



**THE USE OF COMIC AS AN AID IN
TEACHING NARRATIVE TEXT**

**(A Case Study of the Eighth Grade Students of the Second Semester of
MTs N Brangsong Kendal in the Academic Year of 2008/2009)**

A Final Project

Submitted in Partial Fulfillment of the Requirements for
the Degree of *Sarjana Pendidikan* in English

by:

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**THE USE OF COMIC AS AN AID IN TEACHING NARRATIVE TEXT
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MTs N Brangsong Kendal in the Academic Year of 2008/2009)**

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“Knowing is not enough, we must apply. Willing is not enough, we must do”

Bruce Lee Jung Fan

“Find out where your weaknesses are, as well as your strong points. Know yourself before you try to know others.”

“Success is the fruit of the strong and wise. Tomorrow’s success is built upon yesterday’s failures.”





Dedicated to:

My beloved parents; Drs. Ahmad Charis Andjar and Diah Ekowati Iswaningsih.

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My evaluators, advisors, and examiners.

My best friends.

ABSTRACT

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Based on the English curriculum 2006, the aim of English teaching is to develop the four language skills. They are listening, reading, speaking, and writing. Writing is more complex than the other skills, including writing narrative text. However, writing a narrative text is not an easy task for students. Thus, the English teachers have to find an alternative way to help the students improving their skills in writing.

This research is aimed to know how effective using comic to motivate students and to give some explanations on how comic is used in teaching narrative. The objective of this study is to identify whether the use of comic can help the eighth grade students of junior high school to improve their skills in writing narrative.

The subject of this study was the E class of the eighth grade students of MTs N Brangsong Kendal. There were 34 students as the population and the sample. The instruments used in this research were comic, tests, journal, and questionnaire. Furthermore, an action research was conducted to get the data. First, the writer conducted a pre-test at the beginning of the research to identify the student's ability in writing a narrative text. Next, the first cycle was held. It was continued with the second cycle, and the third cycle (post-test) was conducted. In the end of each cycle, the teacher asked the students to fulfill journals and questionnaire to know their assumption about the teaching learning activities.

The result of the data analysis, the result of the study was that the students' progress during teaching and learning activity was good. The students' achievement in writing was improved, it was supported by the significance result of the pre-test was 60.23%. In the first cycle, the average achievement of the students was 70 %, in the second cycle the average of the students' achievement was 76.33%, and the average the students' achievement in the third cycle was 79.00% as a conclusion, the students' achievement in writing narrative text using comic had improved.

Based on the experience in conducting this research, the writer offers suggestion to recommend the use of comic as an alternative way for the English teachers to motivate the students in order to get better result. The use of comics should be maintained frequently and recommended to English teachers, especially to teach Junior High School students in order to attract the students' interest and motivation in learning English.

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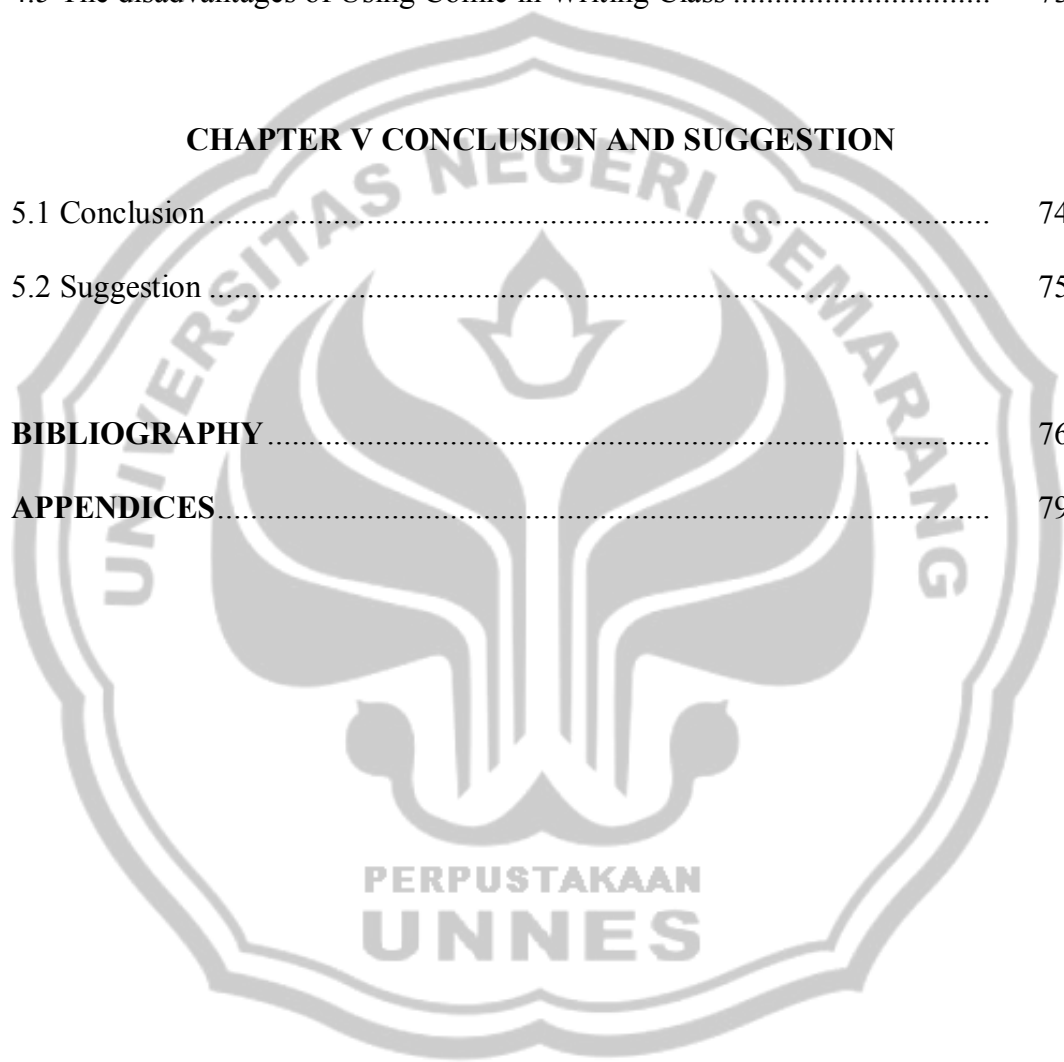
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CHAPTER I

INTRODUCTION

The first chapter deals with the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, the significances of the study, the limitations of the study and the outline of the thesis.

1.1 Background of the Study

Language is basically a means to communicate ideas, thoughts, opinions and feelings. Finochhiaro (1974:1) states that,

Language is a system of arbitrary, vocal symbol which permits all people in a given culture or other people who have learned the system of that culture to communicate or to interact with one another.

It is a human activity, which keeps human being apart from other creatures in the world.

English can be useful not only in interpersonal communication, but also in representation of writing science and technology. As one of languages in the world, English is very important, because it is one of international language which is required as a bridge of communication. Brumfit (1981:1) supports that,

English is an international language and the most widespread medium of communication because of both the number and geographical areas of its speakers and because of the large number of nonnative speakers who use it for part of their international contact.

In Indonesia, English has an important role especially in education (Ramelan, 1992:3). That is the reason why the government of Indonesia chooses English as the first foreign language in Indonesia.

Based on the School Based curriculum (KTSP) of the English curriculum 2006 the English teaching aim is to develop the four language skills. They are listening, reading, speaking and writing. Brumfit (1981: 2) states that students have a task to absorb knowledge mostly written in English as an international language. Therefore, teaching English as the main role of improving students' skills in English.

Writing is more complex than the other skills. In writing, students should have mastery not only of the grammatical and theoretical devices but also of conceptual and judgment.

English teacher has a great challenge to encourage students learning English successfully. Hamalik (1993:18) states that media are used to motivate students in learning. Using comics is an alternative way to support teaching English. Hopefully, comic will be able to stimulate the students to keep their mind on the material the teacher given. By using the comics, the students can make their own written well. Hopefully, they can improve their writing skill successfully.

In this research, the writer wants to study the students' ability in writing text based on the comics. It is important to know how effective using comic to motivate students in learning English.

1.2 Reasons for Choosing the Topic

The selection of comic as material hopefully can be an alternative for teacher in teaching writing. In this case, the teacher uses the particular comics, which are related to the writing subject. Supporting materials can increase students' interest in learning English. As a result, they will be able to make a written text well because of their interest in comics.

The elements of comic, offers a medium of story telling and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world. Although the comic is written in English, the students of Junior High School will enjoy reading it for the following reasons:

- 1) A comic is an interesting material that can entertain the readers. It contains sequence pictures and some short conversations in speech.
- 2) The vocabulary uses both the pictures and the context, so the students do not waste their time to look up the meaning of difficult words in a dictionary.
- 3) The sentence structures, which are used in comics, are quite simple. They will help students to understand what the sentences mean.

The comics used in this paper is the stories of Naruto chapter 239-244 the choosing of this comic is by the consideration that nearly all students may have familiarized with the characters and families from the cartoon TV shows or its comic in Indonesia.

The writer believes that by giving a comic to read, the students will obtain some advantages. By using a comic in teaching process, it will, hopefully,

to stimulate their motivation and give students' interest in teaching-learning process. It also increases their knowledge and enriches their vocabularies.

1.3 Statement of the problem

The problems that will be discussed in this study are:

- (1) How is comic implemented in teaching narrative to the eighth grade students of MTs N Brangsong?
- (2) To what extent is the ability of the eighth grade students of MTs N Brangsong in writing a simple narrative text based on the comics?
- (3) What are the advantages and disadvantages of using comics in teaching narrative?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

- (1) To find out how effective comic is, as an alternative way to inspire student's mastery writing narrative text, whether there is a significant correlation between the students' interest in reading comics and their achievement in writing narrative text.
- (2) To give some explanations on how comic is used in teaching writing.
- (3) To find out the advantages and disadvantages in teaching narrative by using comic.

1.5 Significances of the Study

With reference to the title of this thesis there are some term that should clarified to avoid misunderstanding and different meaning for readers, they are:

1) *Comics*

Comics (or, less commonly, sequential art) is a form of [visual](#) art consisting of images which are commonly combined with text, often in the form of [speech balloons](#) or image captions. Originally used to illustrate [caricatures](#) and to entertain through the use of amusing and trivial stories, it has by now evolved into a literary medium with many subgenres.

2) *Text*

It is a unit of meaning which is coherent and appropriate for its context.

3) *Teaching*

According to Hornby (1225: 1995), teaching is the work of a teacher to give students information about a particular subject

4) *Narrative*

Narrative (www.en.wikipedia.org/wiki/narrative) is a construct created in a suitable format (written, spoken, poetry, prose, images, song, [theater](#), or [dance](#)) that describes a sequence of [fictional](#) or non-fictional events. It is a story genre which purposes to amuse, entertain and to deal with actual or various experience in different ways

5) *Writing*

Writing is a means to express ideas, thoughts, and feelings through a media. Writing (www.en.wikipedia.org/wiki/writing.) is the representation

of language in a textual [medium](#) through the use of a set of signs or symbols (known as a [writing system](#)).

1.6 Limitations of the Study

The writer limits this study to the following things:

- (1) The comic used for this study is taken from the Naruto comic chapter 239-244 (English version).
- (2) This observation is only conducted to the eighth grade of Junior High School at MTs N Brangsong Kendal in the academic year of 2008/2009

Outline of the Study

This thesis consists of five chapters. The first chapter the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, the significances of the study, the limitations of the study and the outline of the thesis.

The second chapter presents the definition of writing, the types of writing, steps in writing, definition of narrative, the generic structure of narrative texts, the characteristic of narrative, written narrative in junior high school, the definition of comics, the general concept of comic books, choosing the authentic comic, comics as a media in teaching writing skill, the action research, the characteristics of action research, the aim of conducting action research, the benefits of conducting action research, and the steps in action research

The third chapter deals with subject of the study, instrument of the study, method of analyzing data, scoring technique, classifying the scores, criterion of

assessment, research design, identification of problem, assumption, cycles, pre-test, and post-test.

The fourth chapter presents the data analysis and the discussion of the result. It covers the analyses of all activities starting from the implementing of using comic in the teaching narrative, the pre-test up to the post-test, and the analysis of the non-test instruments of the research findings.

The fifth chapter presents the conclusion and suggestion based on the research finding



CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter presents the definition of writing, the definition of narrative, the definition of comics, the general concept of comic books, choosing the authentic comic, comics as a media in teaching writing skill, the action research, the characteristics of action research, the aim of conducting action research, the benefits of conducting action research, and the steps in action research

2.1 Definition of Writing

Writing is one skill in learning English. Writing had been practiced since long ago. Writing began as a consequence of the burgeoning needs of accounting. Around the 4th millennium BC, the complexity of trade and administration outgrew the power of memory, and writing became a more reliable method of recording and presenting transactions in a permanent form. In some countries, such as China, Egypt, and Mesopotamia, writing was practiced thousand of years ago. They wrote important things, such as documents, agreement in pulp or inscriptions. Bloomfield in Lurie (2006: 257) states writing is not language, but merely a way of recording language by means of visible mark.

According to Rivers (1968:240) writing has been practiced for many years, even centuries occupied a large place in teaching and learning procedures in

school. From the statement above, we can see the important of writing. Although writing is difficult skill to develop, it is very important to be taught.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols, known as a writing system. (<http://www.en.wikipedia.org/wiki/writing>). Writing is a means to express ideas, thoughts, and feelings through a media.

Brewton (1962: 2) says that writing is an ability to express thought, feeling, experience, belief, opinion, an imagination by using written language as a media. In this case, writing does not only mean shaping letters and then composing them into words, words into sentences but also concerns with the stock of vocabulary, and comprehending how to arrange sentences into a good text. As a result, writing skill is one of the most important things in learning because it needs combination among thought and comprehension of a subject. Moore (1970: 32) gives his opinion about the good writing, that is writing which has the following characteristics:

- (1) The clearness writing given to readers does not make them confuse.
- (2) An honest, informed, and individual presentation, saying as exactly as possible what the writer genuinely believes to be true.
- (3) Limited central idea which is worth the time and trouble the writer and reader put into it.
- (4) The unity between the idea and the result of writing.
- (5) Well-selected, concrete, and specific detail, and appropriate method of development.

- (6) A logical and effective writing arrangement.
- (7) Concise sentences.
- (8) Effective paragraph and coherence within and between the paragraphs and sections.
- (9) Mature sentences that reflect the writer's thought in the way that will best convey that thought to the intended reader.
- (10) The appropriate diction.
- (11) The use of good grammar, spelling, and punctuation marks.

Brown (1988: 218) states that writing skill is a necessary condition for achieving employment in many walks of life and is simply taken granted in literate culture. In teaching writing teacher should give students clear guidelines for how to plan and construct the different kinds of text that have to write. Belcher, D. and Liu (2004: 21) state process methods can therefore be combined with genre based teaching to ensure that students develop understanding and control of:

- (1) The process of text creation
- (2) The purpose of writing and how to express these in effective ways
- (3) The context within which texts are composed and read that give them meaning

A Written language is the representation of a language by means of a writing system, while spoken language is human natural language in which the words are uttered through the mouth. According to the definitions above the writer

can conclude that in real life written is more formal than spoken. According to Reid (2000:5), there are some reasons for the statement because

- (1) The writer does not know the reader personally, the writer must write words and sentences which are clear for variety readers.
- (2) The audiences for written English usually is not immediately present or the writer is unable to see what the reader does not understand(i.e. by looking at the facial expression or by having the listener interrupt with a question) therefore, the writer must explain ideas and opinions in more detail.
- (3) The writer cannot give the audience's attitude to word the ideas or opinions in the written material, the writer must choose a more formal voice.

