USING COMIC STRIP IN HELPING STUDENTS GENERATE IDEA IN WRITING

THESIS

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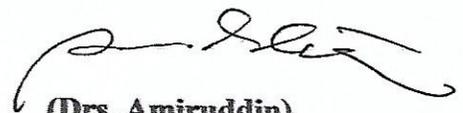
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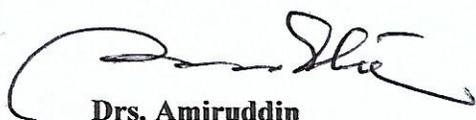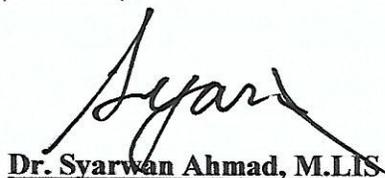
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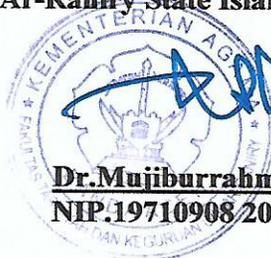
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Banda Aceh, 27th January 2017

Rivana Amelia

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Menyatakan bahwa sesungguhnya skripsi yang berjudul: 'Using Comic Strip in Helping Students Generate Idea in Writing' adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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ABSTRACT

Name	:	Rivana Amelia
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The purpose of this study was to find out the effectiveness of using English comic strips in teaching writing of narrative text at students of writing class at English Language Education Department of UIN Ar-Raniry. The population of this study was the students of writing II classes at English Language Education Department of UIN Ar-Raniry. The sample was the students of unit I, II, and III. The sample was selected by using simple random sampling technique. In collecting the data, the writer used tests and questionnaire. After getting the data, the results of the tests were analyzed by using statistical procedures, the writer concluded that the average score of post-test (77.28) is higher than pre-test (66.09). This showed that the students have improved their writing mastery in narrative text. Then, it was also proved by examining the hypothesis that t_o is higher than t_{table} (12.75 > 1.98). It means that there was a significant difference of achievement in the test result before and after applying this method. Next, based on the analysis of the questionnaire, the writer found that students of writing II class in English Language Education Department of UIN Ar-Raniry were interested in learning writing by using comic strips, especially in narrative writing. In addition, the majority of the students agreed comic strip can motivate students in learning writing well and easily.

CHAPTER I

INTRODUCTION

In this chapter, the writer presents and explains the background of study, research question, the aim of study, hypothesis, significance of study and terminology.

A.   Background of Study

Nowadays, students are expected to be able to communicate in English as the demand of the improved curriculum and the competence. Therefore, the students must be able to share their ideas, opinions, experience in the spoken language as well as in the written language in every situation and place.

In terms of written English, writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader. Having realized the importance of English as one of the international languages in the globalization era, people consider mastering English writing skill a pivotal expertise in the world of communication. By means of writing English, language learners are able to convey messages to the readers across places and time (Brown, 2007). Similarly, Troyka (1987) has argued that writing can create a permanent and visible record of ideas for readers. More specifically, Raimes (1983) has asserted that writing is considered as a tool in learning due to three reasons. Firstly, in the process of writing, students are applying their knowledge of grammar, idioms, and vocabulary. Secondly, they have an opportunity to be

exploratory with the language. Thirdly, they become very much involved with the new language.

The writing ability is very low due to many aspects such as grammar, punctuation and the spelling. As the student do not have enough basic knowledge and lack of interest in writing also another fundamental problem in writing. Therefore, teachers have to be selective to determine the effective strategies to improve students' interest and ability in writing. And the main problem that leads to the low interest in writing is the lack of media that can give them a big picture of the story they want to write.

Based on the writer's experienced as a student of writing class, the writer found that some students encounter many problems. One of which was the involvement of the students in every activity in the learning process is low. The first problem began with the media. In the teaching and learning of writing the teacher sometimes used only one visual aid or medium, like using only one book to teach the students.

The second problem was the monotonous class activities which were held by the teacher in the classroom. The students' ideas cannot be captured and revealed while the monotonous classroom exists, and when they were given writing assignments they simply tended to copy from the internet.

Another problem was lack of practice of the students especially in writing due to the low awareness of the importance of English and the little portion of writing tasks. The teacher gave the students more tests in writing skills than the

task to learn. Therefore the students got bored with the routine activity provided by the teacher and it had some impacts on their interest and ability in writing. One of the factors why students of writing class in Department of English Language Education of UIN Ar-Raniry get low scores in writing was they are lacked of practice. Along the meeting, the lecturer taught the students more theories than practice. As a result, the students could not learn anything. Therefore they did not have enough opportunity to develop their writing skills, whereas practicing and giving the task are very important. Practicing in writing was only given by the teacher as homework. When it became homework, certainly they did it by themselves and were not guided by the lecturer.

The students' attitude toward the target language influences the output of the target language. Students will have good attitude toward the target language if they are interested in their lecturer's way of delivering the material and also the material itself which is supported with an interesting media.

The use of interesting media also contributes to the better learning process, both improving students' participation and their interest in classroom activity which might lead them to have better ability in writing. The teaching and learning process will not be able to be conducted well if there are some problems related to the student's good interest in the learning process. Another advantage of the improvement in the learning process is to reinforce and help the students in the learning process. Students who have good interest in learning will have better

ability and act to follow the process of learning. Comic strip can be an alternative to gain students' interest in learning process, especially in writing.

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

Based on the explanation above, the writer conducted a research entitled *Using Comic Strip in Helping Students Generate Idea in Writing*. This study was expected to encourage students' interest and help them to generate their idea in writing a narrative text.

B.   Research Question

Based on background of the study, this research was conducted to answer the following question:

1. Does comic strip help students of writing class at the English Language Education Department of UIN Ar-Raniry improve writing mastery in narrative text?

2. What is the perception of writing class at the English Language Education Department of UIN Ar-Raniry class after implementing the comic strip in teaching writing?

C.   The Aim of Study

1. To find out whether using comic strip help the students of writing class at English Language Education Department of UIN Ar-Raniry improve writing mastery in narrative text.

2. To find out the perception students of writing class at English Language Education Department of UIN Ar-Raniry after implementing the comic strip in teaching writing.

D.   Hypothesis

The hypothesis of this thesis is that using comic strip can help the students of writing class at English Language Education Department of UIN Ar-Raniry to improve their writing mastery in narrative text.

E. Significant of the Study

By conducting this research, the writer expected the useful contribution to English teaching, especially for teaching writing subject. It also can give alternative media in teaching and learning English, to minimize monotonous activities in the class in order to get better assessment on the students' writing performance.

In addition, this study can improve students' interest and involvement in learning writing narrative text in order for them to be good participants. By using the technique, students can write better narrative text especially in generating their ideas to write the narrative text better.

This study can be used for another research to do further study in the field of writing.

F. Terminology

To avoid possible misunderstanding and misinterpreting of this research, it is necessary to clarify some terms as the following:

1. Comic Strip

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

Moreover, Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

Similar theory of comic is stated by Gravett (2004) that in Japan, Manga and other forms of graphic literary materials have been an integral part of the national reading culture, for adults as well as their children, a heritage of remarkable breadth and diversity since the end of WW II.

Based on this definition, it can be concluded that comic strip is an arranged series of pictures that has a chronological sequence and meaningful message conveyed in some words related to the theme of the graphic.

CHAPTER II

LITERATURE REVIEW

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and literature concerning on the review of writing, comic strips, and the use of comic strips in teaching writing.

A. An Overview of Writing

1. Definition of Writing

There are some possible definitions of writing introduced by experts. Rabideau (1993) states that writing is a communicative act with an intended purpose and audience which leads the learners or writers to experience finding a topic and developing a written piece to be a meaningful text. In other words, writing is a process where the learners are challenged to find the most effective way to express their ideas in a piece of writing.

Furthermore, Nagin (2006) has the assumption that "writing is a complex activity: more than just a skill or talent, it means inquiry and expression for learning in all grades and disciplines". It means that to be a writer, learners need more than skill and talent. They have to learn and practice their skill in expressing the ideas. Nagin emphasizes that learning to write needs frequent practice. Evidence shows that the improvement of writing always in a line when learners write quite often and across content areas.

Meanwhile, Daiute (1985, cited in Brady, 1990) argues that writing is the extension of thinking and talking. It is the social process or transferring thought

into written form. She believes that writing and speaking are nearly similar, the differences between them are in context and form. A writer must be concerned to anticipate and prevent the confusion from the renders because readers cannot ask for explanation.

Bello (1997) assumes that writing can improve students' language acquisition by experiencing them with words, sentences, and larger chunk of writing to communicate their ideas effectively and to strengthen the grammar and vocabulary they are learning in the class. He views that writing is closely related to students' language acquisition. Students can use writing as a tool to enhance their skill, especially writing, and other language features.

