Valid N (listwise)	36					

Descriptive Statistics Post Test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
MNO	36	1,00	3,00	102,00	2,8333	,44721
C	36	2,00	3,00	87,00	2,4167	,50000
TS	36	2,00	3,00	89,00	2,4722	,50631
V	36	1,00	3,00	74,00	2,0556	,33333
S	36	1,00	3,00	77,00	2,1389	,42445
Total	36	9,00	14,00	429,00	11,9167	1,33898
NAK	36	45,00	70,00	2145,00	59,5833	6,69488
Valid N (listwise)	36					

APPENDIX 7

VALIDATION SHEET STUDENT'S WORKSHEET

VALIDATION SHEET STUDENTS' WORKSHEET

Name of School : MTs. Al-Arif Gempol

Class/Semesters : VIII/ II

Subject : English

Topic : Narrative Text

A. The Objective of Validity

The objective of this instrument is to measure students' worksheet validity by using cartoon films as media in learning narrative text.

B. Instruction

1. Give checklist (√) in the scoring coloumn.
2. Give comment in available space if there are some mistakes that need to be improved.
3. The criterions are:

- 1 = Bad
- 2 = Less
- 3 = Enough
- 4 = Good
- 5 = Excellent

C. Assessment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of subject				✓	
	2. The appropriate of layout				✓	
	3. The appropriateness of type and font size				✓	
II.	LANGUAGE					
	1. The use of language based on English structure correctly				✓	
	2. Using simple and clear sentences				✓	

	3. The sentences are not ambiguous			✓		
	4. The clarity of instruction and direction			✓		
	5. The use of communicative language that makes students more understand easily				✓	
III.	CONTENT					
	1. The appropriateness between the instrument and indicators				✓	
	2. The clarity of materials				✓	
	3. The appropriateness of instrument as a learning process			✓		
	4. The possibility of test is done correctly			✓		
	5. The test based on Taxonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)			✓		
IV.	SCORING					
	1. The scoring rubric based on curriculum 13 (K13) revision				✓	

D. General Assesment

The conclusion of the general assessment. (Please circle a number below)

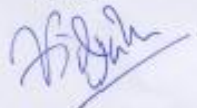
<p>a. This students' worksheet</p> <ol style="list-style-type: none"> 1. Bad 2. Less 3. Enough 4. Good 5. Excellent 	<p>b. This students' worksheet</p> <ol style="list-style-type: none"> 1. It cannot be used 2. It can be used, but need many revisions 3. It can be used, but need revision 4. It can be used without any revision
--	---

E. Comments/Suggestions

lebih baik soal post test temanya
animal

Sidoarjo, 06 February 2018

Validator



Vidya Mandarani, M.Pd

VALIDATION SHEET

LESSON PLAN

Name of School : MTs. Al-Arif Gempol

Class/Semesters : VIII / II

Subject : English

Topic : Narrative Text

A. The Objective of Validity

The objective of this instrument is to measure lesson plan validity by using Comic Strips as media in learning narrative text.

B. Instruction

1. Give checklist (√) in the scoring coloumn.
2. Give comment in available space if there are some mistakes that need to be improved.
3. The criterions are:
 - 1 = Bad
 - 2 = Less
 - 3 = Enough
 - 4 = Good
 - 5 = Excellent

C. Assessment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of Standard Competence and Basic Competence.				✓	
	2. The appropriateness of learning objective between Standard Competence and Basic Competence.					✓

	3. The sentences are not ambiguous			✓		
	4. The clarity of instruction and direction			✓		
	5. The use of communicative language that makes students more understand easily				✓	
III.	CONTENT					
	1. The appropriateness between the instrument and indicators				✓	
	2. The clarity of materials				✓	
	3. The appropriateness of instrument as a learning process			✓		
	4. The possibility of test is done correctly			✓		
	5. The test based on Taxonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)			✓		
IV.	SCORING					
	1. The scoring rubric based on curriculum 13 (K13) revision				✓	

D. General Assessment

The conclusion of the general assessment. (Please circle a number below)

<p>a. This students' worksheet</p> <ol style="list-style-type: none"> 1. Bad 2. Less 3. Enough 4. Good 5. Excellent 	<p>b. This students' worksheet</p> <ol style="list-style-type: none"> 1. It cannot be used 2. It can be used, but need many revisions 3. It can be used, but need revision 4. It can be used without any revision
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D. General Assessment