2.2 Types of Writing

Finocchairo (1974:86) classifies writing into two types:

1) *Practical of Factual Writing*

This type of writing deals with facts. We can find it in the writing of letters, summaries or description of how to do something.

2) *Creative or imaginative Writing*

This type of writing usually exists in literature. Both types of writing require more skills of writing because those types of writing are the most difficult ones for students. The types of writing are considered as compositions and most students finds difficulties in writing compositions.

Meanwhile, Rivers (1968: 242-243) classifies writing into four types as follows:

3) *Notation*

It is the simplest form of writing. It is an act of putting down in a conventional graphic form something, which has been spoken.

4) *Spelling*

This process is sometimes useful when specific sound symbol conventions are under consideration, or when the students are being asked to discriminate among various sounds. If recognizable units of the foreign language are involved, the process may be called spelling.

5) *Writing Exercise*

It involves putting in a graphic form according to the system accepted by educated native speakers. Combinations of words, which may be spoken to convey a certain meaning in specific circumstances.

6) *Composition*

It is the most highly developed from the ultimate aim of a writer at this stage is to be able to express him in a polished literary form, which requires the utilization of a special vocabulary and certain refinement of structure.

2.3 Steps in Writing

Meyers (2005: 3 – 12) states that there are six steps to make a good writing, among others;

2.3.1 Exploring Ideas

Writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever you can.

As in speaking, you must have something to say, a reason for saying it, and someone to say it to.

1) *Your Subject*

Before writing ask your self, “what is the subject or the material want to write about and what do I know about it ?” Choose a subject that you care about and know about (or can find out about). Then you will have something interesting to say, and you will say it more clearly and confidently. You must select and then narrow your subject from the general you will practice doing that in the exercise that follows.

2) *Your Purpose*

After deciding the subject, now ask yourself, “what is the purpose?” Communicating always has a purpose: to persuade or to entertain or may be to do all three. You could inform, persuade or to entertain your classmate with example of odd incidents you have experienced at your job.

3) *Your Audience*

You will determine what you say about your subject and what the purpose you hope to achieve. You may need to provide a lot of evidence to persuade a reader who does not agree with your opinion, but provide far less for someone who tends to agree with you.

2.3.2 Pre Writing

The second step of the writing process involves writing your thoughts on paper or on the computer. This step is called pre writing. It is a time to relax, to write quickly and to begin organizing your thoughts.

1) *Brainstorming*

One way to capture your thought is by brainstorming, or listing thoughts as they come to you. You might brainstorm a second or third time to generate more ideas.

2) *Clustering*

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

3) *Free Writing*

You simply write about the subject without worrying about sentence, structure, spelling, logic and grammar.

2.3.3 Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding. Think again about your purpose and audience what goal does you want to accomplish – to inform, persuade, or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish those goals?

Return to your pre writing and do the following:

(1) Underline or highlight best ideas in your brainstorming list, putting related ideas together. Add to the as more ideas occur to you and remove or ignore the parts that are not related to your choices.

(2) Choose the part of the clustering diagram that has the best ideas.

Do a second clustering diagram that explores those ideas in greater detail.

Ignore the parts of the original diagram that are not related to your choice.

(3) Circle or highlight the best parts of your free writing.

Do a second even a third free writing on them, Ignore the parts of each free writings that are not related to your choice. And focus more specifically on your subject and add more details.

(4) Outlining

After selecting, subtracting, and adding, the writer can make an informal outline. (Meyers, 2005:5-6)

2.3.4 Writing the First Draft

Some steps for drafting can be stated as follows:

- (1) Say something about before you write in
- (2) Write fast by hand or by computer
- (3) Use only one side of the paper
- (4) Leave wide margins and double space to make room for changes.
- (5) Save your work every five or ten minutes on the computer.

(Meyers, 2005: 6)

2.3.5 Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written. When you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cutting out ideas that do not support your point, and changing the wording of your sentences. These are some tips for revising:

- (1) Make notes in the margins or write new material on separate sheets of paper.
 - (2) Circle words you think you misspelled or will want to change later.
 - (3) Tape or staple additions where you want them to go.
 - (4) On the computer, use cut and paste or insert commands to move things around.
 - (5) Print out a double-spaced copy for revisions: slow down and revise in pencil.
- (Meyers: 2005: 7)

2.3.6 Producing the Final Copy

There are two steps in producing the final copy, they are:

1) *Editing*

After you have revised your paragraph, you can edit your work. Check it carefully. Focus on grammar, word choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again.

with all your corrections. This draft should be net and should represent your best effort.

2) *Proofreading*

The final stage in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly. (Meyers, 2005: 8)

2.4 General Concept of Narrative

The General Concept of Narrative can be derived from Longman Dictionary of Contemporary English that is description of events in a story. Meanwhile, Anderson (1997:8) says” a narrative is a piece of text which tells a story and, in doing so, entertains, and informs reader or listener.”

Parera (1993:5) says that there are four forms of paragraph. Those were narrative paragraph, exposition paragraph, description paragraph, and argumentation paragraph. Narrative paragraph related to the presentation of some events. The main idea is an act that is related to an event that is arranged in a form of writing. A narrative paragraph can be said as the most basic form of writing, because basically narrative paragraph brings an ability to tell something. Parera (1993: 5) suggests that narrative paragraph was one of the forms of developing writing that was characteristically told the history of something based on the development of a writing from time to time.

Meanwhile, Keraf (1989: 136) states that narrative paragraph was a form of composition which had the main objective in the form of activities that were tied together to become an event that was happened in a certain time.

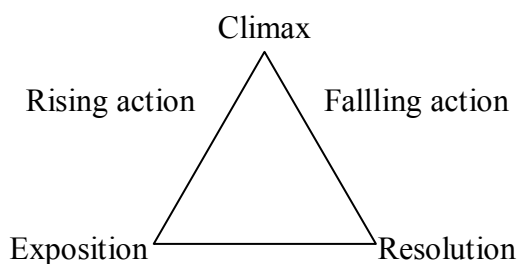
Some ideas or opinions about narrative text have similarity. We can also find some narrative text in the form of novels, short stories, or even anecdotes. From all of the opinions about narrative text above, we can conclude that narrative can be said as a ‘story’.

2.5 Definition of Narrative

Narrative is a story genre which purposes to amuse, entertain and to deal with actual or various experience in different ways. Narratives always deal with some problems which lead to the climax and then turn into a solution the problem. It is a kind of text types composed both in written and spoken forms which describe a sequence of real and unreal events. Narrative is also known as one of the commonest text types that the students are expected to use early on their school life.

2.6 Generic Structure of Narrative Texts

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



The picture above is known as the Freitag triangle.

The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of:

- (1) The composition, it establishes the characters and situation.
- (2) Rising action, it refers to a series of complication leads to the climax.
- (3) The climax is the critical moment when problems/ conflicts demand something to be done about them.
- (4) Felling action is the moment away from the highest peak of excitement.
- (5) The resolution consists of the result or outcome.

(Neo, 2005: 2)

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

1) *Orientation/ exposition*

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

2) *Complication/ rising action*

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This

complication will involve the main characters and often serves to (temporally) toward them from reaching their goal.

3) *Sequence of event/Climax*

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

4) *Resolution/ falling action*

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

5) *Reorientation*

It is an optional closure of event.

2.7 The Characteristic of Narrative

A text type has a specific purpose, a particular overall structure, specific language features and it is shared by member of culture. As one of genre text, narrative also has its purpose, structure, and language features. There are also typical linguistics features general to narratives. Those features are:

- (1) They are sequenced in time and this often signaled by the conjunctions or connectives which are used. Such as once, once upon time, one day, first, before that, then, finally, etc.
- (2) They usually use the Past tense.

- (3) They also use many action verbs that describe what people do.
- (4) They often contain dialog, and also contain saying verbs that explain how people speak. For instance say, warn, answer, explain, tell, reply, whisper, cry, ask, remark, claim, and shout.

Keraf (1989: 141) divides narrative paragraph into two forms, those forms were fiction narrative paragraph and non fiction narrative paragraph. The fiction narrative paragraph consists of short stories and fairy tales, whereas the non fiction narrative paragraph consists of autobiography, biography, and history.

2.7.1 Purpose of Narrative

Derewianka (1995:40) stated that the basic purpose of narrative is to entertain, i.e. to gain and hold the reader's interest in a story. However, narrative may also seek to teach and inform, to embody the writer's reflections on experience, and perhaps most important to nourish and extend the reader's imagination.

2.7.2 Types of Narrative

According to Derewianka (1995:41), the types of narrative are typically imaginary but can be factual. They include fairy stories, mysteries, science fiction, choose-your-own adventures, romance, horror stories, TV cartoons, adventure stories, parables, fables and moral tales, myths and legend, and historical narrative. . In addition, Neo (2005: 58) groups narrative into ten types:

- | | |
|------------------------|--------------------|
| 1) Humor | 6) Mystery |
| 2) Romance | 7) Fantasy |
| 3) Crime | 8) Science Fiction |
| 4) Real Life Fiction | 9) Diary Novels |
| 5) Theoretical fiction | 10) Adventure |

There are some examples of the different type (or genre) of narrative showing typical features, such as:

1) *Humor*

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- (a) Orientation : the narrator tells the funny characters names in unusual setting.
- (b) Complication : in this part, something crazy happen.
- (c) Sequence of event : there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- (d) Resolution : All's well that end well.

(Neo, 2005: 58)

2) *Fantasy*

Below are the features of a typical fantasy narrative:

- (a) Orientation : setting may be in another dimension with goals, witches, wizard, and so son. Hero who may has magical power.

(b) Complication : evil forces affect the goodies.

(c) Sequence of event : use of magic. Action includes elves, dragons and mystical beasts, heroism.

(d) Resolution : God defeats evil forces.

(Neo, 2005: 60)

3) *Historical Feature*

The feature of a typical historical fiction text:

(a) Orientation : a setting in the past and description of a period in history.

(b) Complication : good meets evil

(c) Sequence of event : action related to a period in history, character's lives affected by the events of history, description of live at the time.

(d) Resolution : characters survive the chaos of the time (for example, the war ends).

(Neo, 2005: 59)

4) *Science Fiction*

Here are the typical features of the science fiction narratives:

(a) Orientation: a feature setting and a world with technology.

(b) Complication: an evil force threatens the world.

(c) Sequence of event: imaginative description. Action involves technology, science, and super invention.

(d) Resolution: good defeats evil.

(e) Coda: take care that science is used for good, not evil.

(Neo, 2005: 61)

2.7.3 Text Organization

Derewianka (1995:42) states the focus of the text is on a sequence of actions. The narrative usually begins with an orientation, where the writer attempts to sketch in or create the “possible world” of this particular story. The reader is introduced to the main character(s) and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place. An “atmosphere” is usually established and there is often some foreshadowing of the action to follow, drawing readers into the story, and making them want to become involved. The orientation may be brief, or it may extend for several pages. The sorts of details chosen for inclusion are those which will enhance the later development of the story (e.g. the personality of the main character(s), the type of situation, and the relationship with other character(s)).

She also said that the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just wouldn't be so interesting if something unexpected didn't happen. This complication will involve the main character(s) and often serves to (temporarily) thwart them from reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

Derewianka (1995:43) also suggests in a “satisfying” narrative, a resolution of this complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved

(although this is of course possible in certain types of narratives which leave us wondering “How did it end?)

In fact, there may be major complication in the narrative which is not resolved until the end, with a number of minor complications along the way, which might be resolved in part or whole as they arise or later in the story. These are usually related to the major complication and serve to sustain the interest and suspense, leading to a crisis or climax. (Derewianka, 1995:43)

2.7.4 Language Features

There are some features that become special characteristics of the narrative text. Narrative text usually is specific and often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics. Narrative text is mainly action verbs (material process), but also many verbs which refer to what the human participants said, or felt, or thought (verbal and mental process). Furthermore, narrative text is normally in past tense and has many linking words to do with time. In a narrative text, dialogue often included, during which the tense may change to the present or future. Descriptive language can be chosen to enhance and develop the story by crossing images in the reader’s mind (Derewianka, 1995:43). Narrative text can be written in the first person (I, we) or third person (he, she, and they).

Narrative text also has three generic structures; they are orientation, complication/problem and resolution (Derewianka, 1995:44). Orientation is the beginning of a story that tells who the characters are, when and where the story take place. Whereas complications/problem is in the middle of the story that tells

what happened to the characteristics. The end of the story that tells how the characters solve the problems is called resolution.

2.8 Written Narrative in Junior High School

Narrative is the commonest text type that thought in Junior and Senior High School. It is taught in the first and second grade. Narrative text is one of the text taught and should be mastered by Junior High School students now. (www.puskur.net). Narrative text characterizes writing text with:

- (1) Set of scenes,
- (2) Characters,
- (3) Action that unfolds overtime,
- (4) Interpretable voice of a teller-a narrator with somewhat discernable personality-and
- (5) Some sense of relationship to the reader, viewer or listener which are arrayed,
- (6) Lead the audiences toward a point, realization or destination. (Kramer 2005).

Narrative is recognized as the most interesting form of paragraph that can be taught at Junior High School. In teaching narrative, teachers should have some relevant sources in teaching narrative. They have to search the sources by reading short stories, visual media, novels, or anecdotes.

Some media above use to arouse the students' desire in writing. Their experiences and environments around them will help them to pour their ideas out. The first step, the teachers ask students to use their experiences to make a simple narrative text. For instance, the students make their own writing based on their experiences during the school holidays, visiting recreational resorts, and many others. Then, the next meeting the teachers use a media to stimulate them to make a narrative text based the media.

2.9 Definition of comics

The term of comics includes two distinct definitions that define comics as an art form (the combination of both word and image), and the placement of images in sequential order.

Collier's Encyclopedia in Khoirida (2008:12) defines comic as term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysterious, and adventurous.

In Understanding Comics, Scott McCloud defined sequential art and comics as: "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer". (<http://www.scottmccloud.com/store/books/uc.html>). By contrast, The Comics Journal's "100 Best Comics of the 20th Century", included the works of several single panel cartoonists and a caricaturist, and academic study of comics has included political cartoons. (www.999comicbook.com). Sudjana and Rifai, (2002: 64) define that comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers.

Comics (or, less commonly, sequential art) is a form of [visual](#) art consisting of images which are commonly combined with text, often in the form of [speech balloons](#) or image captions. Originally used to illustrate [caricatures](#) and to entertain through the use of amusing and trivial stories, it has by now evolved into a literary medium with many subgenres. In comics, creators transmit

expression through arrangement and combination of either pictures alone, or word(s) and picture(s), to build a narrative.

In Japan comic is known as Manga or sometimes called *komikku*. Manga are widely read by children and adults of all ages, so that a broad range of subjects and topics occur in manga, including action/adventure, romance, sports and games, historical drama, comedy, science fiction and fantasy, mystery, horror, sexuality, and business and commerce, among others. Since the 1950s, manga have steadily become a major part of the Japanese publishing industry. Manga have also become increasingly popular worldwide.