Onozawa (2001) states in this respect,

'The writing process usually involves several steps. A typical sequence is comprised or three steps: prewriting, drafting, and revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating. In other words, each writer has a preferred way of approaching the writing process, from simpler to more complex depending on the level of the learners, and the purpose of writing."

Based on Onozawa's argument, students can choose several ways to write. Each way has its advantages but the main point is that students have to be able to develop their ideas from a simple into complex one.

In relation to those definitions, writing can be considered as a highly complex process because it involves process of having ideas to express and having knowledge in expressing them. As Alwasilah (2001, cited in Susianti, 2008) claims that "writing is considered as the most difficult skill to acquire compared to other skills - listening, speaking, and reading".

Although writing is perceived as a difficult skill, like other skills, it can be learned. Students are able to enhance their skill by experiencing, practicing, and learning to express their idea. By those processes students will be able to produce a good form of text.

2.   Importance of Writing

Writing is considered as one of the most important skills to be acquired. People can share their knowledge and experience with other people through writing. Besides, almost all college students need to be able to write a paper as the requirement in getting academic degree. Writing is the primary basis upon which your work, your learning, and your intellect will be judged in college, in the workplace, and in the community. For that reason, a great man in this world is a man who puts their life in a book.

Rabideau (1993) has stated three points of the importance of writing in bis article. First, writing has to do with practicing language. It means that by writing students can concrete their purpose of learning. Second, writing has to do with experimenting with language. It encourages students to attempt to write things they want to express. By this activity, they will be able to develop an experimental approach to language, to set their own goals and focus on language, to explore resources other than the teacher. Third, writing has to do with communication. Interactive writing activities such as letter writing, electronic mail interactions, and dialogue journals strengthen the link between written and spoken language.

According to Lauer at al. (1981) writing is useful at least in four worlds. Writing is useful in a private world. It deals with the meaningful places and

environment, families, friend, and other we care about. Then, writing is useful in a public world means that writing deals with media, such as television, newspaper, and magazine. Writing is useful in a college world. It is related to courses, classes, notes, and research papers. Writing is useful in a working world. It deals with jobs, careers, profession, and report.

3.   Aspects in Writing

To write a good writing, students should consider several points in writing. Brown (2001) states that there are six aspects of writing, they are:

1. Content including thesis statement, related ideas, development of ideas, and the use of description.

2. Organization includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

3. Discourse includes topic sentences, paragraph unity, transition, discourse makers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

4. Syntax.

5. Vocabulary.

6. Mechanics includes the use of spelling, punctuation, citation of references, and appearance.

In addition, Heaton (1988) in his book also divides the aspect of writing into five parts:

1. Language use which describes the appropriateness of grammatical and syntactical patterns.

2. Mechanical skills which refer to the use of punctuation   and spelling.

3. Treatment of content which refer to the ability to make the ideas that are expressed to be a well-developed writing.

4. Stylistic skills which refer to the effectiveness of using the language.

5. Judgment skills which describes the organization of ideas in a good order.

Based on the explanation above, it can be concluded that generally the aspects of writing are classified into content, organization, vocabulary, language use, and mechanic. Each of them cannot be separated to form of good writing. They must be integrated as a whole.

4.   Approach in Teaching Writing

Writing instructors have to deal with many issues in writing process, such as how to improve learners' writing with applicable approaches. Different approaches have dealt on how to determine correct spelling and punctuation, howto compose the draft. Those issues have lead some approaches including the product approach, process approach and genre approaches.

Over the last 20 years product and process approach have dominated teaching of writing in classroom. Pincas (1982 as cited in Badger and White, 2000) describes writing as being primary as linguistics knowledge which only focuses on the use of vocabulary, syntax, and cohesive devices. There are four stages in the writing as product based on her view; they are familiarization, controlled writing, guided writing, and free writing. The aims of familiarization is to make learners aware of certain feature of a text, while the control and guide

writing section is to let learners practice the skill with enhancing freedom until they are ready to write across content area which is considered as free writing. In free writing learners use the writing skill as part of a genuine activity such as letter story of essay. It means that product-based approach only focus on the structure of language and writing development as mainly the result. Nevertheless, the product-based approach is still beneficial since a final draft requires a good spelling, punctuation, and grammar.

The next approach is the process approach. The weakness of product approach leads into a new approach which is not only focus on language knowledge but also the process of writing. Writing in process approach sees linguistic skills, such as planning and drafting as the principle activity and there is much less emphasis in linguistic knowledge, such as grammar and text structure (Badger and White, 2000).

Murray (1972) has the assumption that writing as process can be divided into three stages: prewriting, writing and rewriting. Prewriting is everything that takes place before the first draft. In prewriting, the writer focuses on the subject spots an audience, and chooses a form which may carry his subject as the audience. Prewriting includes researching, note-making and outlining, title-writing and lead-writing. Writing is the act of producing a first draft. This is the core of process of writing. This step is considered as the fastest part of the process but it needs commitment from the writer because when he finishes the step he will know how little it is. The last stage is rewriting. It is reconsideration of subject, form and audience. It is researching, rethinking, redesigning, and rewriting-and

finally, line-by-line editing, the demanding, satisfying process ofmaking each word right. This stage requires times, perhaps the remaining fourteen percent of the time the writer spends on the project (Murray, 1972).

The process approach has also been criticized because it views the process as the same for all writers. It gives insufficient importance to the purpose and social context of the piece of writing. However, this approach is widely accepted since it allows students to understand the step involved in the writing which contributes the developmentof the writing skill.

In the 1980s, genre-based approach became popular along with the expectation that learners could benefit from studying different types of text. The purpose of this approach is to introduce various types of text which lead social context of writing. By investigating the different genres, learners can perceive the difference in structure and form and apply what they learned to their own writing. Cope and Kalanzis (1993, as Cited in Badger and White, 2000) states that genre-based approach consists or three puns; (1) the text or target genres are modeled for the students, (2) teacher and learners are jointly to construct the text, (3) learners have to construct by their own.

Bedgar and White (2000) say that the approach leads the learners learn through imitation and analysis in social situation with particular purposes. Even though the approach has advantages in improving writing skill but Kamler (1995 as cited in Badger and White, 2000) criticizes the genre-based approach because or "…its narrow focus on language and text and its lack or attention to the instructional and disciplinary contexts in which texts are constructed". However,

the genre approach is responded to be successful at showing students how different discourses require different structures and it concerned with knowledge of language and social purpose (Bedgar and White, 2000). In addition, introducing authentic texts enhances learner involvement and brings relevance to the writing process.

5.   Narrative Writing

To support the theories, it is necessary to discuss about narrative writing. There is a lot of definition about narrative, simply it tells a story. The story contains series of actions and involves characters. Nagin (2006) argues that narrative is storytelling, whether it tells a true story or fiction.   Narrative contains action, dialogue, elaborate   details, and/or   humor. In   narrative the readers are expected to feel the son or emotion by the character such as: anger, sadness, pain, or joy. Dietsch (2003) states that narrative is a powerful tool that can captivate an audience, stir the imagination, elicit empathy, and lend weight to opinion. It can be concluded that narrative is a powerful tool to invite the readers to involve their Imagination in the story and contains sequence of events or acts. The basic purpose or narrative is to entertain and to hold reader's interest. Dietsch believes that the function of narrative is more than to entertain. Based on the context, the content of narrative which is not only fiction but also, sometimes, fact can be used to reflect and persuade.

Narrative text can be fiction or nonfiction narrative. Fiction narrative presents imaginary narrator's account of story that happened in imaginary world. While, nonfiction narrative (also called factual narrative) presents a real-life

person's account of real-life story. Narrative may include adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, play scripts, film narratives, myths, legends, fairy tales, fables, traditional tales guidance, etc (Crown, 2016).

a.   Generic Structure of Writing

According to Anderson (2007), the generic structure of narrative text usually begins with orientation stages (can be paragraph, a picture or opening chapter), where the writers introduce the characters or the story, the time and the place where the story happened. The second stage is complication, where the conflicts arise and the main character attempt to solve the problem. The next stage is resolution, where the complication of the story is sorted out or problem is solved. The resolution is containing the solution of the complication.   The complication may be resolved for better or worse, though it is rarely left completely unresolved. The last stage is Coda, where the writers found a moral or message to be learned from the story.

Meanwhile, Gerol and Wignell (1994) state that in narrative; the focus of the text is on a series of action. They are:

1.   Orientation: sets the scene and introduces the participants.
2.   Evaluation: a stepping back to evaluate the plight.
3.   Complication: a crisis arises.
4.   Resolution: the crisis is resolved, for better or for worse.
5.   Re-orientation: optional

From the explanation above, it can be concluded that generally the generic structure of narrative consists of three stages; they are orientation, complication,

and resolution. They must be integrated as a whole in order to make a complete story.

b.   Language Feature of Narrative

Gerot and Wignell (1994) propose six language features involve in narrative, they are:

1. Focusing on specific and usually individualized participant.
2. Using of material processes.
3. Using of behavioral and verbal processes.
4. Using of relational processes and material processes.
5. Using of past tense.
6. Using of temporal conjunction and temporal circumstances.

