

**THE USE OF AUTHENTIC MATERIALS IN IMPROVING STUDENTS'  
WRITING ANECDOTAL TEXTS**

**THESIS**



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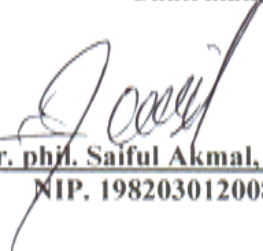
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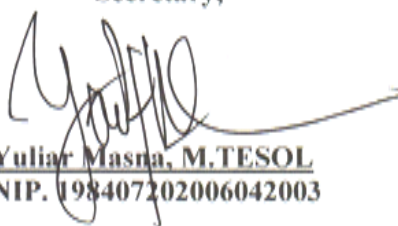
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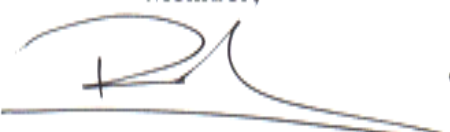
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Cut Sofia Raihan

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: THE USE OF AUTHENTIC MATERIALS IN IMPROVING STUDENTS' WRITING ANECDOTAL TEXTS adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



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## ABSTRACT

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This research was conducted to the third year students of Private Islamic Boarding Secondary School of Madrasah Ulumul Qur'an. Authentic materials in this research means to develop students' ideas in writing. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it used outside the classroom. The aims of this study are to find out how do the use of authentic material (comic strips) in improving students' writing anecdotal text and to find out the students' obstacles of using authentic materials in writing anecdotal texts. The researcher used some techniques in collecting data such as giving some questions, tests, and questionnaire. The students have good comprehension on comic strips because they obtained satisfying result after answering the questions provided. The pretest and posttest were analyzed by using statistical formula. According to the result of the research, using authentic materials can improve students' writing skill in writing anecdotal texts. It was proved by the increase of students' score in pretest and posttest. In addition, after analyzing the questionnaire, it can be concluded that most of students gave some positive responses about authentic materials and also few of them faced some obstacles in learning through authentic materials.

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Writing is activity that can improve someone's idea. Langan (2006) asserts that writing is a skill similar to driving, typing, or cooking, and like any other skills because it can be learned. In other word, writing is a basic skill that is necessary for success on the real world. Having ability to write well is really important because it can be used to express one's thoughts.

Many problems come into educational field because of students' writing error. Students do not get any idea to write something. Levine (1987) identifies the following neurodevelopmental problems; attention problem, spatial ordering problem, memory problem, language, higher-order cognition problem, and graph motor problem. That is why the researcher tried to offer authentic materials as a media for writing.

The researcher selected authentic materials based on students' needs to solve this problem. Authentic texts are defined as 'real-life texts, not written for pedagogic purposes' (Wallace, 1992, p. 145). Therefore, they are written for everybody and contain 'real' language. There are three advantages of using authentic materials in the classroom, the first is student exposed to real discourse, such as in videos of interviews with famous people where intermediate students listen to the gist.

The second is authentic materials keep students informed about what is happening in the world, which they have an intrinsic educational value as teachers as educators working within the school system. Therefore, education and general development are part of our responsibilities (Sanderson, 1999). The last advantages is they can produce sense of achievement and they can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about topics or kind of authentic materials to be used in the class. Books, articles, newspapers, and so on contain a wide variety of types, language styles not easily to found in conventional teaching materials (Tamo, 2009).

Based on the advantages mentioned above, the authentic material is proper in improving student's writing anecdotal texts. As this is an experimental method, not many researchers take it for writing anecdotal texts. Anecdotal text is one of types narration text which retells funny and unusual incidents, the story based on fact or imagination. Its purpose is to entertain the readers. Although students have been learning English for a number of years they still face many problems in writing English. Some of them get no idea to write or they do not know how the structure of writing is. Here, the problem is not only from students, but also from the media that teacher uses.

Bahri and Zain (2002) assert that learning English without media is difficult because students are only able to think without any physical evidence or without any focus of what they want to talk to. Media could be any tool that can be made to send messages or contents to achieve the goal of teaching. Here, the

researcher offers the comic strips as authentic materials (media) to improve writing anecdotal texts. Comic strip is series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence. The comic strip is essentially a mass medium, printed in a magazine, a newspaper, or a book (Kunzle, 2017). The researcher chose *Ferdinand* comic strip which has been publishing on The Jakarta Post because it is suitable to students' interest.