According to the definitions above, the writer can draw a conclusion that comics is an art form of visual art, using series of images in delicate sequence, illustrated caricatures intend to convey information and relation stimulating drawing.

2.10 General Concept of Comic Books

The narration of a comic is set out through the layout of the images, and at the same time as there may be many people who work on one work, like films, there is one vision of the narrative which guides the work. The layout of images on a page can be utilized by artists to convey the passage of time, to build suspense or to highlight action.

In early 20th century comics, which were originally a venue for serial and gag humor (i.e., the name came from comedy). Comic books developed, coming to prominence in the 1930s as collections of previously printed newspaper comic

strips, and carried the name forward. This use of a term traditionally applied to subject matter instead being applied to medium is sometimes confusing.

The most common forms of printed comics are [comic strips](#) in [newspapers](#) and [magazines](#), and longer comic stories in [comic books](#), [graphic novels](#), and comic albums. In the first two forms, the comics are secondary material usually confined to the entertainment sections, while the latter consist either entirely or primarily of comics.

Moreover, they consider that the teachers who use educational comic books such as these appearing in true comics or classic illustration have found that they assist readers with the limited reading abilities to experience significant literary works largely in visual medium rather than through words alone

2.11 Choosing the Authentic Comic

In the area of language instruction, teachers are constantly searching for new and innovative materials to enhance learning in the formal classroom environment. Comics are used as an alternative Educational Tool.

One authentic material that has been explored over the past few years is the comic strip or comic book. Before this form of educational entertainment emerged to the foreground, it was often believed that "comic books were so educationally unsound that their use would lead to mental stagnation. There are several important points to consider when choosing the authentic material. We should make sure that we should have enough copies of the materials to be used so that each student can have a copy to use.

When the teacher plans the material to the students by using a comic, remember to choose the appropriate comic that is suitable with the students level, however, a certain amount of adjustment can be made depending on the type and level of question used in the accompanying question handout.

The comic can be taken from any available sources as long as they are suitable with the theme the teaching learning process.

Comic strips are authentic, and using authentic material is very important in language teaching and learning. It has several advantages, among which is the fact that if students comprehend a genuine text successfully, that can motivate them and build their confidence. However, it should be noted that the difficulty of the language presented to the class should be matched with the level of the students. Otherwise, the use of authentic materials will only frustrate them. Furthermore, by reading comics in class, "learners are asked to generate personal responses to something in the text, responses which necessitate the production of original discourse" (Hirvela, 1996: 128). Consequently, comic strips can be used not only for reading exercises but also for improving the other three skills.

2.12 Comics as a Media in Teaching writing Skill

Some factors influence to get the goal of learning process successfully. They are students, teacher, time, and media. The media mentioned here is very important to establish the result of teaching English especially comics which can stimulate the students. Using visual aids is a way to motivate the students to learn

and pay attention to the material which the teacher presents. Brown (1973:1) states:

“Using a variety of media will increase the probability that students will learn more, retain better what they learn, and improve their performance of the skills they are expected to develop”

As a visual media, a comic can be very effective in increasing the students writing skill because the main role of comic is the strength in students' motivation interest. It is better to combine the use of comics with particular method of teaching. Teachers are expected to be able to make the students motivated and learn English happily. So, using media in teaching is important. According to www.genayang.com, the strengths of comics in education can be described as follows:

1) *Motivating*

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic as a medium, the teacher can give motivation to the students to learn English in more enjoyable and interesting ways.

(www.genayang.com/comicsedu/strengths.html)

2) *Visual*

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics' picture emphasizes the potential of visual medium.

(www.genayang.com/comicsedu/strengths.html)

3) *Intermediary*

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used comics in this manner with tremendous success.

4) *Popular*

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, “yes.” It is very popular because comic has interesting story and full of colors. That is why the children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the separation many students feel, between their lives in and out of school.

(www.genayang.com/comicsedu/strengths.html)

Using comics also can be used to create situation for writing classes more clearly. By giving interesting comics, the students will feel that they are not studying in a formal class. Instead, they can express their ideas, thoughts, and feelings which can improve their writing skill indirectly. By using comics, it is hoped teaching process will be more effective.

Hamalik (1993:18) states that media are used to motivate students in learning. In this case, the teacher might get some difficulties or problems that might interfere the teaching learning process.

2.13 Action Research

A form of research is becoming increasingly significant of language education is action research. This research has been defined in a number of ways. Kemmis and Mc. Taggart (in Nunan, 1993: 17) argue:

“Action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation, would not be considered to be ‘action research’.(Kemmis and Mc. Taggart in Nunan(1993: 17). Best (1981: 12) states, action research is focused on the immediate application, not on the development on theory, nor upon general application.

From all definition above, I conclude that action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/her college, etc and which involves a group of students to improve learning and process or to enhance the understanding of the students to the lesson.

2.14 Characteristics of Action Research

From the definition above, we can identify the special features characterizing an action research. Discussing the characteristics of action research, Kemmis and Mc. Taggart in Nunan (1993: 18) acknowledge that, “action research is a group of activity.” They also argued that, “the three defining characteristics of action research are that is carried out by practitioners (for purposes, classroom teacher) rather than outside researcher; secondly, that is collaborative and thirdly, that aimed of changing things. Elliot (1998:50) also adds, “The central

characteristic of action research is the joint reflection about the relationship in particular circumstances between process and product.”

2.15 Aim of Conducting Action Research

Now days, the new information, knowledge, and technology in Indonesia education world grow very fast. It causes the demand of educational service, which must be done by the teachers to improve. Teachers have to solve the problems they face properly. To solve the problems they should not use trial and error methods anymore. They should use an appropriate method such as action research. Elliot (1998: 49) said that, “the fundamental aim of action research is to improve practice rather than to produce knowledge.”

2.16 Benefits of Conducting Action Research

The action research is good method that can be used in teaching learning process. There are many benefits of conducting action research.

The benefits of conducting action research are:

- (1) Improving the teachers' self confident because they have more knowledge experience to solve problem.
- (2) Helping the teachers to understand the essence of education empirically not theoretically.
- (3) Developing curriculum.
- (4) More effective when we compare with other training, and
- (5) Improve the research tradition among teachers.
(Elliot, 1998: 52)

2.17 The Steps in Action Research

The steps in an action research indicate to discuss the ways to conduct the action research. Strickland and Allwright and Bailey (1991: 44) state that the steps in action research are:

- (1) Identifying an issue, interest or problem
- (2) Seek knowledge
- (3) Plan and action
- (4) Implementing the action
- (5) Observe the action
- (6) Reflect on your observation
- (7) Revise the plan.

According to Elliot (1998: 72-76), the activities in action research are:

- (1) Identifying and classifying the general idea
- (2) Reconnaissance

The activity can be sub divided into:

- a) describing the facts of the situation
 - b) explaining the facts of the situation
- (3) Constructing the general plan
 - (4) Developing the next action steps
 - (5) Implementing the next action steps

CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with subject of the study, instrument of the study, method of analyzing data, scoring technique, classifying the scores, criterion of assessment, research design, identification of problem, assumption, cycles, pre-test, and post-test.

3.1 Subject of the Study

The writer held a classroom action research at MTs N Brangsong Kendal in the academic year of 2008/2009. It is located at Jln. Soekarno-Hatta Brangsong Kendal. There were eight classes on the average each class has 34 students. Moreover, they are chosen as the subject of the study based on two reasons, they are:

- (1) The students are all in the same grade.
- (2) The students had been studying English for some period of time, so those eight classes are considered parallel.

Gay (1987: 98) states that study needs 30 students for each group as a sample can already represent for the whole population of the study. I chose one class of the students from the whole class as sample in this study. The class was the E class of the eighth grade students. The class consisted of 13 boys and 21 girls.

3.2 Instruments of the Study

The instruments used in this research were intended to measure the students' achievement in writing skill especially in the narrative writing. The instruments in this research were comic, tests, and questionnaire.

3.2.1 Test

The test technique is used to measure how good the motivation of the students in learning writing is. The tests that the writer will conduct are pre test, test in each cycle and post-test. The pre-test is conducted for checking whether the students can produce the narrative text well. The tests are used to know whether there is improvement of the students in producing a narrative text. Then, the post-test is used to know whether the students can really produce a good text.

3.2.2 Non-Test

The instruments below are used to support the teachings each cycle

A. Comics

In doing this action research, the writer selected an interesting comic. The comic are used to motivate students in learning. It must be appropriated with the theme in English material that was introduced to the students.

B. Questionnaire

A questionnaire is a list of questions to be answered by a group of people to get information. The questionnaire used to collect data from the students was based on the needs, interest, like and dislike about teaching learning process.

C. Observation sheet

The observation sheet is used to acquire data assessment during the teaching learning process. The aspects assessed are the students' attitude during the teaching learning activity.

D. Journal

Journal is made which a purpose to know the students' response during the teaching using comic as a media. The writer prepared the journal sheets consisted of the students' responses and opinions description concerning the teaching learning process.

3.3 Method of Analyzing Data

The purpose of this study is to find out whether comic can improve the students' writing skill. There were pre-test and post-test in this study. These tests were used to measure the students' progress in mastering writing skill.

After conducting the test, the writer gave scores to the writing test papers of the students. The writer used the test to measure the students' writing ability.

3.3.1 Scoring technique

In giving score to students' writing, the writer used the scoring guidance taken from Heaton Grid and Categories (1975:109-111) in five areas. They are fluency, grammar, vocabulary, content, and spelling.

To facilitate in analyzing the students' test paper in writing a simple narrative text using comic or not, the writer just limit to the items as stated by Heaton (1975: 138)

- (1) Grammar refers to appropriate tenses.
- (2) Vocabulary refers to diction.
- (3) Mechanics refers to punctuation and spelling.
- (4) Relevance refers to the content in relation to the task demand of the students.
- (5) Fluency refers to style and ease of communication.

In addition, to score the test papers, the wrier applied the analysis method. The method depended on a marking composition suggested by Heaton (1975: 109), as follow:

Table 3.3.1. The Scoring Guidance Taken From Heaton Grid and Categories

Criteria of mastery	Score	Criterion and Scoring
Fluency	5	Excellent: flow style, very easy to understand, both complex and simple sentences, very effective.
	4	Good: quite flowing in style, mostly easy to understand, very effective.
	3	Fair: style reasonably smooth, not too hard to understand mostly (but not all), simple sentences, fairly effective.
	2	Inadequate: bad style, an effort needed to understand and enjoy, complex sentences, confusing, mostly simple

	1	sentences or compound sentences. Unacceptable: very bad, hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences confusing, excessive use of “and”
Grammar	5	Excellent: mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	Good: a few mistakes only (prepositions, article, etc.)
	3	Fair: only 1 or 2 major mistakes but a few minor ones.
	2	Inadequate: major mistakes, which lead to difficult to understand, lack of mastery of sentence construction.
	1	Unacceptable: numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Vocabulary	5	Excellent: use of wide range of vocabulary taught previously.
	4	Good: good use new words acquired, fairly appropriate synonym, and circumlocutions.

	3	Fair: attempt to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has to resort to use of synonyms, circumlocution, etc on few creation.
	2	Inadequate: restricted vocabulary, use of synonym, use of synonyms (but always inappropriate), imprecise and vague, affects meaning.
	1	Unacceptable: very restricted vocabulary, inappropriate use of synonym seriously hinders communication.
Content	5	Excellent: all sentences support the topic, highly organized, clear progression, of ideas well linked, like educated native speaker.
	4	Good: ideas well organized, links could occasionally be clearer but communication not impaired.
	3	Fair: some lack of organization, re-reading required for classification of ideas.
	2	Inadequate: little or no attempt

	1	connectivity, though reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce. Unacceptable: lack of organization to serve that communication is seriously imparted.
Spelling	5 4 3 2 1	Excellent: no error. Good: 1 or 2 minor errors only. Fair: several errors, not too hard to understand. Inadequate: several errors, some interfere with communication, some words very hard to recognize. Unacceptable: numerous errors, hard to recognize, several words communication made very difficult.

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(Heaton, 1979:109)

To score test papers, the writer will apply the analytical method. This method depends on a making composition suggested by Heaton's grid and categories in five areas (Heaton, 1975: 109). Since there are five aspects, each is scored 5 and the maximum score is 25.

The scoring technique was considered the five components above. To get score of each student, the students should be able to write 8 or more simple sentences based on story of the comic given and explore the sentences more detailed in a simple narrative text. Since the test result are raw scores so that it is necessary to multiply them by 4 to get more meaningful numerical data. By doing so, it will be obtained the rating scale from 1-100. Thus, take an example for student who gets 25 of raw score. It scores will be multiplied by 4 and at means that s/he gets 100, for student who gets 19 the scores x 4 and s/he gets 76 and so on.

3.3.2 Classifying the Scores

The scores become more meaningful numerical data if they are converted into numerical data, which are arranged from the highest to the lowest. By doing this, it was easier to know the position of a student in his/her group.

The measurement of the students' achievement stated by Harris (1969:134) was interpreted as follow:

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

3.3.3 Criterion of Assessment

The students' success and failure in doing the activities planned above will be access by referring to the creation issued by the Department of Education and culture, (Depdikbud, 1993: 37). To measure the students' achievement in each activity, the writer will use the following formula below:

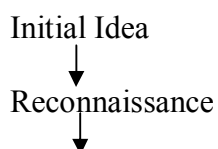
$$\text{The average of the students' test result} = \frac{\text{The total percentage}}{\text{The number of the students'}}$$

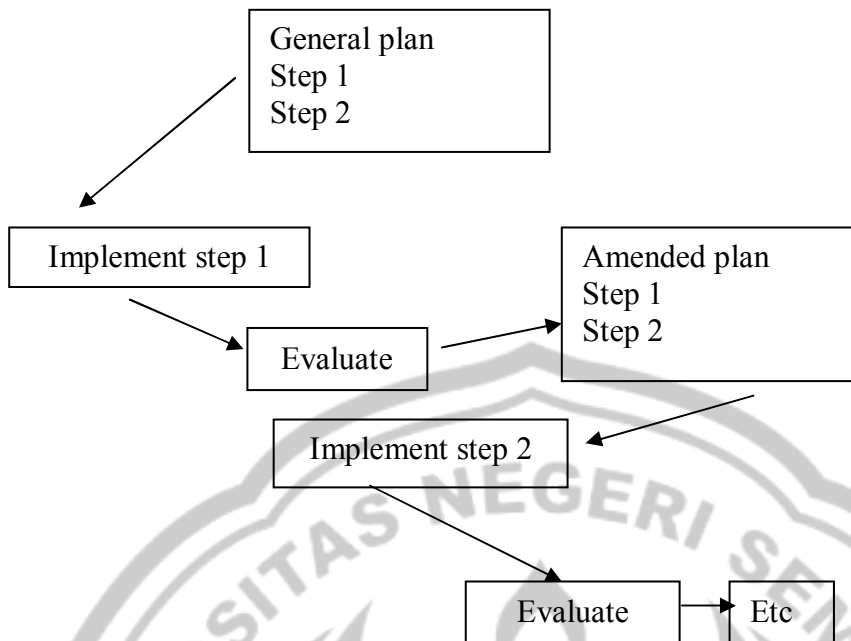
This research uses a simple formula to analyze the result of the students' achievement in writing narrative text. Based on Dekdikbud, The criterion of the students' achievement says that a students can be successful if he/ she achieves 65% of the material and a class can be said to be have mastered in learning if they can achieve 85%.