However, this research will only focus on fifth aspect which is the use of past tense. This is based on the consideration that the other terms have not been introduced to the first grade students of senior high school. So they are not familiar with those terms.

B.   An Overview of Comic Strips

1.   Definition of Comic

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

Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

Similar theory of comic is stated by Gravett (2004) that in Japan, Manga and other forms of graphic literary materials have been an integral part of the national reading culture, for adults as well as their children, a heritage of remarkable breadth and diversity since the end of WW II.

Hartley in Mallia (2007) limits the use of comic in textbook design entirely to the affective domain, especially in classroom:

> "Clearly the affective role of instructions is to therefore in comic strips: their aim being to attract and motivate less-able learners. Often cartoon strips areused to present a simplified form of instruction, but there has been little research on their effectiveness in this respect. ... The general picture that emerges from studies of text with cartoon embellishments is that cartoons often enhance motivation, but they do not often increase comprehension." (pp. 87-88)

Therefore, by this explanation about the definition of the comic, it is clearly stated that it was a sequence of pictures which has the meaningful message conveyed in some words related to the theme of the graphic.

2. Comic Strips

Comic strip is a sequence of drawings in boxes that tell an amusing story, typically printed in a newspaper or magazine (Merc, 2013). In addition, comic strip is a series or serialization of such narrative sequences, usually featuring a regular cast of character. Comic strip is also a sequence of drawings arranged in interrelated panels to display brief humor of form a narrative, often serialized with in balloon and caption. Comic strips have been around for over one hundred years.

It developed the context, setting and the characters in visual forms which are more comprehensible for children. It adds more dramatic effect to storyline, whereas the linguistic context is usually limited. It motives the newly-learn-to read kid and tostart and enjoy reading enthusiastically. It fosters children's creativity, appreciation and sense of humor (Honavar, 2011).

Comic strips appear on newspapers and are available online for teachers to use. It is a simple and very interesting authentic material that many ESL teachers often overlook. Comic strip is one media for effective communication provides meaningful language which consists of beginning, middle and the end. The writer concludes the story only in one visual panel. The humorous characteristic provide relaxed the atmosphere and moreover, it is familiar to students. It will help students who lack of capability to capture the message on the text.

C.   The Use of Comic Strips in Teaching Writing

1.   Visual Aid in Language Learning

In learning process, it is important for the teacher to facilitate their student using media which is appropriate with the activity in order to achieve the objectives in language learning process. One technique which is considered effective in supporting students is using visual aid (Sudjnna and Rivai, 2001). The advantage of using visual aid is it can increase students' motivation in language learning. Beside, visual aid is beneficial to help the teacher because it is more meaningful than words. The visuals have become more important media production that can enhance students' ability in increasing visual world.

Visual aid can be used as students' guidance in learning process to achieve the learning stage and lead them to better direction. Sudjana and Rivai (2001) state that one of the effective techniques in using visual aid is guiding the students to see and read the visual message. The students start observing, identifying and analyzing the elements of learning unit in the form of visual messages. This stage is called differential phase. Then, students continue with the next step, integration phase, where the students connect the elements of visual message with their experience and create a new concept from the conclusion of the visual description.

The use of visual will enhance students' ability to create relation among words and also students' sensitivity to language. Image can bring more detailed, knowledgeable, responsive, and awareness to the object (Canning-Wilson, 2001). Overall, visual aids bring out more complex sensitivity in the students.

From the explanation above, it is clear that the use of visual aids is important, especially in language learning and language leaching. Good visual material will increase students' motivation and maintain the stage of the lesson. Since we learn mostly through sight, the more effective learning will be.

2.   Comic Strips as Instructional Media

Comic strip is one of visual aids that can be used as media in language learning and language teaching. Gonzalez-Espada (2003) defines comic strip as the sequence of panels where the story is presented, usually by dialogue, narration, or purely visual symbols. According to The American Heritage Dictionary (2000, cited in Gonzalez-Espada, 2003), comic strip is "a usually humorous narrative sequence of cartoon panels". Usually, comic strips contain,

almost, all the elements of narrative: characters, plot, dialogues, conflict, and climax (Wright, 1989 cited in Gonzalez-Espada, 2003).

Most children and young adults love comic, which is why comic can be applied in classroom. Because of their visual, attractive, humorous, and overall appeal, comic strips have been used for many decades in the classroom (Gonzalez-Espada, 2003). Wright (1989, cited in Gonzalez-Espada, 2003) states that research support the fact that comic strips have, potential value. As students have motivation from the use of comic strips, they should not be ignored as potential media in classroom.

Comic strips are easier to read and more understandable than an article in newspapers or books. It will help the students who lack the ability to capture the message on the text. Comic strips provide a good way of communication because it consists of story that has a beginning, middle, and end. Research shows that most of people are visually oriented, students learn 10 percent from listening but over 80 percent from what they see (Gonzalez-Espada, 2003).

By using textbook, students will feel uncomfortable because articles or texts in textbook are more difficult to understand. Unlike textbook, comic strips are friendlier for the students and more casual so it will make students enjoy the learning process and they do not perceive comic strips as a treat.

3. Comic Strips in Language Learning

Comic strip is one of media that can be used in teaching and learning process, including language learning. Davis (1997) has previously stated that comic strips can be used to leach wide variety of skills:

1. To practice describing characters using adjectives.
2. To reinforce the use of time-sequence transition words to maintain the unity of paragraph or story.
3. To learn synonyms and antonyms to expand vocabulary.
4. To-practice writing direct speech.
5. To practice formation of different verb tenses.
6. To introduce paralanguage lexical items without a written correlate.
7. To identify family roles and stereotypes.
8. To improve students' listening by reading aloud.
9. To practice telling story of sequentially-ordered comic strip that has been scrambled up.
10. To practice basic rules of pronunciation.

According to Lavery (2001) the popularity or comic strips make them friendly for most learning levels for a variety of language and discussion activity us they can:

1. Tell a complex story in a few images.
2. Provide comment and provoke thoughts on events and issues in the news.
3. Give an example of vocabulary related to current trends.
4. Give the illustration of idioms and expression.
5. Stimulate dialogues to inject humor into class session.
6. Provide a basis for oral discourse and writing activities.
7. Show culture and values in action with the ways that men or women are behaving and are expected to behave.

In conclusion, comic strip allows teachers and students to explore language in a creative way. The more the teacher exploits comic, the greater chance to increase students' interest and succeed learning process.

4.   Comic Strips to Teach Narrative Text

As one of media that can be used in language learning, comic strips can be applied in writing class. In writing process, comic strips have the advantages in helping students to generate ideas. Generating ideas is important for the students

because this is one of steps in prewriting. Most of students are difficult to start writing because they cannot generate the ideas.

Comic strip is a series of pictures that tell a story. Series of picture are really serviceable in teaching writing because they provide complete ideas to stimulate students' imagination (Hornby, 1973). The story in comic strips consists of the elements of narrative which is useful for students in prewriting process where the students compose their writing. This is in the line with Wright (1989 cited in Gonzalez-Espada, 2003) who says that comic strips are sequence of pictures which are related to a narrative text.

Comic strips enable students to identify the elements of story (plot, characters, and theme) through visual and dialogues. Before writing, students are able to explore the structures and generate the ideas us the part of prewriting process. Thus, by knowing the elements of story, it is easier for students to write their own story.

CHAPTER III
RESEARCH METHODOLOGY

This chapter explains about the research design which contains the elaboration ways of investigating the focused research problems. There are six sections of this chapter which cover a time and place of the study, research plan, population and samples, technique of data collection, instruments for data collection, and technique of data analysis.

A.   Time and Setting

This research was carried out from 20th October up to 3rd November in three meetings, consisting of giving pre-test, presenting materials, and giving post-test in the last meeting. The research was conducted at English Language Education Department of State Islamic University of Ar-Ranirry, Banda Aceh.

B.   Research Design

This research employs quantitative approach by conducting an experimental teaching. The data collected is analyzed by using statistical procedures and hypothesis testing (Creswell: 2014).This study concerns about the improvement of students on generating their idea in writing narrative text using comic strip as media.

According to Creswell (2014), there are four major experimental research designs: pre-experimental designs, quasi-experiments, true experiments, and single-subject designs. The present study used one group Pre-test-post-test design which is a part of pre-experimental designs. This design includes a pre-test

measure followed by a treatment and a post-test for a single group (Creswell: 2014). The sample is tested before and after the treatments. Pre-test and post-test scores will be compared to evaluate whether there is a significant gain after treatments. This type is considered as the most appropriate method in overcoming the problem within this study than others.

C. Population and Samples

1. Population

There are population and sample investigated in this research. According to Creswell (2012) population is a group of individuals who have the same characteristic. And a target population is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. The population of this study is the entire students of Writing II classes of English Language Education Department of UIN Ar-Raniry which consist of six classes. The total of population in six classes is 198 students.