A number of studies have been done in investigating the use of authentic materials in writing skill (Zahara, S., 2014; Tamo, D., 2009; Berardo, 2006; & Zuhairati, U., 2015). One of them was written by Ulya Zuhairati (2015) which conducted in Banda Aceh focusing on "Improving Students' Writing Skill in Writing Recount Texts By Using Authentic Materials". The research shows that students' writing ability was improved in each cycle after they were taught using authentic materials. Related to the previous research, the researcher is interested in doing this research focus on anecdotal text.

## **B. Research Questions**

Based on the background of study that has been mentioned above, the present study focuses on the following three research questions:

1. How did the use of comic strips improve students' writing anecdotal text?
2. What are students' obstacles of using comic strips in improving students' writing anecdotal texts?

### **C. The Aims of Study**

Based on the formulation of the problem as mentioned above are:

1. To find out how do the use of comic strips improve students' writing anecdotal text.
2. To find out students' obstacles of using comic strips in writing anecdotal texts.

### **D. Terminology**

In order to avoid the reader's' misunderstanding, it is important to explain the specific terms according to the valuable references:

#### **1. Authentic Material**

Authentic material is the materials that have been produced to fulfill some social purpose in the language community. Martinez (2002) defined that "*Authentic* as materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for". Authentic materials deals with the term authentic materials itself and with advantages and disadvantages of their use as well as possible sources of them.

Authentic materials in this research means to develop students' ideas in writing. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it used outside the classroom (Kilijkaya, 2004).

According to Nunan and Miller (1995), authentic materials are those instruments or materials, which were not created or edited expressly for language learners. This means that most everyday objects in the target language qualify as authentic materials. With authentic materials the student can express their idea freely and they can learn something from their real life.

In this thesis, the researcher uses *Ferd'nand* comic strips for authentic materials. *Ferd'nand* was a Danish pantomime comic notable for its lack of word balloons and captions and its longevity (over seven decades). It was first published in 1937 and ended in the United States in 2012 (Kolbert, 2017).

## **2. Anecdotal Texts**

Anecdotal texts are a short and amusing but serious account, which may depict a real/ fake incident or character (Cuddon, 1992). Sometimes humorous, anecdotes are not jokes because their primary purpose is not simply to evoke laughter, but to reveal a truth more general than the brief tale itself, or to delineate a character trait in such a light that it strikes in a flash of insight to its very essence.

## **3. Writing**

Hyland (2002) said that writing has various kinds, it can be used as a means to express the researcher's idea based on her experience, thoughts, and feelings. Many schools, writing is principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond the

teacher-examiner. As stated in Ramelan (1994), writing is very important as a part of a man's culture because it can be used to preserve thought, ideas, and speech sounds.

### **E. The Nature of Research**

The researcher uses pre-experimental research, which follows basic experimental steps but does not include a control group. In other words, a single group is often studied but no comparison between an equivalent non-treatment group is made. Pre-experimental research head for to raise some cases to see the result of treatment (Arikunto, 2010). The researcher uses pre-experimental research, tests, and questionnaire as the method to collect the data.

From the three types of pre-experimental research; one-shoot case study design, one-group pretest-posttest design, and static-group comparison, the researcher chose One-group pretest-posttest design, which a single case is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed (The Regents of the University of Michigan, 2016)

The design covers a quantitative research in analyzing data. According to Sugiono (2006), "quantitative research method is a research method based on positivism philosophy and used to observe specific sample or population." Technique of sampling in quantitative research method is done by purposive sampling, the data collection uses research instrument, and analyzing data in



quantitative or statistical term. Quantitative approach is used for analyzing the statistic data of students' pretest and posttest score. The researcher further analyzed students' responses about the obstacles that they experienced using authentic materials in improving their writing on anecdotal texts. By that score, the researcher could analyze whether authentic materials improve students' writing anecdotal texts ability or not. In addition, the researcher used rubistar form to assess students and close-ended questionnaire to know the obstacles of students.