3.4 Research Design

Research in teaching narrative writing by using comic as media is a kind of action research. By doing this action research, hopefully the quality of teaching learning process would be better in teaching writing.

This research was conducted in the classroom. This activity contained several cycles. Each cycle had four elements: planning, acting, observing and reflecting. The writer presented the Lewinn's model of action research. It can be depicted as follows:





Kemmis (in Elliot, 1991:70).

3.4.1 Identification of problem

The general idea is essentially a statement which links an idea to action (Elliot, 1988:72). It is a general idea that needs to be improved. Here the writer observed the students' ability in their writing narrative.

Based on the observation, the students had problem in writing, beside the process of English teaching and learning seems boring. It did not motivate them in learning narrative .

The initial media refers to a state of situation one wishes to change or to improve on, (Elliot, 1991: 72). In this research, the initial idea is thought that there will be a change on the writing by narrative text.

3.4.2 Assumption

Based on those problems, the writer suggests a kind of solution by using comic, in order to motivate the students to understand narrative and make them feel comfortable during teaching and learning process. The writer will conduct three cycles in his research by using comic as a media of teaching to know students' ability in producing the narrative text whether there is improvement after teaching narrative using media or not. He will ask the students to produce narrative text.

3.4.3 The Pre-test

The pre-test was conducted on Tuesday, March 10, 2009. The writer divided the activities in to two parts. The first was to do Modeling of the Text, where there were three activities. The second part was to do Join Construction of the Text, where there were four activities. After conducting and observing the implementing cycle, then the writer evaluated his teaching. The evaluating is a fact-finding about the result of the action. It is an analysis to find out the influence of the narrative text for improving the students in learning writing.

A. Planning

Planning is followed up for identifying the text to find out solution for problems. This research is intended to find out:

- (1) The students' response during learning process.
- 2) The students' improvement of writing narrative text.
- 3) The students' ability in producing the narrative text, the writer asks to the students to produce narrative text.

Before the Pre-test was conducted, the writer prepared a lesson plan. After arranging the lesson plan, he could determine to evaluate the teaching learning activity.

B. Acting

Acting is the performing of planned action. The researcher can change the plans after conducting one cycle when they are needed.

(1) Pre-activity

The writer began by greeting and checking the attendance list. He explained the purpose of the study was to understand narrative.

(2) Main activity

1) Modeling of the Text

In the first activities of Modeling of the Text, the writer introduced the narrative text to the students. The title of the text is “Snow White “. The theme of the story was about a beautiful girl named Snow White who was left by her Uncle and Aunt to America. Then the writer will distribute the reading text to the students. The students are grouped into several groups consists two students based. He asked them to understand the content of the story and discussed it to the writer. The story was:

“Once upon a time, there lived a beautiful girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not

have enough money to take her. So Snow White decided to run away. One day, when her Aunt and Uncle were having breakfast, she ran away. She went to the woods. In the woods she met the seven dwarfs. The seven dwarfs offered her to live with them. Snow White decided to live with them in the woods. Finally, they lived happily ever after.”

In the second activities of Modeling of the Text, the writer asked the students to understand the generic structure of the text first. Both the writer and the students discussed the generic structure of the text. The generic structures of narrative texts are orientation/exposition, complication/rising action, Sequence of event/climax, resolution/felling action, and resolution.

In the third activities of Modeling of the Text, the writer explained about simple past tense. Then the researcher asked the students to make sentences using simple past tense as exercises before making the true narrative text.

2) Join Construction of the Text

In the first activity of Join Construction of the Text, the writer asked the students to make a planning to write narrative text in a group. It was based on the text that had been given before. In this case, the students should try to explore their idea and then they should arrange the main idea every paragraph.

In the second activity of Join Construction of the Text, the writer asked to the students to arrange the first draft of narrative based on the text

given and pay attention to the generic structure of the text and consult the work to the teacher or writer and friends. Then the writer or teacher gave suggestion.

In the third activity, the writer asked to the students to discuss the suggestion given by writer or teacher and friends. They may be able to use dictionary if they have difficulties in vocabulary.

In the fourth activity, the students should arrange the second draft based on the suggestion given by the writer or teacher and friends. After arranging the second draft, the students read once more carefully. Then they made the final copy.

3) Closing

After arranging the second draft, the students read once more carefully, they made the final copy.

C. Observing

Observing was done to assess the students' attitude or assumption to the material and media after the teaching learning activity. Then, the writer made a journal and note about the activity of the students.

D. Reflection

In this step, the writer evaluated the result of the students' final copy. The writer also analyzed the result of the Observing the activities and situation

during the lesson. He also analyzed the journal observation to know the students' responses during learning narrative and determine the next action.

3.4.4 Cycle

Cycle is a stage consisted of planning, acting, observing, and reflecting

A. The First cycle

The first cycle consisted of four stages, those are planning, acting, observing, and reflecting

1) Planning

This stage was done to arrange an activity plan to determine the next stages which must be done by the writer to solve the students' problems in learning narrative. The first was to arrange a lesson plan teaching narrative using comic. Then, he prepared the instruments including media, test, observation sheet, and journal.

2) Acting

In this stage, the writer arranged the lesson plan prepared.

(a) Pre-activity

In this stage, the teacher began by greeting and checking the attendance list. Then, he conditioned the students to study. He explained the purpose of the study was to understand narrative.

(b) Main activity

In the first activity, Building Knowledge of the Field (BKOF) and Modeling of the text (MOT) stages were presented. Here is the elaboration of the two first stages:

1) Building Knowledge of the Field

At this stage, the writer introduced the social context of narrative text, its general cultural context in which the procedure text is used, its social purpose, its generic structure and the tense that is used. Firstly, the writer asked the students' whether or not they have ever read an interesting story, like story of a familiar cartoon on TV or comic, etc. then the writer asked them to tell about the story.

2) Modeling of the Text

Modeling does not merely involve teacher as the model but also requires students' as actors who have to perform the language. In the first activity of modeling of the text, the writer introduced the written text entitled " The Kakashi's story " to the students. The writer explained a bit the story. The writer asked the students to read it for 15 minutes. The writer and the students discussed the generic structure of the text. Then, the writer explained about the use of simple past tense. Then, he explained the difficulty words found in the comic and explained about the Simple Past Tense. Then, the writer asked the students to make sentences using the Simple Past Tense as exercises before making the narrative text.

3) Joint Construction of the Text

The second meeting was Join Construction of the Text (JCOT). The teacher asked the students to read the story given in the previous meeting in 10 minutes. The students were grouped into several groups that consisted of two students

4) Independent Construction of the Text

The activity of Independent Construction of the Text was conducted on the second meeting of the first cycle, the students were asked to write narrative text individually based on the comic they read before. Then, they had to consult their first draft work to the writer or their teacher. The writer asked the students to arrange the second draft based on the suggestion given. The writer warned them that the narrative text had to be written in Simple Past Tense form. As a final point, the students compiled the final copy.

(c) Closing

In the last activity, the writer reviewed the material given before. Then, the students and he reflected the teaching-learning activity. he also gave the students journal to know their assumption after the teaching-learning activity conducted.

3) Observing

This Observation aimed to collect data of using media comic in teaching narrative during the teaching learning process through the first test and non-tests (observation sheet and journal). The method of collecting data

is to know the students' ability in learning narrative. The aspects assessed were grammar, vocabulary, mechanics, relevance, and fluency.

The process of collecting non-test data conducted to observe the students' attitude during the teaching learning activity. After giving the journal to the students, the writer could analyze it, then he considered to determine to correct the next cycles better.

4) Reflection

The reflection is used as a review matter to determine the next cycle. By using the result of reflection, if there is any mistake, it can be reform in the next step. The reflection is used to know the students' problems in learning narrative and find out the solution.

B. The second cycle

The activity was conducted on March 20 and 27, 2009. It was followed by 34 students. The second cycle is a sequence remedial action from the result of the first cycle reflection. The second cycle consists of four stages, those are planning, acting, observing, and reflecting.

1) Planning

In This stage, the writer prepared the things to do in the second cycle with the correction of the first cycle reflection. The writer arranged a remedial lesson plan of using comic in teaching narrative, prepared observation sheet and journal, and the media related.

2) Acting

In this stage, the writer arranged to conduct the second cycle by using remedial in the first cycle. The material was the same as the previous cycle. He did these steps. He reviewed to teach narrative by using comic

(a) Pre-activity

In this stage, the teacher began by greeting and checking the attendance list. Then, he conditioned the students to study. He explained the purpose of the study was to understand narrative. He told that some students still had problems to comprehend narrative. He explained once more discussed the generic structure of the text. Then, he recalled the lesson about past tense to make sure that the students had known about the tense used in narrative text.

(b) Main activity

1) Building Knowledge of the Field

The first activity in the second cycle was called modeling of the text. In this activity, the writer asked the students' whether or not the comic they read on the previous meeting was an interesting. So as to recall their mind, the writer asked them to tell him a bit about the story.

2) Modeling of the text

In the first activity of Modeling of the text, the writer discussed a narrative written text entitle "The Kakashi's story part 2". I explained what the comic is about. I recalled the students to discuss the generic structure of the narrative text. I also explained steps in writing the

simple past tense once more so that the students could produce the narrative text well based on the steps they had learned

Next, the writer asked the students to read the comic given for 15 minutes. I explained the difficulty words found in the comic. In this activity, the students did not work in a group anymore, but they worked individually. During the lesson, the writer asked them to understand the content of the text discussed.

3) Joint Construction of the Text

The second meeting was on March 27 2009. The activity conducted was Join Construction of the Text (JCOT). The teacher asked the students to read the story given in the previous meeting in 10 minutes. In JCOT, the writer asked the students to work individually.

4) Independent construction of the text

The second activity of the second cycle was called independent construction of the text. There were three activities among others were making planning and writing the first draft, writing the second draft, writing the final copy. The purpose independent construction of the text was to check the students' ability in producing narrative text individually whether the students could produce narrative text well or not.

Finally, in the Independent Construction of the Text, The writer asked the students to write a narrative text by retelling the story in the comic.

(c) Closing

The writer asked the students to write a narrative text by retelling the story based on the comic. Then, the students and he reflected the teaching-learning activity. He gave the students journal to know their assumption after the teaching-learning activity conducted.

3) *Observation*

During the teaching learning process, the writer used the observation sheet to observe the students' activity. It was the same as the first cycle. After the teaching learning process finished, he gave the students journal to know the students' assumption and opinion.

4) *Reflection*

In this reflection stage, the writer monitored whether there is another problem during the teaching learning using comic as media in teaching narrative, and found out whether the class he taught had been conducive. The writer reflected the result of the study to find out the students' achievement after the activity.

C. The Third Cycle

The cycle was conducted on April 8, 2009. The writer reviewed the lesson that the writer had given. The third cycle was the same as the Previous cycles. The third cycle is the last action from the sequence. The third cycle consists of four stages, those are planning, acting, observing, and reflecting.

(1) Planning

The writer prepared the things to do in the third cycle with the correction of the second cycle reflection. The writer arranged a remedial lesson plan of using comic in teaching narrative, prepared observation sheet and questionnaire, and the media related.

(2) Acting

The writer arranged to conduct the second cycle by using remedial in the second cycle reflection. He did these steps. He reviewed to teach narrative by using comic

(a) Pre-activity

In this stage, the teacher began by greeting and checking the attendance list. Then, he conditioned the students to study. He explained the purpose of the study was to understand narrative. He told that some students still had improved their achievement in comprehending narrative. He once more discussed the generic structure of the text. Then, he recalled the lesson about past tense.

(b) Main activity

1) Building Knowledge of the Field

The first activity in the third cycle was called modeling of the text. In this activity, the writer asked the students whether or not the

comic they read on the previous meeting was an interesting. Then, the writer asked them to tell him a bit about the story.

2) Modeling of the text

In the first activity of Modeling of the text, the writer discussed a narrative written text entitle “The Kakashi’s story part 3“. I explained what the comic is about. I recalled the students to discuss the generic structure of the narrative text. I also explained steps in writing the simple past tense once more so that the students could produce the narrative text well based on the steps they had learned

Next, the writer asked the students to read the comic given for 10 minutes. I explained the difficulty words found in the comic. In this activity, the students worked individually. During the lesson, I asked them to understand the content of the text discussed.

3) Joint Construction of the Text

The writer asked the students to work individually.

4) Independent construction of the text

In the independent construction of the text, the students others made planning and writing the first draft, writing the second draft, writing the final copy. Finally, in the Independent Construction of the Text, The writer asked the students to write a narrative text based on the story in the comic.

(c) Closing

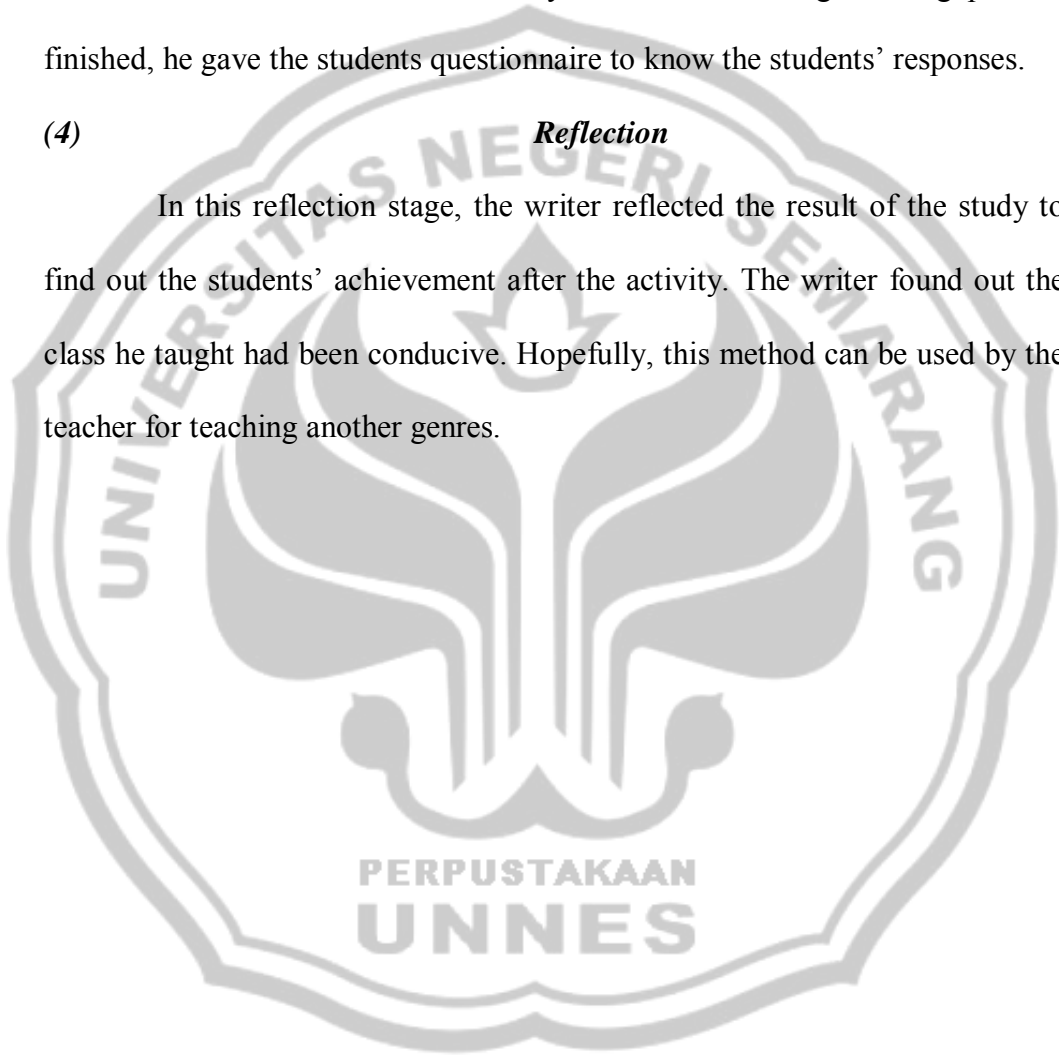
The writer asked the students to compile their. Then, he gave them questionnaire to to collect data from the students.