2. Samples

According to Sugiyono (2009), sample is part of population from whom the data of the study are obtained. A good sample is one that represents the population generalized for the result. A sample is taken by drawing units one after another from the population (Gupta & Kabe, 2011).

In this study, the writer selected three classes from total population. In choosing the sample, simple random sampling technique is used. As the first step, the writer wrote the entire unit of writing II classes in some piece of papers. Then

randomly picked up a piece of paper. Based on simple random technique, the writer got unit 1, 2, 3 as samples, which consist of 104 students in total.

D.   Technique of Data Collection

The technique of collecting data in this research is by using quantitative data. This quantitative data was obtained from the students' score in pre-test and post-test. The pre-test and post-test were given to the experimental class. The procedures used in this experimental research as follow:

1.   Pre-test

The pre-test is done before the learning process to measure students'understanding in learning narrative writing at first, so it was held in the firstmeeting. Students were given a comic strip and asked to write a narrative text based on their prior knowledge of writing narrative text.

2.   Treatment

In the treatment, the teacher conducted teaching-learning activity in three meetings, includes pre-test and post-test. In treatment class, the teacher explained about narrative text and how to write it. Then, asked the students to practice to writenarrative text by using different narrative stories, and also different comic strips.

3.   Post-test

The last is post-test. The post-test was done to know whether there is any improvement of the students after the teacher gave treatments to thestudents. In

this last meeting, the teacher gave the test to the students. The form of the post-test was similar to that of the pre-test.

In assessing the student's writing, the analytic scale used is adapted from scoring rubric proposed by Jacob et al., (as cited in Crusan, 2013):

Table 3.1. Scale for Assessing the Students' Writing Ability

WRITING ASPECT	SCORE	CATEGORY	DESCRIPTOR
CONTENT	4	Very Good	All ideas in the sentences is relevant to the topic; the sentences contain a lot of supporting details to the main ideas
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
ORGANIZATION	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of narrative text, namely orientation, complication, and resolution.
	3	Good	Fairly well organized and generally coherent; the composition contains two generic structures of narrative text (one of the generic structure components is missing).
	2	Fair	Loosely organized; the

			composition only contains one generic structure of narrative text (two of the generic structure components are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of narrative text (all of generic structure components are missing).
VOCABULARY	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms
LANGUAGE USE (GRAMMAR)	4	Very Good	Well organized structure; Demonstrate very good use of grammatical structure, makes no grammatical error.
	3	Good	Fairly well organized structure; Demonstrate good use of grammatical structure, a few minor grammatical errors that do not interfere with the message of the writing.
	2	Fair	Loosely organized structure; Uses a range of grammatical structure, but may make several errors that that less interferes with the message of the writing.
	1	Poor	Poorly organized structure; makes many grammatical errors that negatively affect the message of the writing.
MECHANICS	4	Very Good	Well organized of spelling, punctuation, capitalization, and paragraphing

	3	Good	Fairly organized of spelling, punctuation, capitalization, and paragraphing
	2	Fair	Loosely organized of spelling, punctuation,capitalization, and paragraphing
	1	Poor	Poorly organized of spelling, punctuation, capitalization, and paragraphing

4.   Questionnaire

Questionnaire is used to get the additional data to support this study. This questionnaire aimed to find out students' opinions about using comic strip in helping students generate idea in writing. The questionnaire was distributed to the students after they get the teaching learning process, pre-test and post-test.

E.   Instrument of Data Collection

In collecting the data for this study, the writer used two instruments. The data was gained through tests (pre-test and post-test) and questionnaire.

1.   Test

Test is referred to any activity that required students to something for the intent purpose of learning the target language (Purpura: 2004). Test is used to find out the improvement of students' ability after given treatment. A pre-test is a test given to measure the ability of students before the experimental manipulation is implemented. A pre-test is followed by a post-test, which is the same test as the pre-test, after the experimental treatment has been implemented. The instrument test used in this research was written test. Pre-test and post-test were given with

different topic, but still with the same source of the comic strips which is a series

of "Benny and Boone" web comic strips site.

2. Questionnaire

To answer the second research question, the writer used questionnaire to

get their opinions about using comic strip in helping students generate idea

through writing. Questionnaire is a research instrument consisting of a series of

questions and other prompts for the purpose of gathering information from

respondents. The alternative answers are chosen by the students to know their

opinions about using comic strip in writing. In this research, the questions of the

questionnaire are provided in students' native language in order to make them

easily understood about the question.

F. Technique of Data Analysis

1. Analysis of the Test

The data obtained from the tests is analyzed statistically by using statistic

calculation of the t-test formula with the significance degree of 5 %. According to

Sudjana (2008), the formula is:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

The procedures of calculation are as follow:

a) Determining mean variable M_X with formula :

$$Mx = \frac{\sum X}{N_x}$$

b) Determining mean variable M$_Y$ with formula:

$$My = \frac{\sum Y}{N_y}$$

c) Determining variable SDx with formula:

$$\sum SDx = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

d) Determining variable SDy with formula:

$$\sum SDy = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

e) Determining t-table in significance level 5 % with df:

$$df = Nx + Ny - 2$$

Note:
Mx	=	Mean of post-test
My	=	Mean of pre-test
$\sum$SDx	=	Sum of deviation score of post-test
$\sum$SDy	=	Sum of deviation score of pre-test
Nx	=	Number of students in post-test
Ny	=	Number of students in pre-test

2.   Analysis of the Questionnaire

The data obtained from the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It is used to know the students' responses after being taught toward the use of comic strips in helping students generate idea in writing. Based on Sudjana (2008), the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Notes: P   = Percentage

F   = Frequency

N   = Number of sample

100%   = Constant of value

CHAPTER IV
DATA ANALYSIS AND DISCUSSIONS

In this part of the thesis, the writer discusses the analysis of data which were gained from experimental research process. There are four sections of this chapter which cover a brief description of research location, data collection procedure, the result of the test, and discussions.

A.   Brief Description of Research Location

This research took place at English Language Education Department of UIN Ar-Raniry, Darussalam, Banda Aceh. UIN Ar-Raniry is a State Islamic University that has a mission to produce graduates who have competitively academic, professional or vocational ability oriented in the future, and have a good character. This university has nine faculties and one of which is faculty of Islamic Education and Teacher Training.

This research was conducted at English Language Education Department. One of the missions of the department is to provide every graduate to have a good command of teaching English as a foreign language. In addition, the Department requires the students to pass the TOEFL test with the score of 480 before they take oral examination to defense their research project.

B.   Data Collection Procedure

1.   First Meeting

At the first meeting, the writer already had an introduction with the student in the previous meeting, the students were directly given Pre-test. First, the writer

came to the class, and then explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

After the students finished their test, the writer explained that she would perform a research on the class, what kind of research, and the purposes of doing the research would be. Next, she warmed up the students' mind by asking questions related to the materials of narrative text. She asked "have you ever heard or learned narrative text?", "do you know the story of Malin Kundang?", etc. Then, writer concluded the students' answers and explained completely about the narrative text; the writer also asked them to review the topic about narrative text that they have learned; the definition, the purposes, and the structures of the text.

The writer then gave the students an example of narrative text with comic strips, and discussed shortly about the generic structure of narrative text and the language feature of it. The students were asked about the character, the plot and setting of the story and linked it to the comic. So the writer introduced the use of comic strips as a visualization of the story.

The first meeting was ended up with a small review of the discussion, and then writer gave feedback to the students.

2.   Second Meeting

In the second meeting, the writer greeted the students and checked their attendance by calling their names on the attendance list one by one, and guided them to do brainstorming. Next, the students were asked to do the task and had to complete the narrativetext which was written based the comic strips given. The

students were so enthusiastic when they did the task. After they finished it, the writer discussed about the story that they have completed. After discussing the first task, the writer distributed another comic strip to the student and asked them to write a narrative text based on the Comic Strips given.This was the last task and they had to produce their real complete textwhich consists of orientation, complication, and resolution. The writer walked around the class and saw their work.After the students finished doing the task, the writer asked thestudents to submit their work. Then the writer closed the class bypraying and saying goodbye.

3.   **Third Meeting**

In the third meeting, The teacher came into the class and began the class by greeting as usual. The writer checked the attendance.The writer started to review what had been learnt in the previousmeeting. Then the writer gave feedback to the students' work inthe previous meeting. She explained the mistakes that the studentsmade and gave more explanation in order to make the studentsunderstand their mistakes.

This third meeting was actually the last meeting, where the post-test was done. The post test was distributed after the writer gave a feedback. The form of post-test is similar to the pre-test. After the students finished their post-test, the writer asked the students to answer the questionnaire sheet which is given after their collected their post-test.

After finishing all the process, the writer ended the class and thanked the students for their participation in the research.

C.   The Result of the Test

As mentioned in the previous chapter, the techniques in collecting data in this research were by questionnaire and test. The writer gave the students two types of tests, pre-test and post-test. The data were collected from three classes of total 6 classes of Writing II students of English Language Education Department of UIN A-Raniry. The number of sample in this research was 107 students.