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher provides brief explanation about literature related to the study.

#### **A. Definition of Writing**

According to Elbow (1973, as cited in Brown, 2001) writing is a two-step process. The first process is figuring out the meaning and the second is putting the meaning into language. Writing represents what we think because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Hyland (2002) states that writing has various kinds, it can be used as a means to express the researcher's idea based on experiences, thoughts, and feelings and in many schools, writing is principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond the teacher-examiner. Writing is one of the productive skills considered as a difficult skill to be mastered, especially in a foreign language. According to Axelrord and Cooper (2011, as cited in Ma'mun, 2004), writing is a complex process and contains of mastery elements. When students want to write an essay, they should have information, ideas, and thought in their mind so that they could express them into sentences, paragraphs, and an essay.

## **B. The Elements of Effective Writing**

Wilbers (2007) says that there are five elements of effective writing:

### 1. Central Idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

### 2. Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material.

### 3. Supporting Material

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade.

### 4. Expression, Word Choice, and Point of View

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis.

### 5. Spelling, Grammar, and Punctuation

This element of good writing counts only when it is wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake.

### **C. Types of Writing**

The text classification may differ from one theory to another. Based on generic structure and language feature dominantly used, English texts are divided into 13 types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

Anecdotal text is a type of spoken or written text that deals with past incidents. The function is to retell an account or story of an unusual or amusing incident. The incident happened in the past. The purposes are sharing with others an unusual or amusing incident and entertaining others.

### **D. Anecdotal Texts**

Anecdote is a text that retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers. Anecdote is a brief, revealing account of an individual person or an incident. Often humorous, anecdotes differ from jokes because their primary purpose is not simply to provoke laughter, but to reveal a truth more general than the brief tale itself, such as to characterize a person by delineating a specific quirk or trait, to communicate an abstract idea about a person, place, or thing through the concrete details of a short narrative (Eipstein, 1989).

### **E. Authentic Materials**

Authentic materials are language materials that were originally intended for native speakers, not second-language learners. According to Miller (1995), Authentic materials are those instruments or materials, which were not created or edited expressly for language learners. This means that most everyday objects in the target language qualify as authentic materials.

According to McDonough (1993), authentic materials are not difficult to implement, readily available, inexpensive, and appropriate for all skill levels. In addition, it is important to mention the difference that exists between ‘authentic materials’ and ‘graded materials.’ For instance, the graded materials are the ones that usually circle around a particular structure that is presented to the student. For example, if the tense being presented is, say, “The Past Tense”, every single speaker in the dialogs or even the texts given to the students are constructed in past tense. In other words, the situation that put in context, it is not real. Like Foppoli (2006) states that a graded material is not uncommon in real life, it will never find these types of situations that resemble real-life conversations.

On the other hand, the authentic materials are real in the sense that they are not created for students as the target audience. The obvious advantage, of course, is that by using authentic materials a teacher presents students with actual everyday language just as it appears in real life. However according to Murdoch (1999), the main disadvantage of these materials is that sometimes they are not teacher-friendly, and may need to spend several hours reading or watching videos until it find what you need in order to use in your class.

Based on the theory above, we can conclude that authentic material is material that is used in the classroom that has not been modified in any way for students. Authentic materials refer to oral and written language material used in daily situations by native speakers of the language. Some example of authentic materials are newspapers, magazine, television programs, travel brochure, video, picture etc.

#### **F. Types of Authentic Materials**

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voicemail messages, radio programs, and videos they watch on the internet, etc. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are created for a real life purpose of informing the contents to the people.

There are two main categories of authentic materials:

##### **1. Print Materials**

English as a Second Language (ESL), Adult Secondary Education (ASE), and Adult Basic Education (ABE) students all can benefit from using authentic print materials. Some examples of the many types of authentic print materials include; utility bills, packing slips, order forms, ATM screens, ATM receipts, web sites, street signs, coupons, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, and newspapers.

## 2. Auditory Materials

ESL students often use authentic auditory materials, although ABE and ASE students also may find them useful. Examples of authentic auditory materials include; phone messages, radio broadcasts, podcasts, E-books, movies, videos and DVDs, and television programs (Ianiro, 2007).