(3) ***Observation***

During the teaching learning process, the writer used the observation sheet to observe the students' activity. After the teaching learning process finished, he gave the students questionnaire to know the students' responses.

(4) ***Reflection***

In this reflection stage, the writer reflected the result of the study to find out the students' achievement after the activity. The writer found out the class he taught had been conducive. Hopefully, this method can be used by the teacher for teaching another genres.



CHAPTER IV

DATA ANALYSIS

In chapter four, the analyses of all activities starting from the implementing of using in the teaching narrative, the pre-test up to the post test, and the analysis of the non-test instruments.

4.1 The Use of Comic in Teaching Narrative

The use of comics teaching is divided into three cycles

4.1.1 The First Cycle

In the first cycle, in order to teach using comic in narrative, the writer conducted such steps:

- (1) The writer handed out the written text entitled “The Kakashi’s story “to the students.
- (2) To make the students be anxious to find out amusing side of the story their selves, the writer did not explain what the comic is about.
- (3) The writer asked the students to read it for 15 minutes.
- (4) The writer asked them to tell him what the story is about.
- (5) Then, the students and I discussed the generic structure of the text.
- (6) The writer asked them to understand the content of the text discussed.
- (7) The students were asked to write narrative text individually.

- (8) The students produced the narrative text based on the comic they read before.

4.1.2 The Second Cycle

Based on the result of the journal and observation sheet given, the writer corrected his teaching, especially in using comic as media. In the second cycle, the writer conducted such steps:

- (1) The writer handed out the written text entitled "The Kakashi's story part 2" to the students.
- (2) Based on the students' difficulties, the writer explained what the comic is about. He assisted to give a bit portrayal about the synopsis of story
- (3) The writer explained the difficult words found in the comic.
- (4) He recalled the students to discuss the generic structure of the narrative text.
- (5) Then, he asked students' find out amusing side of the story their selves
- (6) The writer asked the students to read it for 15 minutes.
- (7) The writer asked them to tell him what the story is about.
- (8) Then, the students and I discussed the generic structure of the text.
- (9) The writer asked them to understand the content of the text discussed.
- (10) The students were asked to write narrative text individually
- (11) The students produced the narrative text based on the comic they read before.

4.1.3 The Third Cycle (The Post Test)

In general, the third cycle steps conducted was the same as the previous cycles. Based on the reflection of the second cycle, the teaching conducted better. In the last cycle, the writer prepared the questionnaire to collect data from the students about teaching learning process. He conducted such steps:

- (1) The writer handed out the written text entitled "The Kakashi's story part 3" to the students.
- (2) The writer explained what the comic is about. He also help them to give a bit portrayal about the synopsis of story
- (3) The writer had prepared explanation of the difficulty words on the sheet behind the comic.
- (4) He asked students' find out amusing side of the story their selves.
- (5) The writer asked the students to read it for 15 minutes.
- (6) The writer asked them to tell him what the story is about.
- (7) Then, the students and I discussed the generic structure of the text.
- (8) The writer asked them to understand the content of the text discussed.
- (9) the students were asked to write narrative text individually
- (10) As a test, the students produced the narrative text based on the comic they read before.

4.2 The Analysis of the Cycles

Here, the analysis of each activity:

4.2.1 The Analysis of the Pre-test

In starting the data collection, the writer conducted Pre-test. The purpose of this test was to identify the student' ability in writing a narrative text. Here, the English teacher of the class as the collaborator helped to monitor the students.

The pre-test was conducted on Tuesday, March 10, 2009. In this test, the students had to write a narrative text based on the topic given by. The results of the students' achievement in pre test can be seen in appendix 2.

$$\begin{aligned} \text{The average of the student' test results} &= \frac{\text{The total percentage}}{\text{The number of the students}} \\ &= \frac{2.048}{34} \\ &= 60.23\% \end{aligned}$$

The average of the students' result in the pre-test was 60.23%. According to the criterion of the Department of Education and Culture (Dekdikbud), the students' achievement result above was lower than the criterion that has been stipulated. The writer concluded that the students had not understood narrative text yet. Thus, the use of treatments in each cycle was necessary to improve the students' ability in writing.

4.2.3 The Analysis of the First Cycle

The first cycle consisted of two meetings. It was conducted on February 13 and 17 2009. The focus of the treatment was to eliminate the students' difficulties in implementing the structure of narrative text in their writing. The

process of teaching and learning during the treatment was represented in the teaching-learning stages. The stages of the cycle were: Developing the context, Modeling of the text, Joint Construction of the text and Independent Construction of the text. Those linking stages informed the classroom activities by showing the process of learning this text. The results of the students' writing in the first cycle can be seen in appendix 3.

$$\begin{aligned}
 \text{The average of the students' test results} &= \frac{\text{The total of the percentage}}{\text{The number of the students}} \\
 &= \frac{2372}{34} \\
 &= 70 \%
 \end{aligned}$$

The average achievement of the students in the first cycle was 70 %. According to the criterion provided by the Department of education and Culture (Depdikbud), 65% was said to be successful. Therefore, it can be concluded that the first cycle was successful.

Based on the evaluation, there were several students who still made mistakes in terms of grammar. They still had difficulties constructing sentences in Simple Past Tense form. Thus, the writer conducted the next cycle.

4.2.4 The Analysis of the Second Cycle

The second cycle consisted of two meetings; they were on March 20 and March 27 2009. The procedure of teaching and learning in this cycle was generally the same as the previous cycle. It was done through stages. The main focus of the

treatment was to eliminate students' difficulties in constructing sentences in Simple Past Tense. In this activity the writer conveyed teaching and learning process to discuss about the Simple Past Tense. The results of the students' achievement in the second cycle can be seen in appendix 4.

$$\begin{aligned} \text{The average of the students' test results} &= \frac{\text{The total percentage}}{\text{The number of the students}} \\ &= \frac{2592}{34} \\ &= 76.33\% \end{aligned}$$

The average of the students' achievement in the second cycle was 76.33%. The treatment in the second cycle was successful because more than 85% of the whole students got 65% or more of the achievement, so the writer could continue to the next activity and the amended plan was not necessary.

4.2.5 The Analysis of the Third Cycle (Post-test)

In the third cycles, the students' ability in writing narrative text was once again measured by giving a test. The cycle was conducted on April 8, 2009. The writer reviewed the lesson that the writer had given. The third cycle was the same as the previous cycles. The results of the students' achievement in this cycle can be seen in appendix 4.

$$\begin{aligned} \text{The average of the students' test result} &= \frac{\text{The total percentage}}{\text{The number of the students}} \\ &= \frac{2684}{34} \end{aligned}$$

= 79%

From the analysis above, it can be seen that the average the students' achievement in the third cycle was 79.00%. It can be concluded that the students' achievement in writing narrative text using comic as the media had improvement. To prove this statement, the results of the tests in this action research were compared in the table and can be seen in appendix 5.

4.3 The Analysis of the Non-Test Instruments

Here, the analysis of the non-test of each meeting

4.3.1 The Analysis of Observation Sheet

The data was collected during the teaching learning using comic as media in teaching narrative. The data aimed to know the students' attitude during the teaching learning process.

The Objects observed are the students' attitude of being active in learning narrative, asking question, seriousness, concentration, silence/ passiveness, and inattention. .

(1) The Observation Sheet of Pre-Test

In the pretest, before the writer conducted test, some the students had lack of attention to while the teacher explained the material. They did not paid attention well during the teaching learning activity.

Based on the data of the observation sheet: three (3) students (8.82%) were categorized into A, six (6) students (17.65 %) were grouped in C, three (3)

students (8.82 %) were grouped into F, seventeen (17) students (50 %) were grouped into E, and five (5) students (14.70%) were grouped into F.

(2) The Observation Sheet of the First cycle

During the teaching learning activity, some students did not paid attention well because of the new teaching method applied. The students needed to adapt with the new teaching learning process.

Based on the data, most of the students started to pay attention to the teacher's explanation while the main activity began. Here, the result of the observation sheet: Eight (8) students (23.53%) were categorized into A Fifteen (15) students (44.12 %) were grouped in C, seven (7) students (20.6 %) were grouped into D, and four (4) students (11.8%) were grouped into F.

(3) The Observation sheet of the Second Cycle

In the second cycle, most of the students started to pay attention well when the teacher explained the material to them. The students had adapted with the teaching learning method given.

Based on the data, sixteen (16) students (47.05 %) were grouped into A, seven (7) students (20.6%) were categorized into B, five (5) students (14.70 %) were grouped into C, and six (6) students (17.65%) were grouped into D

In the second, both the students' scores and teaching learning activity advanced. In conclusion, the teaching narrative process by using comic as a media was more conducive than the previous meeting.

4.4 The Analysis of the Journals

Journal is an instrument that is used to find out the students' response during the teaching learning process.

4.4.1 *The First Cycle*

Based on the writer's observation, in the first meeting of the first cycle most of the students' activity during the teaching learning process was low, they were simply passive during the activity. They did not ask any question about the subject taught. The reason was possibly that they needed to adapt with a new teaching model. In the second meeting, they started being active gradually. They asked the writer questions and paid attention during the teaching learning activity. It was caused they had adapted the teaching model by using comic as medium of learning.

4.4.2 *The Second Cycle*

Based on the students' response, the use of comic during the learning activity was very helpful to the students. They ask questions frequently about the subject taught or the story given. The class atmosphere was conducive enough. Most of them were pleasant. The students enjoyed reading the comic and paid attention carefully during the learning activity. They made the text final copy faster. In this cycle, there was progress in the students' achievement.

4.4.3 *The Analysis of the Questionnaire*

In this activity, the writer distributed a questionnaire to add the data. The questionnaire was conducted on April 8, 2009 after doing the third cycle test. It was responded by thirty four (34) students. The purpose of giving the

questionnaire was to support the primary data.

The writer only gave 10 items to be answered. The students were asked to answer with “yes” or “no” or “uncertain” for each question.

Question number 1 asked the students whether they found difficulty in learning English, especially writing. For question number 1 twenty seven (27) students (79%) who answered yes, seven (6) students answered no (18%) and one (1) who answered uncertain (3%). Based on the answer of question number 1, it is clear that the majority of the students (27 or 82%) have problems in learning English. The results of the students’ questionnaire can be seen in appendix 8.

Question number 2 asked the students whether they found it difficult to write narrative text before the writer gave the activity. For the question number 2 there were twenty four (24) students (71%) who answered yes and eight (8) students (6%) answered no, while two(2) students answered uncertain. It means that the students have problems in learning narrative text.

Question number 3 asked the students whether they found difficulties to determine the elements of narrative text, such its social function and its language features. For question number 3 there were fifteen (15) students (44%) who answered yes and nineteen (19) students (56%) who answered no. It means that, the majority of the students have not mastered each elements of narrative text

Question number 4 asked the students whether master narrative text is difficult. For question number 4 there were thirty (30) students (88%) who answered yes and two (2) students (6%) who answered no and the other two (2)

students (6%) answered uncertain. It means that the students have not mastered writing narrative text.

Question number 5 asked the students whether they have mastered writing narrative text before the writer gave the activity. For question number 3 there were nine (3) students (9%) who answered yes, twenty five (26) students (76%) who answered no and five (5) students (15%) who answered uncertain. It means that, the majority of the students have not mastered writing narrative text.

Question number 6 asked the students whether they had mastered writing narrative text after the writer gave the activity. For question number 4 there were thirty (31) students (91%) who answered yes, one (1) student answered no and four (2) students (6%) who answered uncertain. It means that, the majority of the students had mastered writing narrative text.

Question number 7 asked the students whether the students liked reading comic. Thirty two (32) students (94%) answered yes and two (2) students (6%) answered no. Based on the answer, it can be said that most of the students liked reading comic the writer given.

Question number 8 asked the students whether the comic motivated them to learn English. There were thirty (32) students (94%) who answered yes and two (2) students (6%) who answered uncertain. It is completely clear that the comic had motivated the students in learning narrative text.

Question number 9 asked the students whether their teacher has ever given the lesson through certain techniques. For the question number 2 there were ten

(30) students (88%) who answered no and four (4) students (11%) answered uncertain. It means the teacher used regular technique in teaching narrative.

At last, question number 10 was aimed to seek the opinion of students whether or not the program had to be given regularly. There were thirty-one (31) students (91%) who answered yes, two (2) students (6%) who answered no and one (1) student who answered uncertain. It is obvious that the majority of students expected the program to be continued.

4.5 The Advantage of Using Comic in Writing Class

Teaching a narrative text by using a comic had some advantages, they are:

- (1) Comics gave the students real and exact data of the things they were telling about, such as the pictures. Through comics, the students can express their ideas in writing easily. The students only rewrote the story based on the comic given in their word.
- (2) Giving comics for the students will interest them, since at their age they are curious at anything.
- (3) The students can enrich their new vocabularies. They are able to know the meaning of a particular word by looking at the pictures. They had a lot of words based on the comic, so they only arranged the word into a good story.