Further, there were only 95 students who participated in this research, the rest 9 students did not take the pre-test or post-test because they were absent during the experimental teaching. Eventually, the valid data were measured based on the number of the students who participated in the pre-test and post-test.

The result of the test was described using the table below:

Table 4.1. The score of pre-test and post-test

No.	Initial	Unit	Pre-Test Score	Post-Test Score
1	AP	3	82	85
2	AS	2	65	72
3	AML	3	72	85
4	AR	3	62	77
5	AMR	2	62	72
6	AA	3	65	85
7	AMS	1	62	72
8	AK	3	67	87
9	BST	3	62	75
10	CATK	3	55	72
11	CNS	3	60	77
12	CRM	1	60	85
13	CSM	3	60	80
14	DLABS	1	75	80
15	DM	1	60	82
16	DA	2	82	85
17	DMS	1	65	80

18	DK	3	70	75
19	ENA	3	60	82
20	EA	3	62	72
21	FD	2	77	82
22	FF	2	77	82
23	FNS	2	67	75
24	FFD	3	72	82
25	FR	1	67	80
26	GCB	3	65	80
27	HZ	1	70	75
28	HN	1	67	77
29	HAM	3	62	75
30	HK	1	67	80
31	IRM	2	77	82
32	IF	1	65	82
33	JE	2	67	80
34	KM	1	52	77
35	KMD	3	62	82
36	LQ	1	72	80
37	LMU	2	70	82
38	MRDT	1	70	80
39	MY	1	70	82
40	MLN	2	67	80
41	MR	2	75	82
42	MS	3	70	85
43	MJ	1	67	82
44	MD	2	65	72
45	MSL	3	65	80
46	MU	3	55	72
47	MSM	1	65	72
48	MT	3	65	85
49	NMS	2	62	72
50	NK	3	65	72
51	NU	2	62	72
52	NVS	3	70	72
53	NRS	3	62	80
54	NRN	2	80	82
55	NHLZ	2	65	77
56	NCA	2	77	80

57	NF	2	72	75
58	NH	3	62	72
59	NM	2	62	70
60	PK	2	82	85
61	PM	1	52	80
62	PP	3	65	75
63	PS	1	67	80
64	QN	3	62	75
65	RMY	2	70	80
66	RZA	3	62	77
67	RA	1	52	72
68	RJ	1	55	75
69	RJN	2	72	77
70	RJNH	3	60	72
71	RA	2	57	72
72	RPP	1	72	82
73	RR	1	77	75
74	RMS	1	75	80
75	RUM	2	70	77
76	RRM	1	70	80
77	RO	3	62	75
78	SNH	3	75	77
79	SMNS	2	72	72
80	SK	1	65	77
81	SD	2	62	72
82	SF	1	72	82
83	SN	2	67	72
84	SSN	1	82	88
85	STA	1	62	72
86	SA	2	67	77
87	SAF	2	65	67
88	SML	3	52	67
89	VMB	2	57	72
90	WZ	3	65	70
91	WA	1	67	77
92	YZ	2	62	72
93	YSF	1	55	72
94	YIF	3	57	75
95	YU	3	62	72

Lowest Score	**52**	**68**
Highest Score	**82**	**88**

1. The Analysis of Pre-Test

To analyze the data of pre-test, the writer calculated the data by using the following steps:

a. Range

The range (R) determined by using the formula below:

$$R = H - L$$

Where: R = range of the score

H = the highest score

L = the lowest score

The pre-test data in the table above can be listed from the higher to the lower score as follow:

52	52	52	52	55	55	55	55	57	57
57	60	60	60	60	60	60	62	62	62
62	62	62	62	62	62	62	62	62	62
62	62	62	62	62	62	65	65	65	65
65	65	65	65	65	65	65	65	65	65
65	67	67	67	67	67	67	67	67	67
67	67	67	70	70	70	70	70	70	70
70	70	70	72	72	72	72	72	72	72
72	75	75	75	75	77	77	77	77	77
80	82	82	82	82					

The highest score of pre-test is 62 and the lowest score is 82. Thus, the range is:

$$R = H - L$$
$$= 82 - 52$$
$$= 30$$

b. **Interval**

The number of interval Class is identified by using following formula:

$$I = 1 + (3.3) \log n$$
$$= 1 + (3.3) \log 95$$
$$= 1 + (3.3) (1.98)$$
$$= 1 + 6.53$$
$$= 7.53 \approx 8$$

c. **Range of Interval Class**

Then, the range of the interval class was found out by the formula:

$$P = \frac{R}{I}$$
$$P = \frac{30}{8}$$
$$P = 3.75 \approx 4$$

d. **The Table of Frequency Distribution**

Table 4.2. The Frequency of Pre-Test Scores

Interval	Frequency (fi)	Median (xi)	fi.xi
52-55	8	53.5	428
56-59	3	57.5	172.5

60-63	25	61.5	1537.5
64-67	27	65.5	1768.5
68-71	10	69.5	695
72-75	12	73.5	882
76-79	5	77.5	387.5
80-83	5	81.5	407.5
Total	$\sum$=95	-	$\sum$=6278.5

e.   **The Mean Score of the Pre-Test Table**

Based on the frequency table above, the writer found out the mean score

by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{6278.5}{95}$$

$$X = 66.09$$

2.   **The Analysis of Post-Test**

To analyze the data of post-test, the writer calculated the data by using the

following steps:

a.   **Range**

The range (R) determined by using the formula below:

$$R = H - L$$

Where: R = range of the score

H = the highest score

L = the lowest score

The pre-test data in the table above can be listed from the higher to the lower score as follow:

67	67	70	70	72	72	72	72	72	72
72	72	72	72	72	72	72	72	72	72
72	72	72	72	72	72	72	72	75	75
75	75	75	75	75	75	75	75	75	75
77	77	77	77	77	77	77	77	77	77
77	77	80	80	80	80	80	80	80	80
80	80	80	80	80	80	80	80	80	80
82	82	82	82	82	82	82	82	82	82
82	82	82	82	82	85	85	85	85	85
85	85	85	87	88					

The highest score of pre-test is 62 and the lowest score is 82. Thus, the range is:

$$R = H - L$$
$$= 88 - 67$$
$$= 21$$

b.   Interval

The number of interval Class is identified by using following formula:

$$I = 1 + (3.3) \log n$$
$$= 1 + (3.3) \log 95$$
$$= 1 + (3.3) (1.98)$$
$$= 1 + 6.53$$
$$= 7.53 \approx 8$$

c.   Range of Interval Class

Then, the range of the interval class was found out by the formula:

$$P = \frac{R}{I}$$

$$P = \frac{21}{8}$$

$$P = 2.62 \approx 3$$

d.   The Table of Frequency Distribution

Table 4.3. The Frequency of Post-Test Scores

Interval	Frequency (fi)	Median (xi)	fi.xi
67-69	2	68	136
70-72	26	71	1846
73-75	12	74	888
76-78	12	77	924
79-81	18	80	1440
82-84	15	83	1245
85-87	9	86	774
88-90	1	89	89
Total	$\sum=95$	-	$\sum=7342$

e.   The Mean Score of the Pre-Test Table

Based on the frequency table above, the writer found out the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$X = \frac{7342}{95}$

$X = 77.28$

3. Determining Hypothesis

According to Sudjono (2008), in examining the hypothesis, the t-test was used to determine the significant of the students score. The t-test is designed to measure and examine the significant between two means of pre-test and post-test.Then the results of calculation of the t-test value will be compared to t-value table. If t-test (t_0) is higher than t-table of 5% alpha significance level, it means that there is significance difference achievement between the experimental and control group.The t-test formula as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Where: Mx   = Mean of post-test

            My   = Mean of pre-test

            ∑SDx = Sum of deviation score of post-test

            ∑SDy = Sum of deviation score of pre-test

            Nx   = Number of students in post-test

            Ny   = Number of students in pre-test

In analyzing the hypothesis, the writer purposes some steps as follow:

1. Stating the Alternative hypothesis (Ha) and Null hypothesis (Ho), that is:

   a. Null hypothesis (Ho): There is no significant difference between the students' writing improvement in teaching writingnarrative textusing

comic strips and without comic stripsto the writing II students of

English Language Education Department of UIN Ar-Raniry.

    b. Alternative hypothesis (Ha): There is significant difference between the

students' writing improvement in teaching writingnarrative textusing

comic strips and without comic stripsto the writing II students of

English Language Education Department of UIN Ar-Raniry.