### **G. Comic Strips**

Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of media of teaching in the classroom. In addition, comic strips are often regarded as interesting and motivating media. Arlin and Roth suggest that comics are interesting, and children will attend to that which they find interesting more than to that which they find uninteresting.

Each comic strip has various stories, it may tell about humor, action, mystery, thriller, adventure, and so forth. It also often influences the children's emotion and feeling while conceiving the story. Comic strip is a fun medium for students and also developing their imagination. They consist of a series of humor drawing or a cartoon with words in balloon and captions. Based on the definitions above, it can be concluded that comic is an artwork which has sequence of characteristics stories, events in picture form which can be humorous, mysterious, adventurous, and etc.

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 researcher 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.

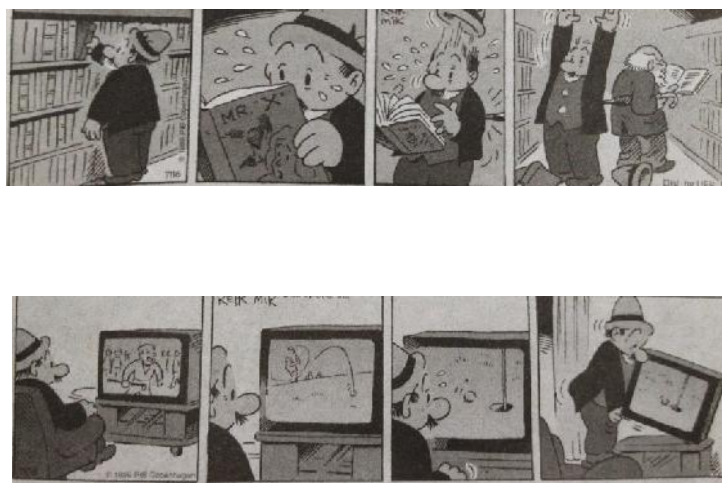


Figure 2.1  
Examples of Ferdnand comic strip in The Jakarta Post Newspaper

A number of studies have been done in investigating the use of comic strips in writing skill, one of them was written by Rivana Amelia which conducted in Banda Aceh focusing on 'Using Comic Strip in Helping Students Generate Idea in Writing'. It has been proved by average score of experimental class (77.28) which is higher than pre-test (66.09) that means teaching writing narrative text by using comic strips enables the students in generating their idea. Therefore, the researcher interest to do this research related to comic strips by writing anecdotal texts.



## **H. Comic Strips as Materials in Writing Anecdotal Texts**

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 (Sudjanna & Rivai, 2001). The advantage of using visual aid is it can increase students' motivation in language learning.

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, as cited in Gonzalez-Espada, 2003) states that a research support the fact that comic strips have, potential value. As students have motivation from the use of comic strips, it 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 because they are very common in students' lives. By using the comic strips they can gain the idea beyond their imagination to compose the story. 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).

There are several advantages and disadvantages from authentic materials.

Iftanti (2013) list advantages of using authentic materials in the classroom are:

- a. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.
- b. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value as teachers we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999).
- c. They can produce sense of achievement.
- d. They can encourage reading for pleasure because they are likely containing topics of interest to learners, especially if students are given the chance to have a say about topics or kind of authentic materials to be used in the class.
- e. Books, articles, newspapers, and so on contain a wide variety of types, language styles not easily to found in conventional teaching materials.

The authentic materials also have several disadvantages as suggested by Martinez (2002) such as students may be too culturally biased, the vocabulary might not be relevant to the student's immediate needs. On the other hand, many mixed structures make a hard time in decoding the texts and the material can become outdated easily, e.g. news.

In conclusion, comic strip is one of media that can be used in teaching and learning process, including language learning. 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.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of explanation about methodology the researcher employs in this study. It will justify the description of research location, research design, technique of collecting data, population and sample, and techniques of data analysis.