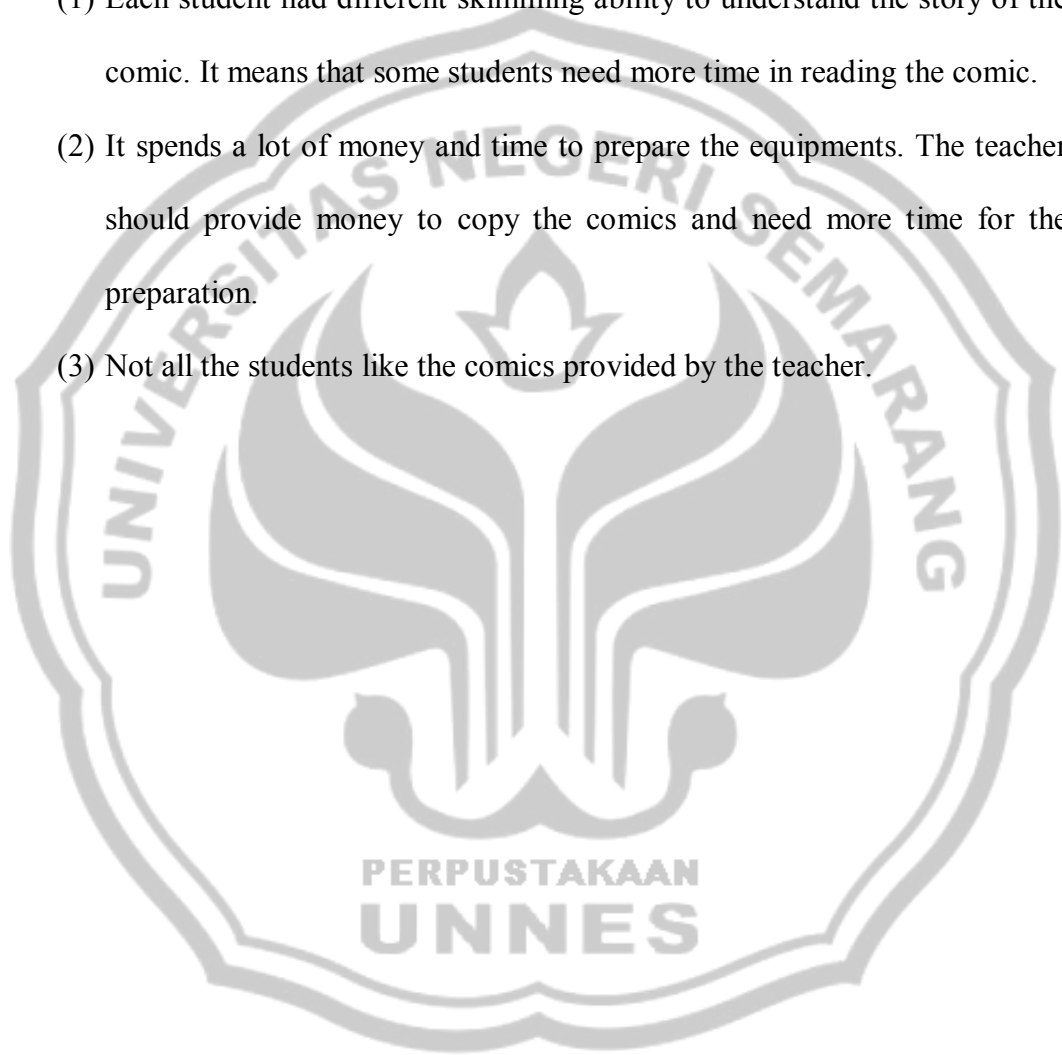
4.6 The disadvantage of Using Comic in Writing Class

We all know that every technique has its limitation. It happens to this media too.

The use of comics also has disadvantages that may give problems to the teacher.

The weaknesses of using comic in a narrative writing class are:

- (1) Each student had different skimming ability to understand the story of the comic. It means that some students need more time in reading the comic.
- (2) It spends a lot of money and time to prepare the equipments. The teacher should provide money to copy the comics and need more time for the preparation.
- (3) Not all the students like the comics provided by the teacher.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the result the analysis in the previous chapter, the writer can conclude that:

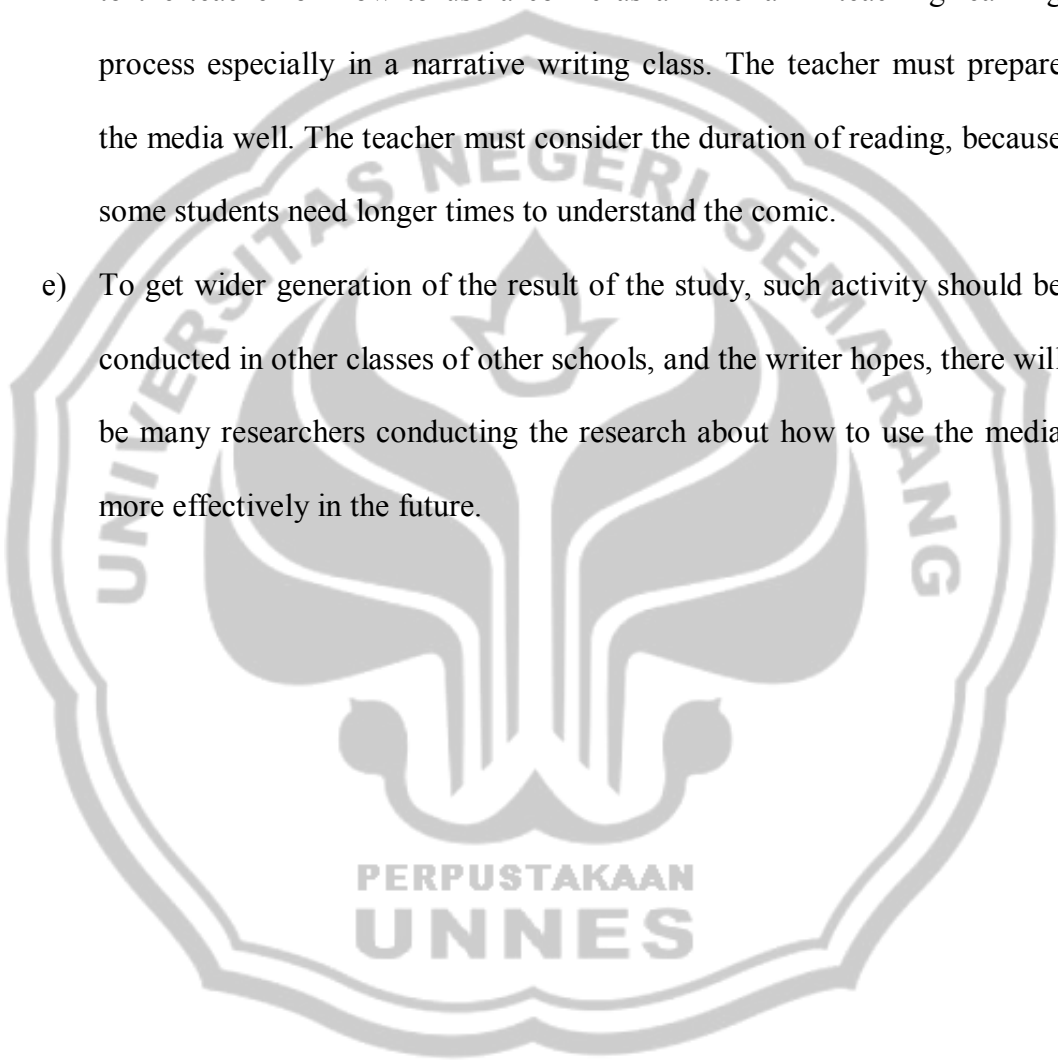
- (1) The students' progress during the teaching writing activity by using comic was good; 70 %, 76.33%, and 79 %. Their mastery of structure on topic "writing narrative text" was improved after the activities by using comic given. These results can be confirmed with the comparison between the result of the pre-test and the result of each cycle tests.
- (2) Most of the students said that the activities by using comic could help them in writing narrative text. In addition, it also can improve the students' motivation in learning English.

5.2 Suggestions

To encourage the students to be active in learning structure, the writer would like to offer some suggestions:

- a) The writer suggested that the teacher prepare the relating to the topics they will discuss.
- b) Teachers should have a good choice in selecting the media based on the students' education level and interest.

- c) Using comic in teaching writing narrative text recommended as an alternative way for the English teachers, especially for Junior high school teachers to attract the students' interest and motivation in learning English.
- d) Based on the weaknesses of using comic, the writer has some suggestions to the teacher on how to use a comic as a material in teaching learning process especially in a narrative writing class. The teacher must prepare the media well. The teacher must consider the duration of reading, because some students need longer times to understand the comic.
- e) To get wider generation of the result of the study, such activity should be conducted in other classes of other schools, and the writer hopes, there will be many researchers conducting the research about how to use the media more effectively in the future.



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No	Nama	L/P	Test Code
1	Abdul Rouf	L	S-01
2	Aprillia Ambarwati	P	S-02
3	Bahar Rudiyanto	L	S-03
4	Citra Lisnawati	P	S-04
5	Daviaqul Ihrom	L	S-05
6	Eka Setiawati	P	S-06
7	Ema Musfiyana	P	S-07
8	Febriyan Teguh Adi Wibowo	L	S-08
9	Helvy Ladean	P	S-09
10	Ido Aji Rahmandani	P	S-10
11	Muhammad Fikri Putra	L	S-11
12	Muhammad Samsul Fuad	L	S-12
13	Maskanah	P	S-13
14	Muchammad Abdul Ghofur	L	S-14
15	Muhammad Arifin	L	S-15
16	Muhammad Khanif	L	S-16
17	Muhammad Lukman Aziz	L	S-17
18	Mundasir	L	S-18
19	Muslikatun	P	S-19
20	Mustika Yuni Eka Sari	P	S-20
21	Nila Fadillah	P	S-21
22	Rijanu Ismoko	L	S-22
23	Rodlotul Mardiyah	P	S-23
24	Siti Masluroh	P	S-24
25	Siti Mukaromah	P	S-25
26	Siti Naimah	P	S-26
27	Siti Rahmawati	P	S-27
28	Siti Ulfah Fauziah	P	S-28
29	Suciati	P	S-29
30	Sucitra Januari	P	S-30
31	Titin Ana	P	S-31
32	Ukhtiya Idhamatu Silmi	P	S-32
33	Ulil Azmi	P	<i>Appendix 1</i>
34	Ulya Fatmawati	L	S-34

Appendix 2

Table 1. The Result of the Students' Achievement in pre-test

No.	Test Code	Component of writing score					Score	%
		F	G	V	C	S		
		Maximum Score						
		5	5	5	5	5		
1	S-01	2	2	3	2	5	14	56
2	S-02	2	2	3	3	5	15	60
3	S-03	3	3	3	3	4	15	60
4	S-04	2	3	3	3	4	16	64
5	S-05	2	3	2	3	4	14	56
6	S-06	3	2	3	3	4	15	60
7	S-07	2	3	2	3	4	14	56
8	S-08	2	2	3	3	4	14	56
9	S-09	2	2	3	3	5	15	60
10	S-10	2	2	3	3	4	14	56
11	S-11	2	2	2	3	5	15	60
12	S-12	2	2	3	3	4	14	56
13	S-13	3	2	2	3	5	15	60
14	S-14	2	2	2	3	4	13	52
15	S-15	2	2	3	3	4	14	56
16	S-16	2	2	3	3	4	14	56
17	S-17	2	2	3	3	4	14	56
18	S-18	2	2	3	3	5	15	60
19	S-19	2	2	3	3	5	15	60
20	S-20	2	2	3	3	4	14	56
21	S-21	3	4	3	3	5	18	72
22	S-22	2	2	3	3	5	15	60
23	S-23	2	2	3	4	4	14	68
24	S-24	3	3	3	4	4	16	64
25	S-25	3	4	3	4	4	18	72
26	S-26	2	2	3	3	4	14	56
27	S-27	2	3	3	3	5	16	64
28	S-28	2	2	3	3	5	15	60
29	S-29	2	2	3	3	4	14	56
30	S-30	3	3	3	4	4	17	68
31	S-31	2	3	2	3	4	14	56
32	S-32	3	3	4	4	5	19	76
33	S-33	2	2	3	3	5	15	60
34	S-34	2	2	3	3	5	15	60

Appendix 3

Table 2. The Result of the Students' Achievement in pre-test

No.	Test Code	Component of writing score					Score	%
		F	G	V	C	S		
		Maximum Score						
		5	5	5	5	5		
1	S-01	3	3	3	3	4	16	64
2	S-02	3	3	3	4	3	16	64
3	S-03	3	3	4	4	4	18	72
4	S-04	3	3	5	4	3	19	76
5	S-05	3	3	3	3	4	16	60
6	S-06	3	3	4	4	4	18	72
7	S-07	3	3	3	4	4	17	68
8	S-08	3	4	3	4	4	18	72
9	S-09	3	3	3	4	4	18	72
10	S-10	3	3	3	4	4	16	68
11	S-11	3	3	4	4	4	18	72
12	S-12	3	3	4	3	3	16	64
13	S-13	3	3	4	3	4	17	68
14	S-14	3	3	3	3	4	16	64
15	S-15	3	3	4	4	4	18	72
16	S-16	2	3	4	3	3	15	60
17	S-17	4	3	3	4	4	18	72
18	S-18	3	3	4	3	4	17	68
19	S-19	3	3	4	3	5	18	72
20	S-20	3	3	3	3	4	16	60
21	S-21	3	3	4	4	4	19	76
22	S-22	3	3	3	3	4	16	64
23	S-23	3	3	4	4	4	18	72
24	S-24	3	3	4	4	4	18	72
25	S-25	3	3	3	3	4	16	76
26	S-26	3	3	3	4	5	18	72
27	S-27	4	3	3	4	4	18	72
28	S-28	4	3	3	3	4	18	72
29	S-29	3	3	3	3	4	17	68
30	S-30	3	4	4	4	4	19	76
31	S-31	3	3	4	3	4	16	68
32	S-32	4	3	4	4	5	20	80
33	S-33	3	3	3	4	5	18	72
34	S-34	3	3	4	3	5	18	72

Appendix 4

Table 3. The Result of the Students' Achievement in the Second Cycle

No.	Test Code	Component of writing score					Score	%
		F	G	V	C	S		
		Maximum Score						
		5	5	5	5	5		
1	S-01	4	3	4	3	4	18	72
2	S-02	4	3	3	4	4	18	72
3	S-03	4	3	3	4	4	19	76
4	S-04	4	3	4	4	4	20	80
5	S-05	4	3	4	3	4	18	72
6	S-06	4	3	4	3	4	19	76
7	S-07	4	3	4	4	4	19	76
8	S-08	4	3	4	5	4	20	80
9	S-09	4	3	4	4	4	19	76
10	S-10	4	3	4	4	4	19	76
11	S-11	4	3	4	5	4	20	80
12	S-12	4	3	4	4	4	18	72
13	S-13	4	3	3	4	4	19	76
14	S-14	4	3	3	4	4	18	72
15	S-15	4	3	4	4	4	19	76
16	S-16	4	3	3	4	4	18	72
17	S-17	4	3	4	4	4	19	76
18	S-18	4	3	4	4	4	19	76
19	S-19	4	3	4	5	4	20	80
20	S-20	3	3	4	4	4	18	72
21	S-21	4	3	4	4	4	19	76
22	S-22	4	3	3	4	4	18	72
23	S-23	4	3	4	4	4	19	76
24	S-24	4	3	4	4	4	19	76
25	S-25	4	4	4	4	4	20	80
26	S-26	4	3	4	4	4	19	76
27	S-27	4	3	4	5	4	20	80
28	S-28	4	3	4	5	4	19	76
29	S-29	4	3	4	4	4	19	76
30	S-30	4	3	4	5	4	20	80
31	S-31	4	4	3	4	4	19	76
32	S-32	4	3	5	5	4	20	84
33	S-33	4	3	4	4	5	20	80
34	S-34	4	3	4	4	4	19	76

Appendix
5**Table 4. The Result of the Students' Achievement in the Third Cycle**

No.	Test Code	Component of writing score					Score	%
		F	G	V	C	S		
		Maximum Score						
		5	5	5	5	5		
1	S-01	4	3	4	4	4	19	76
2	S-02	4	4	3	4	4	19	76
3	S-03	4	4	4	4	4	20	80
4	S-04	4	4	4	4	4	20	80
5	S-05	4	3	4	4	4	19	76
6	S-06	4	3	4	5	4	20	80
7	S-07	4	3	4	4	5	20	80
8	S-08	4	4	4	4	4	20	80
9	S-09	4	3	4	4	5	20	80
10	S-10	4	4	4	4	4	20	80
11	S-11	4	3	4	5	4	20	80
12	S-12	4	3	4	4	4	19	76
13	S-13	4	4	3	4	4	19	76
14	S-14	4	3	3	4	5	19	76
15	S-15	4	3	4	5	4	20	80
16	S-16	4	3	4	4	4	19	76
17	S-17	4	3	4	4	5	20	80
18	S-18	4	4	3	4	4	19	76
19	S-19	4	4	4	4	4	20	80
20	S-20	4	3	4	4	4	19	76
21	S-21	4	4	4	4	5	21	84
22	S-22	4	3	4	4	4	19	76
23	S-23	4	4	4	4	4	20	80
24	S-24	4	3	4	4	4	19	76
25	S-25	4	4	4	4	4	20	80
26	S-26	4	4	4	4	4	20	80
27	S-27	4	4	4	4	4	20	80
28	S-28	4	4	4	4	4	20	80
29	S-29	4	4	3	4	5	20	80
30	S-30	4	4	4	4	4	20	80
31	S-31	4	4	4	4	4	20	80
32	S-32	4	4	4	5	4	21	84
33	S-33	4	3	4	4	5	20	80
34	S-34	4	4	4	4	4	20	80