2.   Listing the deviation score of pre-test and post-test.

Table 4.4. deviation score of pre-test and post-test

No.	Initial	Unit	X Post-test	Y Pre-test	X^2	Y^2
1	AP	3	85	82	7225	6724
2	AS	2	72	65	5184	4225
3	AML	3	85	72	7225	5184
4	AR	3	77	62	5929	3844
5	AMR	2	72	62	5184	3844
6	AA	3	85	65	7225	4225
7	AMS	1	72	62	5184	3844
8	AK	3	87	67	7569	4489
9	BST	3	75	62	5625	3844
10	CATK	3	72	55	5184	3025
11	CNS	3	77	60	5929	3600
12	CRM	1	85	60	7225	3600
13	CSM	3	80	60	6400	3600
14	DLABS	1	80	75	6400	5625
15	DM	1	82	60	6724	3600
16	DA	2	85	82	7225	6724
17	DMS	1	80	65	6400	4225
18	DK	3	75	70	5625	4900
19	ENA	3	82	60	6724	3600
20	EA	3	72	62	5184	3844
21	FD	2	82	77	6724	5929

22	FF	2	82	77	6724	5929
23	FNS	2	75	67	5625	4489
24	FFD	3	82	72	6724	5184
25	FR	1	80	67	6400	4489
26	GCB	3	80	65	6400	4225
27	HZ	1	75	70	5625	4900
28	HN	1	77	67	5929	4489
29	HAM	3	75	62	5625	3844
30	HK	1	80	67	6400	4489
31	IRM	2	82	77	6724	5929
32	IF	1	82	65	6724	4225
33	JE	2	80	67	6400	4489
34	KM	1	77	52	5929	2704
35	KMD	3	82	62	6724	3844
36	LQ	1	80	72	6400	5184
37	LMU	2	82	70	6724	4900
38	MRDT	1	80	70	6400	4900
39	MY	1	82	70	6724	4900
40	MLN	2	80	67	6400	4489
41	MR	2	82	75	6724	5625
42	MS	3	85	70	7225	4900
43	MJ	1	82	67	6724	4489
44	MD	2	72	65	5184	4225
45	MSL	3	80	65	6400	4225
46	MU	3	72	55	5184	3025
47	MSM	1	72	65	5184	4225
48	MT	3	85	65	7225	4225
49	NMS	2	72	62	5184	3844
50	NK	3	72	65	5184	4225
51	NU	2	72	62	5184	3844
52	NVS	3	72	70	5184	4900
53	NRS	3	80	62	6400	3844
54	NRN	2	82	80	6724	6400
55	NHLZ	2	77	65	5929	4225
56	NCA	2	80	77	6400	5929
57	NF	2	75	72	5625	5184
58	NH	3	72	62	5184	3844
59	NM	2	70	62	4900	3844
60	PK	2	85	82	7225	6724

61	PM	1	80	52	6400	2704
62	PP	3	75	65	5625	4225
63	PS	1	80	67	6400	4489
64	QN	3	75	62	5625	3844
65	RMY	2	80	70	6400	4900
66	RZA	3	77	62	5929	3844
67	RA	1	72	52	5184	2704
68	RJ	1	75	55	5625	3025
69	RJN	2	77	72	5929	5184
70	RJNH	3	72	60	5184	3600
71	RA	2	72	57	5184	3249
72	RPP	1	82	72	6724	5184
73	RR	1	75	77	5625	5929
74	RMS	1	80	75	6400	5625
75	RUM	2	77	70	5929	4900
76	RRM	1	80	70	6400	4900
77	RO	3	75	62	5625	3844
78	SNH	3	77	75	5929	5625
79	SMNS	2	72	72	5184	5184
80	SK	1	77	65	5929	4225
81	SD	2	72	62	5184	3844
82	SF	1	82	72	6724	5184
83	SN	2	72	67	5184	4489
84	SSN	1	88	82	7744	6724
85	STA	1	72	62	5184	3844
86	SA	2	77	67	5929	4489
87	SAF	2	67	65	4489	4225
88	SML	3	67	52	4489	2704
89	VMB	2	72	57	5184	3249
90	WZ	3	70	65	4900	4225
91	WA	1	77	67	5929	4489
92	YZ	2	72	62	5184	3844
93	YSF	1	72	55	5184	3025
94	YIF	3	75	57	5625	3249
95	YU	3	72	62	5184	3844
	$\sum$		**7351**	**6285**	**571015**	**420455**

3.　　Finding the mean score of variables X and Y by using the following formula:

a. Mean of Variable X (Post-test):

$$Mx = \frac{\sum X}{N_x} = \frac{7351}{95} = 77.37$$

b. Mean of Variable Y (Pre-test):

$$My = \frac{\sum Y}{N_y} = \frac{6285}{95} = 66.15$$

4.　　Finding sum of deviation standard score of variables X and Y by using following formula:

a. Variable X

$$\sum SDx = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$= 571015 - \frac{(7351)^2}{95}$$

$$= 571015 - \frac{54037201}{95}$$

$$= 571015 - 568812.64$$

$$= 2202.36$$

b. Variable Y

$$\sum SDy = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$= 420455 - \frac{(6285)^2}{95}$$

$$= 420455 - \frac{39501225}{95}$$

$$= 420455 - 415802.37$$

$$= 4652.63$$

Calculating the standards error of the mean difference between variable X and Y

$$S_{x\text{-}y} = \sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}$$

$$= \sqrt{\frac{2202.36 + 4652.63}{95 + 95 - 2} \cdot \left[\frac{1}{95} + \frac{1}{95}\right]}$$

$$= \sqrt{\frac{6855}{188} \cdot \left[\frac{2}{95}\right]}$$

$$= \sqrt{\left[\frac{13710}{17860}\right]}$$

$$= \sqrt{0.77}$$

$$= 0.88$$

5. Calculating t_o score by following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

$$t_o = \frac{77.37 - 66.15}{0.88}$$

$$= \frac{11.22}{0.88}$$

$$= 12.75$$

6. Determining t-table in significance level 5 % with df:

$$df = Nx + Ny - 2$$

$$= 95 + 95 - 2$$

$$= 188$$

7.   Examining t_o through t_{table}

In the significance level of 5% (α=0.05), the t_{table} shows that the critical

score for differentiation score 188 is 1.98.

D.   Analysis of Questionnaire

Questionnaire was designed to know the students' response toward the
implementation of comic strip in teaching narrative writing. It consists of 10
questions which are 7 questions in form of close-ended questions, and 3 questions
in from of semi close-ended questions. Furthermore, the writer put additional
questions to know students' suggestion about teaching-learning process using
comic strips. To analyze the questionnaire data, the writer used the following

formula: $$P= \frac{f}{n} \times 100\%$$

Which: P = Percentage

F = frequency

N = Number of sample

100% = Constant value

The result of questionnaire would be elaborated in details in the following tables:

Table 4.5. Students' knowledge toward comic.

No	Option	F	%
1	a. Very good	12	12.63%
	b. Good	83	87.37%
	c. Not bad	0	0%
	d. Bad	0	0%
Total		95	100%

Based on the table 4.5, it can be seen that 12.63% of the students already have a very good knowledge about comic strip, and 87.37% of the students thinks that they have a good knowledge about comic.

Table 4.6. Students' interest in reading comic in English

No	Option	F	%
2	a. Very interested	21	22.11%
	b. Interested	70	73.68%
	c. Less interested	3	3.16%
	d. Not interested	1	1.05%
Total		95	100%

Based on the table 4.6, it can be seen that only 1.05% of the students who chose not interest, and 3.16% choose less interestin reading comic in English. In contrary, 73.68% of the students were interested in reading comic in English, which was 22.11% chose very interested.

Table 4.7. Students' knowledge toward the differentiate of comic and comic strips.

No	Option	F	%
3	a. Very good	0	0%
	b. Good	12	12.63%
	c. Not bad	65	68.42%
	d. Bad	18	18.95%
Total		95	100%

In table 4.7, it shows that none of the students choose very good, which mean none of them know very well about the differentiation of comic and comic strips, while 12.63% of the student think that they know it well. And it shows that

68.42% of the students choose not bad and 18.95% choose bad. It can be assumed that most of the students have a less prior knowledge about the differentiation of comic and comic strips.

Table 4.8. Students interest in learning writing by using comic strips as media.

No	Option	F	%
4	a. Very interested	21	22.11%
	b. Interested	72	75.79%
	c. Less interested	2	2.11%
	d. Not interested	0	0%
Total		95	100%

From the table above, it can be concluded that many students were interested in learning writing by using comic strips as media. It was approved by the higher percentage, 75.79% of the students who chose interested and 22.11% chose very interested. While 2.11% rest of the students chose less interested.

Table 4.9. Students' opinion about whether the comic strips motivates the students in learning writing.

No	Option	F	%
5	a. Very motivated	18	18.95%
	b. Motivated	75	78.95%
	c. Less motivated	1	1.05%
	d. Not motivated	1	1.05%
Total		95	100%

Most children and young adults love comic, which is why comic can be applied in classroom. Because of their visual, attractive, humorous, and overall appeal, comic strips have been used for many decades in the classroom (Gonzalez-Espada, 2003). Wright (1989, cited in Gonzalez-Espada, 2003) states

that research support the fact that comic strips have, potential value. As students have motivation from the use of comic strips, they should not be ignored as potential media in classroom. This data approved by showing 18.95% of the students feel very motivated and 78.95% is motivatedwhile learning writing using comic strips. Meanwhile, only 1.05% of the students think that they are less motivated, and the rest 1.05% chose not motivated.