#### **A. Brief Description of Research Location**

In this section, the researcher would like to describe about the researcher location clearly and briefly. The researcher took place at Madrasah Ulumul Qur'an Pagar Air. It is a Private Islamic Boarding School located in Lambaro Kafee. The Madrasah was established in 1989 by the former governor of Aceh, Prof. Dr. Ibrahim Hasan, MBA. The initial idea of establishing this Private Islamic Boarding School is motivated by the lack of the 'hufadh' or the Qur'an memorizer in Aceh. This boarding school aims to create the future Al Qur'an memorizer. The school obligates students to stay in 24 hours and follow all the regular of the dormitory.

Nowadays, this institution has grown rapidly. Besides educating the Qur'an memorizers, students are also educated in the national education system (MTsS and MAS). Several generations of this institute has spawned a number of Qur'an memorizers. Moreover, the alumni of this school also have continued their education.

## **B. Research Design**

A blueprint of the procedure that enables the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur. Experimental research is often used where there is time priority in a causal relationship (cause precedes effect), there is consistency in a causal relationship (a cause will always lead to the same effect), and the magnitude of the correlation is great.

The classic experimental design specifies an experimental group and a control group. The independent variable is administered to the experimental group and not to the control group, and both groups are measured on the same dependent variable. Subsequent experimental designs have used more groups and more measurements over longer periods. True experiments must have control, randomization, and manipulation (University of Southern California, 2017).

## **C. Technique of Collecting Data**

In this research, the researcher uses pre-experimental research, which follows basic experimental steps but does not include a control group. In other words, a single group is often studied but no comparison between an equivalent non-treatment group is made. Pre-experimental research head for to raise some cases to see the result of treatment (Arikunto, 2010). The researcher uses experimental research, tests and questionnaire as the method to collect the data.

To find out the data needed in this research, the researcher collected the valid data from teaching experiment at Pesantren MUQ Pagar Air. The researcher

taught students in three meetings. The first and the last meeting were assigned for pretest and posttest respectively. While the treatment was carrying out for the rest meeting.

### **1. Test**

In this term, the researcher uses two tests; pretest and posttest. At the first meeting, the researcher conducted a pretest and posttest at the last meeting. The purpose of the pre-test was to collect the data for measuring students basic ability. Meanwhile, the purpose of post-test was to measure whether students' improvement in writing anecdotal texts had already improve or not. The test was conducted twice in the two meetings. Then in the posttest, the researcher will give a piece of paper that includes the picture of comic strip and also 5 questions related to the picture. The questions mean to see how well students' comprehension of comic strips that given.

### **2. Questionnaire**

In obtaining the data, the researcher gives students questionnaire which is related to the way used by students in improving their anecdotal texts writing. The questionnaire was aimed to find out students' responses about the media that researcher uses in the class to improve students' writing anecdotal texts. Therefore, the form of questionnaire is close-ended in which the researcher prepares the alternative answer that should be chosen by students. They have to choose the alternative answer which is suitable for them and students can add additional information.

## **D. Population and Sample**

### **1. Population**

The population of this research is all students of the XII class. Arikunto (2002) states that the population is all entities subjects of the research. Furthermore, she states that the population is a set of all element of one and more attributes. It can conclude that the subjects of this study were all of XII students, which had the same characteristics, and they were investigated through this research.

### **2. Sample**

The technique of choosing the sample was purposive sampling which a group of students was selected based on previous knowledge of natures or characters that have a close criterion which have been already known in population (Hadi, 2004). Sample is some of chosen population using certain procedure so that can be expected to represent its population. Sampling is the process done to choose and take sample correctly from population so that it can be used as valid representative to the population (Sugiharto, 2003). The sample of this research is students of XII MIPA class because of according the observation and the information given by the English teacher.

## **E. Techniques of Data Analysis**

Analysis data is activity after all of data are collected from all respondents. Statistical procedures are steps that used statistically to analyze students'

achievement. To interpret the result of students' worksheets, some statistical procedures are used as follows:

### 1. Scoring of Writing Assessment

According to Boardman and Frynberg (2008), students' essay is expected to have a good aspect of writing as follow: content/ideas, organization, grammar/structure, word choice and mechanics. In this rubric assessment, the researcher gave the highest score; 4 and the lowest score; 1 for each categories. To answer the research question number 1, the researcher served five questions related to the comic strips to be answered by students. From all the questions, the researcher gave a table for the assessment below:

Table 3.1  
Table of scoring rubric

<b>Component of Assessment</b>	All comprehensive details are reported	Almost all comprehensive details are reported	Most of comprehensive details are reported	No facts are reported
<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

According to the table above, the researcher put the score 4 for students who answer all of comprehensive details reported well and 3 for almost information is answered. For the score 2 only few information reported and score 1 there is no facts are reported. Based on the result of the table above, researcher served the table to conclude the result:



Table 3.2  
Table of scoring percentage

Score	Predicate	Number of Students	Percentage
0 – 5	Poor		
6 – 10	Unsatisfied		
11 – 15	Good		
16 – 20	Very good		

To answer the research question number 2, the researcher gave the score for students' composition based on the figure below:

Figure 3.1  
Rubric of Assessment

CATEGORY	4	3	2	1
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

<b>Comprehensibility of The Text</b>	Does not in pair comprehensibility.	Somewhat in pair comprehensibility.	Somewhat hard to understand.	Not comprehensible.
<b>Comprehension of Details (Content)</b>	All supportive details from the comic strips are narrated accurately.	Almost all supportive details from the comic strips are narrated accurately.	Most supportive details from the comic strips are narrated accurately.	NO supportive details are narrated OR most are inaccurately narrated.
<b>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

(Adapted from Rubistar, 2017)

Based on the figure above, there are six categories which researcher chose to be the rubric of assessment. The first category is introduction that means the researcher want to see how well students introduce their writing anecdotal text to attract the reader. The second category is sequencing which means how students describe the comic strip into writing anecdotal texts by describing column per column of comic strips which is it has 3 columns. Whether they describe it by jumping from the first column to the third or they have good sequencing in writing the story.

In comprehensibility of the text category, the researcher focus on the comprehension of what they write in writing anecdotal texts without focusing on the grammatical or word choice. Next is comprehension of details, whether students give more accurate information of what they have comprehended from the comic strips. Next, support for topic is important because it will make the writing more accurate by giving some details of evidence from the comic strips. The last category is focus on topic, which means students should focus on the idea of what they write based on the comic strips.

## **2. Test result**

In order to analyze the test result, the researcher used statistical formula for finding the mean of each category of rubric assessment. The result of questionnaire was analyzed by using the formula from Sudijono (2008), as follow:

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

Where:

- P : percentage
- F : frequency
- N : the number of sample
- 100% : constant value

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Data Classification**

The data in this study is classified into three categories: comic strip comprehension, writing test, and questionnaire. Comic strip comprehension is used to find out how well students comprehend the comic strip given in this study. While the writing test is used to find out the ability of XII MIPA students of MUQ Pagar Air in writing anecdotal text by using authentic materials (comic strips), the questionnaire is used to find out students' obstacles of using authentic materials in writing anecdotal texts.

#### **B. The Data Analysis of Tests**

The tests were given to students in order to know their ability in writing an anecdotal text. There were two tests in which students participated; pretest and posttest. The researcher selected one class as the sample and the pretest was held on July 27, 2017 while the posttest was on August 3, 2017. As mentioned in the previous chapter, the statistical analysis was used in order to find out if there is a difference between the pretest and posttest result that was conducted after some treatments were given.

To know how well students' comprehension on the comic strips, the researcher provided table as follows:

Table 4.1  
The result of scoring percentage about how well students comprehend the comic strips

Score Achievement	Predicate	Number of Students	Percentage
0 – 5	Poor	0	0%
6 – 10	Unsatisfied	3	12.5 %
11 – 15	Good	18	75%
16 – 20	Very good	3	12.5%
	Total	24	100%

Based on the table above, 75% of students were good in comprehending the comic strips while 12.5% of students were not good enough to reported most of comprehensive details of comic strips and the rest 12.5% of students could report almost all details of comic strips comprehensively. The researcher concluded that students have good comprehension on the comic strips, because none of them got poor level. Even though three of students are in unsatisfied level, interestingly most of them are good in comprehending the comic strips.

Some of students could not describe the sequence in comic strips in detail, while the rest could. They described the comic strips in many ways. When the researcher asked them to do the exercise; there was a picture of a man holding a book in a library, was nudged by an old man's umbrella and then the book fell. Interestingly, the researcher got one unique answer from one of students. He wrote that in the last paragraph, fortunately this old man holding a book, what if

he is holding a phone and it would break. It means that these students could think and describe the comic strips in detail by their own way. Over all, most of students have good comprehension on comic strips, with the result students can compose the anecdotal text well.