The conclusion of the general assesment. (Please circle a number below)

<p>a. This lesson plan</p> <ol style="list-style-type: none">1. Bad2. Less3. Enough4. Good5. Excellent	<p>b. This lesson plan</p> <ol style="list-style-type: none">1. It cannot be used2. It can be used, but need many revisions3. It can be used, but need revision4. It can be used without any revision
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E. Comments/Suggestions

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Sidoarjo, 09 February 2018

Validator



ELIK SUDARMANIK, S.Pd

SIDOARJO

APPENDIX 8
VALIDATION SHEET LESSON PLAN

**VALIDATION SHEET
LESSON PLAN**

Name of School : MTs. Al-Arif Gempol
Class/Semesters : VIII / II
Subject : English
Topic : Narrative Text

A. The Objective of Validity
The objective of this instrument is to measure lesson plan validity by using Comic Strips as media in learning narrative text.

B. Instruction

1. Give checklist (√) in the scoring coloumn.
2. Give comment in available space if there are some mistakes that need to be improved.
3. The criterions are:
 - 1 = Bad
 - 2 = Less
 - 3 = Enough
 - 4 = Good
 - 5 = Excellent

C. Assessment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of Standard Competence and Basic Competence.				√	
	2. The appropriateness of learning objective between Standard Competence and Basic Competence.				√	

	3. The sentences are not ambiguous			✓		
	4. The clarity of instruction and direction			✓		
	5. The use of communicative language that makes students more understand easily				✓	
III.	CONTENT					
	1. The appropriateness between the instrument and indicators				✓	
	2. The clarity of materials				✓	
	3. The appropriateness of insrument as a learning process			✓		
	4. The possibility of test is done correctly			✓		
	5. The test based on Taxonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)			✓		
IV.	SCORING					
	1. The scoring rubric based on curriculum 13 (K13) revision				✓	

D. General Assesment

The conclusion of the general assessment. (Please circle a number below)

<p>a. This students' worksheet</p> <ol style="list-style-type: none"> 1. Bad 2. Less 3. Enough 4. Good 5. Excellent 	<p>b. This students' worksheet</p> <ol style="list-style-type: none"> 1. It cannot be used 2. It can be used, but need many revisions 3. It can be used, but need revision 4. It can be used without any revision
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D. General Assessment

The conclusion of the general assesment. (Please circle a number below)

<p>a. This lesson plan</p> <ol style="list-style-type: none">1. Bad2. Less3. Enough4. Good5. Excellent	<p>b. This lesson plan</p> <ol style="list-style-type: none">1. It cannot be used2. It can be used, but need many revisions3. It can be used, but need revision4. It can be used without any revision
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E. Comments/Suggestions

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Sidoarjo, 09 February 2018

Validator



Vidya Mandarani, M.Pd

VALIDATION SHEET
STUDENTS' WORKSHEET

Name of School : MTs. Al-Arif Gempol
 Class/Semesters : VIII/ II
 Subject : English
 Topic : Narrative Text

A. The Objective of Validity

The objective of this instrument is to measure students' worksheet validity by using cartoon films as media in learning narrative text.

B. Instruction

1. Give checklist (√) in the scoring coloumn.
2. Give comment in available space if there are some mistakes that need to be improved.
3. The criterions are:

- 1 = Bad
- 2 = Less
- 3 = Enough
- 4 = Good
- 5 = Excellent

C. Assessment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of subject				✓	
	2. The appropriate of layout			✓		
	3. The appropriateness of type and font size			✓		
II.	LANGUAGE					
	1. The use of language based on English structure correctly				✓	
	2. Using simple and clear sentences				✓	

	3. The sentences are not ambiguous			✓		
	4. The clarity of instruction and direction			✓		
	5. The use of communicative language that makes students more understand easily				✓	
III.	CONTENT					
	1. The appropriateness between the instrument and indicators				✓	
	2. The clarity of materials				✓	
	3. The appropriateness of instrument as a learning process			✓		
	4. The possibility of test is done correctly			✓		
	5. The test based on Taxonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)			✓		
IV.	SCORING					
	1. The scoring rubric based on curriculum 13 (K13) revision				✓	

D. General Assesment

The conclusion of the general assessment. (Please circle a number below)

<p>a. This students' worksheet</p> <ol style="list-style-type: none"> 1. Bad 2. Less 3. Enough 4. Good 5. Excellent 	<p>b. This students' worksheet</p> <ol style="list-style-type: none"> 1. It cannot be used 2. It can be used, but need many revisions 3. It can be used, but need revision 4. It can be used without any revision
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E. Comments/Suggestions

Make more clear to the students .