Appendix 6

Table 5. The Result of the students' achievement during the Action Research

No	Test Code	The Result of the Test			
		Pre-test	Cycle 1	Cycle 2	Cycle 3
1	S-01	56	64	72	76
2	S-02	60	64	72	76
3	S-03	60	72	76	80
4	S-04	64	76	80	80
5	S-05	56	60	72	76
6	S-06	60	72	76	80
7	S-07	56	68	76	80
8	S-08	56	72	80	80
9	S-09	60	72	76	80
10	S-10	56	68	76	80
11	S-11	60	72	80	80
12	S-12	56	64	72	76
13	S-13	60	68	76	76
14	S-14	52	64	72	76
15	S-15	56	72	76	80
16	S-16	56	60	72	76
17	S-17	56	72	76	80
18	S-18	60	68	76	76
19	S-19	60	72	80	80
20	S-20	56	60	72	76
21	S-21	72	76	76	84
22	S-22	60	64	72	76
23	S-23	68	72	76	80
24	S-24	64	72	76	76
25	S-25	72	76	80	80
26	S-26	56	72	76	80
27	S-27	64	72	80	80
28	S-28	60	72	76	80
29	S-29	56	68	76	80
30	S-30	68	76	80	80
31	S-31	56	68	76	80
32	S-32	76	80	84	84
33	S-33	60	72	80	80
34	S-34	60	72	76	80
	Σ	2048	2372	2592	2684
	Mean	60,23%	70,00%	76,23%	79,00%

Appendix 7

LIST OF NARRATIVE WRITING SKILL IMPROVEMENT

Class: VIII E

No	List of the students	Pre-test	Cycle 1	Cycle 2	Cycle 3
		date: March 10	date:Ma rch 17	date: March 27	date: April 3
1	Abdul Rouf	56	64	72	76
2	Aprillia Ambarwati	60	64	72	76
3	Bahar Rudiyanto	60	72	76	80
4	Citra Lisnawati	64	76	80	80
5	Daviaqul Ihrom	56	60	72	76
6	Eka Setiawati	60	72	76	80
7	Ema Musfiyana	56	68	76	80
8	Febriyan Teguh Adi Wibowo	56	72	80	80
9	Helvy Ladean	60	72	76	80
10	Ido Aji Rahmandani	56	68	76	80
11	Muhammad Fikri Putra	60	72	80	80
12	Muhammad Samsul Fuad	56	64	72	76
13	Maskanah	60	68	76	76
14	Muchammad Abdul Ghofur	52	64	72	76
15	Muhammad Arifin	56	72	76	80
16	Muhammad Khanif	56	60	72	76
17	Muhammad Lukman Aziz	56	72	76	80
18	Mundasir	60	68	76	76
19	Muslikatun	60	72	80	80
20	Mustika Yuni Eka Sari	56	60	72	76
21	Nila Fadillah	72	76	76	84
22	Rijanu Ismoko	60	64	72	76
23	Rodlotul Mardiyah	68	72	76	80
24	Siti Masluroh	64	72	76	76
25	Siti Mukaromah	72	76	80	80
26	Siti Naimah	56	72	76	80
27	Siti Rahmawati	64	72	80	80
28	Siti Ulfah Fauziah	60	72	76	80
29	Suciati	56	68	76	80
30	Sucitra Januari	68	76	80	80
31	Titin Ana	56	68	76	80
32	Ukhtiya Idhamatu Silmi	76	80	84	84
33	Ulil Azmi	60	72	80	80
34	Ulya Fatmawati	60	72	76	80

QUESTIONNAIRE

Berikan tanda (√) pada kotak yang anda pilih!

Pertanyaan	Ya	Tidak	Ragu-ragu
1. Apakah pelajaran bahasa Inggris di kelas dua ini merupakan pelajaran yang anda sukai?			
2. Apakah anda mengalami kesulitan dalam mempelajari teks yang berbentuk narrative?			
3. Apakah anda mengalami kesulitan dalam menentukan elemen-elemen dalam teks narrative?			
4. Apakah menulis teks narrative itu sulit?			
5. Apakah anda sudah menguasai menulis teks narrative sebelum diadakan kegiatan ini?			
6. Apakah anda sudah menguasai menulis teks narrative sesudah diadakan kegiatan ini?			
7. Apakah anda senang membaca cerita dalam komik?			
8. Apakah pengajaran dengan media komik membantu anda untuk lebih termotivasi mempelajari narrative?			
9. Apakah guru anda pernah menggunakan teknik khusus dalam pengajaran teks narrative?			
10. Menurut pendapat anda apakah kegiatan ini perlu dilanjutkan atau tidak?			

Table 7. The Result of Questionnaire

NO ITEMS		YES		NO		UNCERTAIN	
		X	%	X	%	X	%
1	1	27	79	6	18	1	3
2	2	24	71	8	23	2	6
3	3	15	44	19	56	0	0
4	4	30	88	2	6	2	6
5	5	3	9	26	76	5	15
6	6	31	91	1	3	2	6
7	7	32	94	2	6	0	0
8	8	32	94	0	0	2	6
9	9	0	0	30	88	4	11
10	10	31	91	2	6	1	3



JOURNAL OF THE ACTIVITIES

Observer : Dhamar Saka Kharisma

Class : VIII E

No.	Time		Activity	Note
	Meeting	Day/Date/		
1.	1 st	February 25, 2009	School observation	the writer consulted the headmaster and the English teacher before doing the observation
2.	2 nd	March 3, 2009	Class observation	the writer observed the class
3.	3 rd	March 6, 2009	Teaching Narrative without using media	<ul style="list-style-type: none"> • The observer taught the class described, the schematic structures, the simple past tense use, and the social function of narrative text • Giving assignment
4.	4 th	March 10, 2009	Continuing Teaching Narrative	Conducting pre-test
5.	5 th	March 13, 2009	The first Cycle Teaching Narrative Using media	<ul style="list-style-type: none"> • BKOF • MOT
6.	6 th	March 17, 2009	Teaching Narrative Using media	<ul style="list-style-type: none"> • JCOT • ICOT • Conducting the test
7.	7 th	March 20, 2009	The second Cycle Teaching Narrative Using media	<ul style="list-style-type: none"> • BKOF • MOT • JCOT
8.	8 th	March 27, 2009	Continuing Teaching Narrative Using media	<ul style="list-style-type: none"> • JCOT • ICOT • Conducting the test • Allotting students' journal
9.	9 th	April 3, 2009	The third cycle Teaching Narrative Using media	<ul style="list-style-type: none"> • BKOF • MOT • JCOT • ICOT • Conducting the test • Giving questionnaire

Appendix 10

OBSERVATION SHEET

Cycle : -
 Name of observer : Dhamar Saka Kharisma
 Day/ date : March 3, 2009

No	Name	Observations						Notes:
		A	B	C	D	E	F	
1	Abdul Rouf							A :Aktif dalam Pembelajaran. B :Berani bertanya dan menjawab pertanyaan dari guru C :Serius ketika menyimak pelajaran. D :Konsentrasi dalam mengerjakan tugas. E : Acuh tak acuh (diam) F: Tidak memperhatikan pelajaran.
2	Aprillia Ambarwati							
3	Bahar Rudiyanto							
4	Citra Lisnawati							
5	Daviaqul Ihrom							
6	Eka Setiawati							
7	Ema Musfiyana							
8	Febriyan Teguh Adi Wibowo							
9	Helvy Ladean							
10	Ido Aji Rahmandani							
11	Muhammad Fikri Putra							
12	Muhammad Samsul Fuad							
13	Maskanah							
14	Muchammad Abdul Ghofur							
15	Muhammad Arifin							
16	Muhammad Khanif							
17	Muhammad Lukman Aziz							
18	Mundasir							
19	Muslikatun							
20	Mustika Yuni Eka Sari							
21	Nila Fadillah							
22	Rijanu Ismoko							
23	Rodlotul Mardiyah							
24	Siti Masluroh							
25	Siti Mukaromah							
26	Siti Naimah							
27	Siti Rahmawati							
28	Siti Ulfah Fauziah							
29	Suciati							
30	Sucitra Januari							
31	Titin Ana							
32	Ukhtiya Idhamatu Silmi							
33	Ulil Azmi							
34	Ulya Fatmawati							

OBSERVATION SHEET

Cycle : Pre-Test
 Name of observer : Dhamar Saka Kharisma
 Day/ date : March 10, 2009

No	Name	Observations						Notes:
		A	B	C	D	E	F	
1	Abdul Rouf						√	A :Aktif dalam Pembelajaran.
2	Aprillia Ambarwati					√		
3	Bahar Rudiyanto			√				B :Berani bertanya dan menjawab pertanyaan dari guru
4	Citra Lisnawati			√				
5	Daviaqul Ihrom						√	
6	Eka Setiawati					√		
7	Ema Musfiyana					√		C :Serius ketika menyimak pelajaran.
8	Febriyan Teguh Adi Wibowo					√		
9	Helvy Ladean			√				D :Konsentrasi dalam mengerjakan tugas.
10	Ido Aji Rahmandani					√		
11	Muhammad Fikri Putra				√			
12	Muhammad Samsul Fuad						√	
13	Maskanah							E : Acuh tak acuh (diam)
14	Muchammad Abdul Ghofur						√	
15	Muhammad Arifin						√	F:Tidak memperhatikan pelajaran.
16	Muhammad Khanif					√		
17	Muhammad Lukman Aziz					√		
18	Mundasir				√			
19	Muslikatun				√			E : Acuh tak acuh (diam)
20	Mustika Yuni Eka Sari					√		
21	Nila Fadillah	√						E : Acuh tak acuh (diam)
22	Rijanu Ismoko					√		
23	Rodlotul Mardiyah			√				F:Tidak memperhatikan pelajaran.
24	Siti Masluroh			√				
25	Siti Mukaromah	√						
26	Siti Naimah					√		
27	Siti Rahmawati			√				F:Tidak memperhatikan pelajaran.
28	Siti Ulfah Fauziah					√		
29	Suciati					√		
30	Sucitra Januari					√		
31	Titin Ana					√		F:Tidak memperhatikan pelajaran.
32	Ukhtiya Idhamatu Silmi	√						
33	Ulil Azmi					√		
34	Ulya Fatmawati					√		

Cycle : 1
 Name of observer : Dhamar Saka Kharisma
 Day/ date : March 17, 2009

No	Name	Observations						Notes:
		A	B	C	D	E	F	
1	Abdul Rouf						√	A :Aktif dalam Pembelajaran.
2	Aprillia Ambarwati					√		
3	Bahar Rudiyanto				√			
4	Citra Lisnawati	√						B :Berani bertanya dan menjawab pertanyaan dari guru
5	Daviaqul Ihrom						√	
6	Eka Setiawati				√			
7	Ema Musfiyana					√		C :Serius ketika menyimak pelajaran.
8	Febriyan Teguh Adi Wibowo	√						
9	Helvy Ladean				√			
10	Ido Aji Rahmandani					√		D :Konsentrasi dalam mengerjakan tugas.
11	Muhammad Fikri Putra	√						
12	Muhammad Samsul Fuad					√		
13	Maskanah					√		E : Acuh tak acuh (diam)
14	Muchammad Abdul Ghofur					√		
15	Muhammad Arifin				√			
16	Muhammad Khanif						√	F:Tidak memperhatikan pelajaran.
17	Muhammad Lukman Aziz	√						
18	Mundasir					√		
19	Muslikatun				√			F:Tidak memperhatikan pelajaran.
20	Mustika Yuni Eka Sari						√	
21	Nila Fadillah					√		
22	Rijanu Ismoko					√		F:Tidak memperhatikan pelajaran.
23	Rodlotul Mardiyah	√						
24	Siti Masluroh				√			
25	Siti Mukaromah	√						F:Tidak memperhatikan pelajaran.
26	Siti Naimah					√		
27	Siti Rahmawati					√		
28	Siti Ulfah Fauziah				√			F:Tidak memperhatikan pelajaran.
29	Suciati					√		
30	Sucitra Januari	√						
31	Titin Ana					√		F:Tidak memperhatikan pelajaran.
32	Ukhtiya Idhamatu Silmi	√						
33	Ulil Azmi					√		
34	Ulya Fatmawati					√		

Cycle : 2
 Name of observer : Dhamar Saka Kharisma
 Day/ date : March 27, 2009

No	Name	Observations						Notes:
		A	B	C	D	E	F	
1	Abdul Rouf			√				A :Aktif dalam Pembelajaran. B :Berani bertanya dan menjawab pertanyaan dari guru C :Serius ketika menyimak pelajaran. D :Konsentrasi dalam mengerjakan tugas. E : Acuh tak acuh (diam) F:Tidak memperhatikan pelajaran.
2	Aprillia Ambarwati				√			
3	Bahar Rudiyanto	√						
4	Citra Lisnawati		√					
5	Daviaqul Ihrom			√				
6	Eka Setiawati				√			
7	Ema Musfiyana	√						
8	Febriyan Teguh Adi Wibowo			√				
9	Helvy Ladean	√						
10	Ido Aji Rahmandani		√					
11	Muhammad Fikri Putra			√				
12	Muhammad Samsul Fuad	√						
13	Maskanah	√						
14	Muchammad Abdul Ghofur	√						
15	Muhammad Arifin				√			
16	Muhammad Khanif	√						
17	Muhammad Lukman Aziz		√					
18	Mundasir			√				
19	Muslikatun	√						
20	Mustika Yuni Eka Sari				√			
21	Nila Fadillah	√						
22	Rijanu Ismoko	√						
23	Rodlotul Mardiyah		√					
24	Siti Masluroh				√			
25	Siti Mukaromah	√						
26	Siti Naimah		√					
27	Siti Rahmawati	√						
28	Siti Ulfah Fauziah	√						
29	Suciati				√			
30	Sucitra Januari		√					
31	Titin Ana	√						
32	Ukhtiya Idhamatu Silmi		√					
33	Ulil Azmi	√						
34	Ulya Fatmawati	√						

RENCANA PELAKSANAAN PEMBELAJARAN

Mata pelajaran	: Bahasa Inggris
Satuan Pendidikan	: MTs N Brangsong
Kelas/semester	: VIII (delapan) / 2
Materi Pokok	: Teks Narrative
Siklus	: Written
Alokasi waktu :	: 2 x 40 menit

I. Standar kompetensi

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

II. Kompetensi Dasar

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

III. Indikator

- Siswa mampu menganalisa *narrative* teks
- Siswa dapat memahami apa makna dari *narrative* teks
- Siswa mampu mengidentifikasi kejadian dalam teks yang dibaca
- Siswa mampu mengidentifikasi langkah-langkah retorika dalam teks yang dibaca
- Siswa mampu memahami tujuan komunikasi teks yang dibaca
- Siswa mampu mengaplikasikan kalimat Past tense dalam teks *narrative*
- Siswa mampu menulis teks pendek dan sederhana dalam bentuk *narrative* dengan langkah retorika yang benar.