The results of both tests are elaborated in the following table:

Table 4.2  
The scores of the pretest and posttest

Students' Initial	Aspect to be Evaluated											
	PRETEST						POSTTEST					
	A	B	C	D	E	F	A	B	C	D	E	F
AT	1	3	2	2	2	2	3	3	3	3	3	3
AW	1	1	2	2	1	1	2	2	3	2	2	3
AM	3	3	1	2	2	2	3	3	3	3	3	3
AAF	1	1	1	2	1	2	2	2	2	2	2	2
DM	1	1	1	1	1	1	3	2	3	3	3	3
DM	2	2	1	1	1	1	2	2	1	1	2	2
DN	2	1	2	2	1	2	2	2	2	2	2	2
FA	1	2	1	2	1	1	2	1	2	1	2	2
HIR	2	2	2	2	2	2	2	2	3	3	3	3
HN	2	1	2	2	1	2	2	2	3	2	2	3
IR	0	0	0	0	0	0	0	0	0	0	0	0
KM	2	2	2	2	1	2	3	3	3	3	2	3
MFH	0	0	0	0	0	0	0	0	0	0	0	0
MH	0	0	0	0	0	0	0	0	0	0	0	0
NI	2	2	2	2	2	2	2	3	3	3	2	3
NA	1	1	1	1	1	1	1	1	2	1	1	2
NAR	2	1	2	2	1	2	3	2	2	2	2	3
NH	1	1	1	1	1	1	1	1	2	1	1	2
RA	1	1	1	1	1	1	2	1	1	1	1	1
SU	1	1	1	1	1	1	2	1	2	1	1	1
SA	1	2	1	1	1	1	2	2	2	2	2	2
SAN	1	1	1	1	1	1	3	3	3	3	4	4
SIR	1	1	2	1	2	1	2	3	2	2	2	3
US	1	1	2	2	1	1	2	1	2	2	1	2
UW	2	2	1	2	2	2	2	2	3	2	2	3
YA	0	0	0	0	0	0	0	0	0	0	0	0
ZA	3	3	3	3	3	3	4	3	4	3	3	3
YSS	2	2	3	3	2	3	2	2	3	2	2	3
HNI	0	0	0	0	0	0	0	0	0	0	0	0
<b>MEAN</b>	<b>1.54</b>	<b>1.58</b>	<b>1.58</b>	<b>1.71</b>	<b>1.38</b>	<b>1.58</b>	<b>2.25</b>	<b>2.04</b>	<b>2.46</b>	<b>2.08</b>	<b>2.08</b>	<b>2.54</b>

**Where:**

- A** = Introduction
- B** = Sequencing
- C** = Comprehensibility of the Text
- D** = Comprehension of Details
- E** = Support for Topic
- F** = Focus on Topic

Table 4.2 shows the differences between the pretest score and posttest score. The significant result showed that there was improvement on all of the assessment categories. In the category F, the score increased about 0.96 from 1.58 to 2.54 which mean students' have more focus of their writing.

In this case, there are 29 students in this class but researcher only took 24 students because the rest of them did not come to the class. Even their writing are not really focus on the grammar, researcher can understand what they mean. That is why on category C students' average score was improved from 1.58 to 2.46.

In conclusion, according to the data above found that the average scores of both tests were different and there were slightly different results between pretest and posttest. In this research, the posttest results are higher than the pretest, which indicates the use of comic strips can improve students' writing anecdotal texts. In addition, students also have good comprehension in understanding the comic strips so they can compose the anecdotal text well.