Table 4.10.Students' opinion about whether the comic stripscan help the students in generating writing idea.

No	Option	F	%
6	a. Very helpful	33	34.74%
	b. Helpful	62	65.26%
	c. Less helpful	0	0%
	d. Not helpful	0	0%
Total		95	100%

From the table above, all of the students (100%) gave positive response on the use of comic strips in generating writing idea. 65.26% considered comic strips as a helpful media in generating writing idea, while the rest 34.74% of the students considered it as a very helpful.

Table 4.11.Students' opinion about whether learning writing using comic strips is more interesting than not using comic strip.

No	Option	F	%
7	a. Very interesting	20	21.05%
	b. Interesting	74	77.89%
	c. Less interesting	1	1.05%
	d. Not interesting	0	0%
Total		95	100%

Table 4.11 shows that almost of the students think that learning writing with comic strips much more interesting than without comic strip. Only 1.05% of the students (which is only 1 person) that think it is not more interesting.

Table 4.12. Students' opinion about in what aspect teaching writing using comic strips can become interesting.

No	Option	F	%
8	a. The story is interesting	32	33.68%
	b. The picture is interesting	60	63.16%
	c. Another reason…	3	3.16%
Total		95	100%

When the students asked about the factor why teaching writing using comic strips can become interesting in their opinion, based on data in table 4.12 33.68% chose because of its story that they think interesting, and 63.16% interested because of the picture of the comic which can attract their attention in generating their idea.

Meanwhile 3.16% (indicate 3 persons) have other reasons. Two of those 3 students think both of picture and story is interesting and help them in explore their imagination, while 1 person assume this comic strips media in not interesting, so none of the option should be chosen.

Table 4.13. Students' opinion about whether the students face problem learning writing by using comic strips.

No	Option	F	%
9	a. Yes	12	12.63%
	b. No	83	87.37%
Total		95	100%

Based on the table 4.13, it shows that 87.37% of the student said that they don't face problem while learning writing by using comic strips, meanwhile the rest 12.63% said they face some problem while learning writing by using comic strips. In this question, the students not only choose yes or no question, but they must put some additional information about the reason of their choice. Most students that choose 'No' explain that an interesting visual in the comic is really attract their attention and they seem don't face any problem while learning. And the minority students that choose 'Yes' stated that they still have problem in understanding the plot of the story.

Table 4.14. Students' opinion about whether the students get the obstacles in understanding the content of comic strips.

No	Option	F	%
10	a. Yes	4	4.21%
	b. No	91	95.79%
Total		95	100%

In this table, 95.75% of the student have no obstacle in understanding the content of the comic strips because they assumed that the content of the comic already clear enough to be understood. Meanwhile, the rest 4.21% still got the obstacle in understanding the content of the comic strips, because some of them still got confused interpret the visualization of the comic.

E. Discussion

According to the experimental teaching done by the writer,it can be concluded that comic strips can help the students of writing class at Department of English Language Education of UIN Ar-Raniry to generate their idea in writing. It

was proven by the means score of the pre-test and post-test of the students. There is a significant difference between the mean of pre-test and post-test. The mean of pre test is 66.09 and the mean of post-test score is 77.28, and it shows that the post test score is higher than that of pre test score. It means there is an improvement of the students after the treatment.

In addition, the result of data analysis showed that the t-score is 12.75 and t-table on the degree of significance 5% is 1.98, so it can be stated that t_o is higher than t $_{table}$ (12.75 > 1.98). It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Hence, the hypothesis accepted is:comic strip can help the students of writing II class at Department of English Language Education of UIN Ar-Raniry to generate their idea in writing narrative text.

Based on the analysis of questionnaire, the writer concluded that most of the students gave positive responses about teaching writing by using comic strips to generate their idea in narrative text. the writer found that most of the students were interested and motivated in learning writing narrative text by using comic strip. The data also showed that students felt that comic strip could help them in generating their writing idea. Comic strips made the students more enthusiasm in the writing activity because they enjoy the visualization and the story of the comic.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestions from the writer, based on the result of discussion in previous chapter. The further explanations are as follows:

A.   Conclusions

Based on the result of research discussed in the previous chapter, the writer draws some conclusions of teaching narrative writing by using comic strips. There are:

1.   Teaching narrative writing by using comic strips enables the students in generating their idea. It has been proved by average score of post-test of experimental class (77.28) which is higher than pre-test (66.09). This shows that the students have improved their mastery in teaching narrative writing. Then, it is also proved by examining the hypothesis that t_o is higher than t_{table} (12.75 > 1.98). It means that there is a significant difference of achievement in the test result before and after applying this method.

2.   The students of writing II class in English Language Education Department of UIN Ar-Raniry are interested in learning writing by using comic strips, especially in narrative writing. It can be seen from the result of questionnaires and the students' enthusiasm in learning process. furthermore, the result of questionnaire also shows that the comic strips can motivate students in learning writing well and easily

3. Most of the students did not find any obstacles in learning narrative writing by using comic strips because they can understand the comic clearly and it helps them in generating their writing idea. There was only minority number of students who confirmed that they found obstacles in learning writing by using comic strips. The obstacle is mostly come from their lack of understanding in interpretation the plot of the story.

B. Suggestions

In order to improve the quality of teaching English, especially in teaching narrative writing, the writer has some suggestions:

1. For English teacher

English teachers should arrange the class with friendly situation so that the students will always have intention to study without being forced. The teacher should use fun media in teaching, especially in the teaching narrative writing. Comic strips should not be ignored as potential media in classroom because of its visual, attractive, humorous, and overall appeal have motivated the students. So, it is recommended to use comic strip to help the students generating their idea.

2. For students

In learning writing, the students are suggested to be proactive to ask the teacher once they get confused about the material. Then, they are also suggested to be cooperative during learning process, and keep practice their writing outside the classroom.

3.   **For other researchers**

This study can be used as their reference to conduct otherresearches on the same field. They are also expected to be able to cover the limitation about this research, and can conduct a research with the sametechnique but in different genres. It is hoped that the next researchers can prepare everything as good as possible in doing research and can followup this research.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/5806/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
		b.	Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		7.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
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		10.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		11.	Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Dr. Muhammad Nasir, M.Hum — Sebagai Pembimbing Pertama
2. Drs. Amiruddin — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Rivana Amelia**
NIM	:	**231222703**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Using Comic Strip in Helling Students Generate Idea in Writing**

KEDUA	:	Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
KETIGA	:	Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
KEEMPAT	:	Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh,   29 April 2016
Dekan,
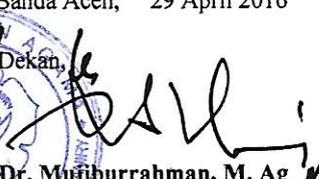
Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor   : Un.08/TU-FTK/TL.00/ 9468 /2016   Banda Aceh, 26 September 2016

Lamp   : -

Hal   : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh,
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

N a m a   : **Rivana Amelia**
NIM   : 231 222 703
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : IX
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t   : Jl. Banda Aceh Medan Desa Lubok sukon Kec.Ingin Jaya Aceh
Besar

Untuk Mengumpulkan data pada:

Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Comic Strip in Helping Students Generate Idea in Writing

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An.Dekan
Kepala Bagian Tata Usaha,

M.Said Farzah Ali, S.Pd.I.,MM
NIP. 19690703200212001

Surat Keterangan
No: Un.08/KJ.PBI/TL00/2/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: Un.08/TU-FTK/TL.00/9468/2016 tanggal 26 September 2016, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : **Rivana Amelia**
NIM   : **231222703**
Prodi /Jurusan : PBI

Telah melakukan penelitian dan mengumpulkan data pada mahasiswa jurusan Pendidikan Bahasa Inggris dalam rangka penyusunan skripsi yang berjudul:

Using Comic Strip in Helping Students Generate Idea in Writing

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 19 Januari 2017
Ketua Prodi Pendidikan Bahasa Inggris

Dr. T. Zulfikar. S.Ag.,M.Ed
NIP.197804302001121002

tittle. ?

Title:

There (are) four bears in the river. ~~Rufus~~ They (play) paddle together. Rufus (ask) Boone to race accross the lake. Boone (look) affraid, but Benny, another bear (chear) (him) up. he said, "you're on Rufus! Boone's the best!" he also (tells) boone. "Go boone! You can take him!" Boone still (don't) be brave enough, but he (take) Rufus challange. He affraid that (he will) (disapointed) Benny. He said on his heart, "Oh No, I'm going to disaponted benny. When the race (start), Rufus (is) really spirit, he said, "Okay Boone. Get ready get set... Go!" the racing start well. One of their other friend swims into River and bite rufus's pedla. Rufus can't ron his boat because his pedla (is) broke. Finally Boone (win) the compelition because of Buzz. He thanks to buzz.