IV. Model Pembelajaran

BKOF, MOT, JCOT, ICOT

V. Sumber Belajar

1. Materi

- Teks *narrative*

2. Bahan belajar

- Teks sederhana berbentuk *Narrative*
- Buku *Let's Talk English for students of grade VIII*

VI. Langkah pembelajaran

1 Kegiatan awal (apersepsi)

- Greeting
 - Good morning/afternoon class
 - How are you today, guys?
 - Checking the roll. - Who's absent today?
- Giving Questions
 - Have you ever heard an interesting story?
 - The event must be amusing, right?
- Guru memotivasi dan mengarahkan siswa pada situasi pembelajaran, mengarahkan siswa pada pengertian teks Narrative
 - Now we are going to talk about Narrative.....

2 Kegiatan inti:

a. Building Knowledge of the Field

Guru meminta siswa memberikan contoh cerita yang pernah mereka baca dalam majalah.

- Do you like reading a story?
- Can you mention, the interesting stories that you have ever heard?
- What do you think about the story?

b. Modelling of text

- Guru menunjukkan contoh teks Narrative
- Guru memberikan contoh narrative teks, memberikan pengertian tentang apa yang disebut narrative teks lengkap dengan
 - Social function of text
 - Generic structure
 - Lexico grammatical features
 - A narrative is a text which tells a story. It entertains the reader.
 - Has anyone ever heard about the story of Snow White?
- Guru meminta siswa membaca teks tersebut beberapa menit
 - Everyone, take a look on the text and read it carefully.
- Guru dan siswa bersama-sama mendiskusikan tentang teks yang telah dibaca dengan mengidentifikasi makna kalimat teks dalam kalimat

- Guru menjelaskan penggunaan Simple Past Tense

c. Joint Construction of Text

- Siswa dan guru mencari karakter tokoh, setting, fungsional teks dan generic structure dalam teks.
- Mengidentifikasi teks Narrative yang telah dibaca
- Menyimpulkan retorika dari teks dan tujuan komunikasi teks Narrative

d. Independent Construction of Text

- Siswa menjawab pertanyaan berdasarkan teks yang dibaca
- Siswa membuat teks Narrative

3 Kegiatan akhir:

- Guru memberikan tugas
Make a simple narrative. Use your own words
- Salam

VII. Penilaian

1 Penilaian berdasarkan kemampuan siswa membuat teks sederhana (Pre-test)

- The judgment based on the students' ability in writing skill
- Maximal score 25
- Maximal grade 100
- Students' grade: raw score x 4

NO	Aspect	SCORE
1	Organization	5
2	Logical development of ideas	5
3	Grammar	5
4	Punctuation, spelling, and mechanics	5
5	Style and quality of expression	5
SCORE		25

Mengetahui.
Guru Mapel bahasa inggris

Untung Suprayitno, S.Pd, S.H
NIP. 150260180

Kendal, 5 Maret 2009
Praktikan

Dhamar Saka Kharisma
NIM. 2201404632

SNOW WHITE

Orientation

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and her uncle because her parents were dead.

Complication

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White. She did not want her uncle and aunt to do this so she decided it would be best if she ran away. **The next morning**, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Resolution

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found a girl sleeping. Then she woke up. She saw the dwarfs. The dwarfs said, "What is your name?" she said, "My name is Snow White."

Re-orientation

Dwarf said, "***If you wish, you may live here with us.***" Snow White said, "Oh could I? Thank you." **Then** Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Narrative text type

- Social function: to amuse or to entertain
- Generic structure:
 - Orientation: introducing the characters of the story, the time and the place the story happened. (who/what, when and where)
 - Complication: a series of events in which the main character attempts to solve the problem. (a crisis arises)
 - Resolution: the problem is solved. (the crisis is resolved)
 - Re-orientation: the ending of the story
- Language features:
 - Action verbs: underlined
 - Time conjunctions and connectives: ***in italic bold***
 - Saying verbs: *in italics*

Rapunzel

A long time ago there lived a *young couple, a man and his wife*. His wife **was expecting** their baby. She wanted a plant that only grew in her neighbor's garden. She wanted it so much. She even **intended to steal** it herself, but later on, she sent her husband to steal it.

Unfortunately, Mother Gothel, the owner of the garden, caught him doing this. She was a witch. Then, Mother Gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel. Rapunzel grew to be a beautiful young girl with her long golden hair. At first she was care for in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel's beautiful voice. He **decided** that he must meet her. He spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop her hair. The prince visited her often and the two felt in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring a skein of silk each time he visited. She might weave a ladder for her escape. Unfortunately, Mother Gothel caught on. ***Then***, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. The thorns made the prince blind and he roamed on the earth searching his love.

Eventually, they found each other, and the prince's eyes were healed by Rapunzel's tears of happiness.

Exercises I

Answer the following questions based on the text entitled Rapunzel!

1. Who are the characters in the story?
2. Who is the main character?
3. Where did the story occur?
4. Do you think the story ends with happy ending? Why do you think so?

Exercises II

Find an amusing story. Write a simple narrative text. Use your own words!

RENCANA PELAKSANAAN PEMBELAJARAN

Mata pelajaran	: Bahasa Inggris
Satuan Pendidikan	: MTs N Brangsong
Kelas/semester	: VIII (delapan) / 2
Materi Pokok	: Teks Narrative
Siklus	: Written
Alokasi waktu :	: 4 x 40 menit

I. Standar kompetensi

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

II. Kompetensi Dasar

- a. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- b. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

III. Indikator

- a. Siswa mampu menganalisa narrative teks
- b. Siswa dapat memahami apa makna dari narrative teks
- c. Siswa mampu mengidentifikasi kejadian dalam teks yang dibaca
- d. Siswa mampu mengidentifikasi langkah-langkah retorika dalam teks yang dibaca
- e. Siswa mampu memahami tujuan komunikasi teks yang dibaca
- f. Siswa mampu mengaplikasikan kalimat Past tense dalam teks narrative
- g. Siswa mampu menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar.

IV. Model Pembelajaran

BKOF, MOT, JCOT, ICOT

V. Sumber Belajar

3.Materi

- Teks narrative

4.Bahan belajar

- Media visual berupa komik

VI. Langkah pembelajaran

4 Kegiatan awal (apersepsi)

- Greeting
 - Good afternoon class
 - How are you today?
 - Checking the roll. - Who's absent today?
- Giving Questions
 - Have you ever watch an interesting story on TV? Cartoon?
 - What kind of story is it?
 - It consists of a story, isn't it?
- Guru memotivasi dan mengarahkan siswa pada situasi pembelajaran, mengarahkan siswa pada pengertian teks Narrative
 - Now, we are going to talk about Narrative.....

5 Kegiatan inti:

e. Building Knowledge of the Field

Guru meminta siswa memberikan contoh cerita yang pernah mereka baca dalam majalah.

- Do you like reading a comic?
- What do you think about the story? Is it interesting?

f. Modelling of text

- Guru menunjukkan contoh teks Narrative
 - Guru memberikan contoh narrative teks dalam bentuk komik,
 - Has anyone ever heard about this story? (teacher shows the comic to students)
 - Comic is also a kind of a narrative story, it entertains the reader.
 - Guru mengulang kembali pengertian tentang :
 - Social function of text
 - Generic structure
 - Lexico grammatical features
 - Guru meminta siswa membaca teks tersebut beberapa menit
 - Everyone, let's take a look on the comic and read it carefully.
 - Guru dan siswa bersama-sama mendiskusikan tentang komik yang telah dibaca dengan mengidentifikasi makna kalimat teks dalam kalimat
 - Guru menjelaskan penggunaan Past Tense

g. Joint Construction of Text

- Siswa dan guru mencari karakter tokoh, setting, fungsional teks dan generic structure dalam komik.
- Mengidentifikasi teks Narrative yang telah dibaca
- Menyimpulkan retorika dari teks dan tujuan komunikasi teks Narrative

h. Independent Construction of Text

- Siswa membuat teks sederhana berbentuk Narrative berdasarkan komik yang telah dibaca

6 Kegiatan akhir:

- Salam

VII. Penilaian

Penilaian berdasarkan kemampuan siswa membuat teks sederhana (test)

- The judgment based on the students ' ability in writing skill
- Maximal score 25
- Maximal grade 100
- Students' grade: raw score x 4

NO	Aspect	SCORE
1	Fluency	5
2	Grammar	5
3	vocabulary	5
4	content	5
5	spelling	5
SCORE		25

Mengetahui.

Guru Mapel bahasa inggris

Kendal, 11 Maret 2009

Praktikan

Untung Suprayitno, S.Pd, S.H
NIP. 150260180

Dhamar Saka Kharisma
NIM. 2201404632

Retell the story of the comic. Write a simple narrative text based on the comic.

.....

One day, during the war period. Konoha sent some ninjas to do a mission. They were called Minato team. The Minato team began to enter the enemy line.



RENCANA PELAKSANAAN PEMBELAJARAN

Mata pelajaran	: Bahasa Inggris
Satuan Pendidikan	: MTs N Brangsong
Kelas/semester	: VIII (delapan) / 2
Materi Pokok	: Teks Narrative
Siklus	: Written
Alokasi waktu :	: 2 x 40 menit

I. Standar kompetensi

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

II. Kompetensi Dasar

- a. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- b. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

III. Indikator

- a. Siswa mampu menganalisa narrative teks
- b. Siswa dapat memahami apa makna dari narrative teks
- c. Siswa mampu mengidentifikasi kejadian dalam teks yang dibaca
- d. Siswa mampu mengidentifikasi langkah-langkah retorika dalam teks yang dibaca
- e. Siswa mampu memahami tujuan komunikasi teks yang dibaca
- f. Siswa mampu mengaplikasikan kalimat Past tense dalam teks narrative
- g. Siswa mampu menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar.

IV. Model Pembelajaran

BKOF, MOT, JCOT, ICOT

V. Sumber Belajar

5.Materi

- Teks narrative

6.Bahan belajar

- Media visual berupa komik

VI. Langkah pembelajaran

7 Kegiatan awal (apersepsi)

- Greeting
 - Good morning/afternoon class
 - How are you today, guys?
 - Checking the roll. - Who's absent today?
- Giving Questions
 - What we did in the previous meeting? Reading comic, right?
 - Have you read the story? Is it interesting?
 - What kind of story is it?
- Guru memotivasi dan mengarahkan siswa pada situasi pembelajaran, mengarahkan siswa pada pengertian teks Narrative
 - We are going to talk about Narrative using the same media
 - Now, please pay attention on the material.

8 Kegiatan inti:

i. Building Knowledge of the Field

Guru meminta siswa memberikan contoh cerita yang pernah mereka baca dalam majalah.

- Do you like the story of the previous comic?
- Can you tell me about the story?

j. Modelling of text

- Guru menunjukkan contoh teks Narrative berbentuk komik.
 - Comic is also a kind of a narrative story, it entertains the reader.
 - Has anyone ever heard about this story? (teacher shows the comic to students)
 - I will tell you the story a bit.
- Guru meminta siswa membaca teks tersebut beberapa menit
 - Everyone, let's take a look on the comic and read it carefully.
- Guru dan siswa bersama-sama mendiskusikan tentang komik yang telah dibaca dengan mengidentifikasi makna kalimat teks dalam kalimat
- Guru menjelaskan penggunaan Simple Past Tense

k. Joint Construction of Text

- Siswa dan guru mencari karakter tokoh, setting, fungsional teks dan generic structure dalam komik.
- Mengidentifikasi teks Narrative yang telah dibaca
- Menyimpulkan retorika dari teks dan tujuan komunikasi teks Narrative

1. Independent Construction of Text

- Siswa membuat teks sederhana berbentuk Narrative berdasarkan komik yang dibaca

9 Kegiatan akhir:

- Salam

VII. Penilaian

Penilaian berdasarkan kemampuan siswa membuat teks sederhana (test)

- The judgment based on the students' ability in writing skill
- Maximal score 25
- Maximal grade 100
- Students' grade: $\text{raw score} \times 4$

NO	Aspect	SCORE
1	Fluency	5
2	Grammar	5
3	vocabulary	5
4	content	5
5	spelling	5
SCORE		25

Mengetahui.

Guru Mapel bahasa inggris

Kendal, 18 Maret 2009

Praktikan

Untung Suprayitno, S.Pd, S.H
NIP. 150260180

Dhamar Saka Kharisma
NIM. 2201404

Name	:
Class	:
No.absent	:

Write a simple narrative text based on the comic and identify the you text.

Long time ago there were a big war between five shinobis countries. The
 war was called the third secret world
 war.....

.....

.....

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.....

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.....

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.....

.....



Name	:
Class	:
Number	:

Exercise I

Answer the questions below!

1. Kakashi and Obito entered the enemy's cave. What would they do?
 - a. they wanted to save Rin
 - b. they wanted to enter the cave
 - c. they left Rin
 - d. they wanted to fight their enemy
2. After they fought with their enemy, what did happen with Obito?
 - a. Obito rescued Kakashi
 - b. Obito ran away from their enemy
 - c. Obito rescued Rin succesfully
 - d. Obito got hurt and died finally
3. What did Obito give as a present to Kakashi before he died?
 - a. his blades and shurikens
 - b. a medicine
 - c. his left sharingan eye
 - d. his right sharingan eye
4. There was someone who saved Kakashi and Rin from the others enemies. Who is him?
 - a. A medical ninja
 - b. Master Minato
 - c. Obito
 - d. The Third Hokage
5. Did their mission finish after all?
 - a. No, it did not
 - b. No, it does not
 - c. yes, it did
 - d. yes, It was

Exercise II

Retell the story of the comic. Write a simple narrative text based on the comic.

.....

.....

.....

.....

.....

.....

.....

.....

.....

*Appendix 12***JURNAL SISWA**

Nama :
 Sekolah : MTs Negeri Brangsong
 Kelas : VIII E

Jawablah pertanyaan berikut!

1. Kegiatan pembelajaran Bahasa Inggris tadi menurut anda menyenangkan atau membosankan?

.....

2. Apakah anda merasa senang dengan penggunaan media visual komik dalam pembelajaran membaca dan menulis teks narrative?

(senang/tidak senang)

Alasan :

.....

3. Apakah anda mengalami kesulitan dalam pembelajaran teks narative bahasa Inggris dengan media visual?

(ya/tidak)

Alasan :

.....

4. Tulislah kesan dan pesan anda mengenai media dan metode dalam kegiatan pembelajaran Bahasa Inggris dengan media visual komik!

Kesan :

.....

Pesan :

.....

Filename: 6077
Directory: D:\AJIEK Digilib
Template: C:\Users\Pak
DEDE\AppData\Roaming\Microsoft\Templates\Normal.dotm
Title:
Subject:
Author: XP PRO SP3
Keywords:
Comments:
Creation Date: 19/03/2011 16:37:00
Change Number: 3
Last Saved On: 19/03/2011 17:00:00
Last Saved By: pakdede
Total Editing Time: 25 Minutes
Last Printed On: 21/03/2011 7:46:00
As of Last Complete Printing
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Number of Words: 21.122 (approx.)
Number of Characters: 120.400 (approx.)