Sidoarjo, 06 February 2018

Validator



ELIK SUDARMANIK, S.Pd



SIDOARJO

APPENDIX 9
DOCUMENTATION





APPENDIX 10

SURAT IJIN PENELITIAN UNIVERSITAS MUHAMMADIYAH SIDOARJO



APPENDIX 11

SURAT IJIN PENELITIAN MTs



YAYASAN PENDIDIKAN ISLAM AL – ARIF
MADRASAH TSANAWIYAH AL – ARIF GEMPOL
NSM: 121235140045 NPSN : 20549533

Jl. Raya Wonoayu 28 Telp. (0343) 851016 Gempol Pasuruan
email : yapialarifgempol@yahoo.co.id

SURAT KETERANGAN
Nomor: AIII/685/MTs AL/XI/2017

Yang bertanda tangan dibawah ini :

- a. Nama : SAIFUL ANAM, S.Pd
- b. NIP : -
- c. Pangkat/golongan : -
- d. Jabatan : Kepala Madrasah Tsanawiyah al-Arif Gempol

Dengan ini menerangkan bahwa :

- a. Nama : MOH. MUHAJIRIN
- b. NIM : 128820300029
- c. Jurusan/Program : Pendidikan Bahasa Inggris

Yang tersebut diatas telah mengadakan penelitian di MTs AL-ARIF GEMPOL untuk penyusunan Skripsi yang berjudul *THE USE OF COMIC STRIPS TO INCREASE STUDENTS WRITING ABILITY IN NARRATIVE TEXT OUTLINE AT THE SECOND GRADE STUDENTS OF MTs AL-ARIF GEMPOL* pada tanggal


Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Pasuruan, 23 Maret 2018
Kepala Madrasah



APPENDIX 12

BERITA ACARA BIMBINGAN SIDOARJO



UNIVERSITAS MUHAMMADIYAH SIDOARJO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

Jurusan / Program Studi

- Pendidikan Guru-Guru Sekolah Dasar (PG-PSGD) Akreditasi BAN-PT No: 024/BAN/PT/ANAS/2018/0017
- Pendidikan Guru-Guru Sekolah Menengah Pertama (PGSD) Ak. Mendiknas RI No: 07/BAN/2018
- Pendidikan Bahasa Inggris Sekolah Menengah Atas (PBI SMA) Ak. Mendiknas RI No: 237/E/0/2011
- Pendidikan Dan Pengajaran Bahasa (PDB) Ak. Mendiknas RI No: 40/E/0/2012
- Pendidikan TIK

Jl. Magister 140B Sidoarjo 61215 | Telp. 031-8949444 Ext. 125-126, Fax. 031-8949337
 e-mail: info@umhsidoarjo.ac.id | <http://www.umhsidoarjo.ac.id>

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Moh. Muhajirin
 2. NIM : 12.88.203.00029
 3. Jurusan : Pendid. Bahasa Inggris
 4. Judul Skripsi : The use of comic-strips to increase students' reading ability in elementary text outline at the second grade students of Rts. Al-Ara Group
 5. Pembimbing : Pika Nugraeni, M.Pd.

FOTO
3x4

KONSULTASI

NO	TGL.	PARAF	URAIAN BIMBINGAN
1			Konsultasi Judul + Bab I
2			Konsultasi Bab II
3			Konsultasi Bab II
4			Acc Bab I & 2
5			Acc Bab 3
6			Acc Bab Sempro
7			Acc Proposal Skripsi (Revised Usman)
8			Acc Bab 4-5
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

Keterangan :
 Dekan _____
 Sidoarjo.....
 Dosen Pembimbing _____