The generic structure still messed up?!!

Content — 2,5
Organization — 2,5   total point : 13
Vocabulary — 3
grammar — 2,5   65
Mechanic. — 2,5

BENNY and **BOONE** .com

Title: **Arrogant Rufus**

- orientation
- complication
- Resolution

1 . messed

One day, Rufus, Boone, Benny and Buzz is playing on the river. The play rafting togather. Rufus confidently asks Boone to race across the lake. Boone doesn't think he can do that, and he feels so unconfident. In the other side, one of Boone friends, Benny really want Boone to take the challange. He betive that Boone are the Best. Finnally Boone accept Rufus challange. But he still afraid to disaponted Benny. Buzz who realize Boone's woo worried, get some ideal he wants his friend to won the competion.

The race finally started. Rufus sure that he will won the competion. But without they know, Buzz swims in to the river and bite Rufus paddle. Rufus paddle is broken. Rufus got scho se shocked and stop his boat. Boone keep on the racing and finally win the competion. The arrogant Rufus failed to beat Boone.

Content — 2,5.
Organization — 3.
vocabulary — 3
grammar — 2,5
mechanic — 3

Present tense mostly used.

total point : 14

70

BENNYandBOONE.com

Title: "Last Adventure"

Once upon a time there lived two bear. They are Benny and Boone. Benny and Boone is a best friend. in the forrest. They are always together since their parent was died. Boone is a big bear. Boone very likes red colour. Boone always wearing red shirt, and very love a book. Boone always read book, one book for one a day. Benny is a cute bear. But Benny very likes purple colour and always wearing a purple shirt. Benny is an active bear. Benny really like an adventure.

One day on sunday, Boone was read a new book. Suddenly Benny come and asked "Boone! What are you doing now?" "I'm read this book. The book is very amazing" Boone answered. Benny run and back to home so fast and leave Boone alone in the garden. "What happened? Why Benny just asked what I do? And then leave me?" Boone said. Boone was confused, but Boone tried to don't care. Boone read his book again. Suddenly "Boone!!" Benny come again and surprised Boone was surprised. Benny come back with his paddle in his hand and a buoy in his body. "oh my god benny! You're surprised me" Boone asked. "I'm sorry boone, hmm lets go. We must have holiday today." "Where we go? I want to read my book" Boone answered. "Come "Come on Boone! Lets go!! It is will be amazing moment for us. Wear your buoy and take your paddle. Hurry up please!" Benny forced Boone and Boone accepted the request.

Next, they arrived to the River. Boone was speechless. "finally. Ok Boone. Let's make our new adventure" Benny said. "Benny, it looks too dangerous!!" Boone was scared. "Don't worry Boone. Dont be afraid. Don't forget we're fearless grizzlees!". Benny make sure Boone to don't scared. "Hmm, ok! Lets go" Boone asked with his tremble voice. Boone afraid because the flow of the river is so tight. "Okay, but this is against my better judgement" Boone asked again. Boone padel and Benny paddle the boat. Boone feel that is very dangee dangerous. Boone was scared. "Here we go. Hang on!" said Boone asked. Suddenly Benny jumped jump and hang on branch a branch but Boone keep stay in their boat and go so fast. Actually Benny was so scared too but to he was Benny was shy to say that. finally Benny believed that Boone is right. Benny felt felt guilty with this situation, benny felt guilty to Boone. Benny was regret because jump and left left Boone alone. After this time they never meet again. And Benny feel lonely.

content — 3,5   total point : 17

BENNY and BOONE.com

Title: The miserable Boone

On the sunny day, Boone enjoyed reading a book by himself. Suddenly, Benny asked Boone to play rafting togather with him. The stream of the river was so fast and it looked dangerous. Boone realized it and tried to convince Benny about the stream. It was too dangerous for them to do rafting Benny kept forcing Boone to play and at the end Boone accepted Benny's request.

After they were on the boat and started to paddling it, the boat began to move forward. Benny sat in front of Boone, and eventually realized the stream was dangerous. The boat started to shake lost its balance. Boone asked Benny to hang on the boat but he misunderstood him. Benny tried to reach the nearest tree and hung on the branch. He left Boone alone on the boat which started to lose control.

Finally, Boone was trapped on that boat. He felt betrayed By Benny. At that time, Boone decided not to trust Benny anymore. What a poor Boone.

good grammar.
dialogue not used!

Content — 3   total point: 17
Organization — 4
Vocabulary — 3
Grammar — 3.5

SCALE FOR ASSESSING THE STUDENTS' WRITING ABILITY

WRITING ASPECT	SCORE	CATEGORY	DESCRIPTOR
CONTENT	4	Very Good	All ideas in the sentences is relevant to the topic; the sentences contain a lot of supporting details to the main ideas
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
ORGANIZATION	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of narrative text, namely orientation, complication, and resolution.
	3	Good	Fairly well organized and generally coherent; the composition contains two generic structures of narrative text (one of the generic structure components is missing).
	2	Fair	Loosely organized; the composition only contains one generic structure of narrative text (two of the generic structure components are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of narrative text (all of generic structure components are missing).
VOCABULARY	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms

	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms
LANGUAGE USE (GRAMMAR)	4	Very Good	Well organized structure; Demonstrate very good use of grammatical structure, makes no grammatical error.
	3	Good	Fairly well organized structure; Demonstrate good use of grammatical structure, a few minor grammatical errors that do not interfere with the message of the writing.
	2	Fair	Loosely organized structure; Uses a range of grammatical structure, but may make several errors that that less interferes with the message of the writing.
	1	Poor	Poorly organized structure; makes many grammatical errors that negatively affect the message of the writing.
MECHANICS	4	Very Good	Well organized of spelling, punctuation, capitalization, and paragraphing
	3	Good	Fairly organized of spelling, punctuation, capitalization, and paragraphing
	2	Fair	Loosely organized of spelling, punctuation,capitalization, and paragraphing
	1	Poor	Poorly organized of spelling, punctuation, capitalization, and paragraphing

$$\text{Score} = \frac{\text{Total Point}}{20} \times 100$$

Name / Unit :

Student's ID :

I. **Petunjuk pengisian**

1. Bacalah angket dibawah ini dan jawablah pertanyaan dengan melingkari satu pilihan jawaban yang sesuai menurut anda.

2. Jawablah dengan jujur!

II. **Pertanyaan**

1. Apakah anda tahu apa itu *comic*?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah anda suka membaca *comic* dalam berbahasa inggris?
   a. Sangat suka
   b. Suka
   c. Kurang suka
   d. Tidak suka

3. Apakah anda tahu perbedaan antara *comic* dan *comic strip*?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

4. Apakah anda tertarik belajar *writing* dengan menggunakan *comic strip* sebagai media?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

5. Apakah *comic strip* memotivasi anda dalam belajar *writing*?
   a. Sangat memotivasi
   b. Memotivasi
   c. Kurang memotivasi
   d. Tidak memotivasi

6. Apakah *comic strip* mempermudah anda mengembangkan ide saat menulis?
    a. Sangat mempermudah
    b. Mempermudah
    c. Kurang mempermudah
    d. Tidak mempermudah

7. Apakah pembelajaran *writing* menggunakan *comic strip* lebih menarik daripada tidak?
    a. Sangat menarik
    b. Menarik
    c. Kurang menarik
    d. Tidak menarik

8. Menurut anda, dalam hal apa pembelajaran melalui *comic strip* ini menarik?

    a. Ceritanya menarik.

    b. Gambarnya bagus.

    c. Alasan lain: _____

9. Apakah anda mengalami kesulitan atau keluhan selama penggunaan *comic strip* dalam kegiatan belajar-mengajar?

    a. Iya, karena _____
    b. Tidak, karena _____

10. Apakah anda mengalami kesulitan dalam memahami content dari *comic strip*?
    c. Iya, karena _____
    d. Tidak, karena _____

11. Berikan saran anda agar pembelajaran *writing* menggunakan media *comic strip* dapat menjadi lebih baik!

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

AUTOBIOGRAPHY

1. Name : Rivana Amelia
2. Place/Date of Birth : Aceh Besar, January,27^{th}1995
3. Sex : Female
4. Religion : Islam
5. National/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Jl. Banda Aceh-Medan, Desa lubok sukon, Kec. Ingin Jaya, Aceh Besar

   Email : rivana.amelia@yahoo.com
8. SID : 231 222 703
9. Parents

   a. Father's Name : Pribadi

   b. Mother's Name : Juwariah
10. Education Background

   a. Elementary School : SDN 4 Banda Aceh (2000-2006)

   b. Junior High School : MTsN Model Banda Aceh (2006-2009)

   c. Senior High School : SMKN 1 Banda Aceh (2009-2012)

   d. University : UIN Ar-Raniry (2012-2017)

Banda Aceh, 27 Januari 2017
The writer,

Rivana Amelia