### C. The Analysis of Questionnaire

In order to complete the data needed, the researcher not only conducted the experimental teaching and some questions to see how well students' comprehend the comic strips, pretest and posttest but also distributed questionnaire to students. It was aimed to find out how well students comprehend the comic strips, how do authentic materials can improve students' writing anecdotal texts and students' obstacles of using authentic materials in writing anecdotal texts. The result of the questionnaire would be elaborated in details in the following table:

Table 4.3  
Students' opinions about the obstacle in writing anecdotal text

No	Questions	Percentage of Agree Option
20	Learning anecdotal texts increase motivation and interesting in learning language.	83.33%
2	I find some obstacles in writing.	75%
8	It is interesting learning writing anecdotal texts by using comic strips.	62.5%
12	Authentic materials can expose to the real English.	58.33%
17	The obstacle that I faced in writing anecdotal texts is lack of vocabulary.	58.33%
9	Using comic strips can improve my ability in writing anecdotal text.	54.17%
3	One of obstacles is getting idea.	50%
4	Learning by using media is easy.	45.83%



15	I like writing-process and enjoy writing classes.	41.67%
11	Learning by using authentic materials can improve my vocabulary mastery.	37.5%

From the table 4.3 above there was significant result of questionnaire number 20 that given by the researcher. About 83.33% students agreed that learning anecdotal text increased students' motivation and interest in learning language. It proved that comic strips give some benefits and improve students' interest in learning writing.

On the other hand, students also faced some obstacles in writing anecdotal text such as lack of vocabulary, lack of ideas, and lack of motivation in learning writing. It means that it can influence students' score in writing. 37.5% students agreed that comic strips improved students' vocabulary and 54.17% are strongly agreed. It can be seen most of students got new vocabulary while learning anecdotal text by using comic strips. The researcher also gave strategy to learn new vocabulary, for example; the researcher will write difficult word on the whiteboard and translate it into Bahasa then students' can use the word for their writing.

#### **D. Discussion**

This section discusses how about the research findings and answering the research questions. There are two research questions provided; how did the use of comic strips improve students' writing anecdotal text and what are students' obstacles of using comic strips in improving students' writing anecdotal texts. It purposed to find out how do the use of comic strips improve students' writing anecdotal text that they have comprehended from the comic strips and to find out students' obstacles of using comic strips in writing anecdotal texts.

Based on data analysis from test and questionnaire, it can be explained based on the data presented through 18 students or 75% got good grade on answering the questions that the researcher gave. 75% of students were good in comprehending the comic strips while 12.5% of students were not good enough to reported most of comprehensive details of comic strips and the rest 12.5% of students could report almost all details of comic strips comprehensively.

The researcher concluded that students have good comprehension on the comic strips, because none of them got poor level. Even though three of students are in unsatisfied level, most of them are good in comprehending the comic strips. It means that most of students were good in comprehending the comic strips, so they could write an anecdotal text from the comic strips.

The question "how did the use of comic strips improve students' writing anecdotal text can be answered based on the given tests. Authentic materials can improve students writing anecdotal texts, it is because there were significant

results between pretest and posttest. The different score before and after applying authentic materials also showed that it may develop students' ability in writing. There were significant results of the average score between pretest and posttest of the categories.

Before authentic materials (comic strips) was applied to students writing anecdotal text, they have poor habit in writing, they made some mistakes in term of grammar, content, word choice, and comprehension of text. However, the research has shown that when it was applied on the student's' writing as it is more useful since students find the opportunity to correct their poor writing. It can be summarized that applying authentic materials in teaching writing improved students' writing anecdotal text because they can compose anecdotal texts by using comic strips well.

In addition to answer the research question number two, "What are students' obstacles of using authentic materials (comic strips) in improving students' writing anecdotal texts" the researcher also distributed questionnaires in order to know students' obstacles. From the questionnaire analysis, the researcher found 75% of students agree that they find some obstacles in writing. They also agree that one of the obstacles in writing is getting idea. That is why the researcher offered the authentic materials (comic strips) to students.

From the questionnaire, 12 students strongly agree that comic strips help them in improving anecdotal texts. The researcher assumed that some students had difficulties in getting idea and lack of vocabulary. Therefore, it can be

concluded that authentic materials (comic strips) can help students to fix their problems in writing anecdotal texts. Comic strips help students to gain the idea in writing and get new vocabulary in English.

Based on the analysis of questionnaire, the researcher concluded that most of students gave positive responses about teaching writing by using comic strips to improve students' writing anecdotal text the researcher found that most of 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 students more enthusiasm in the writing activity because they enjoy the visualization and the story of the comic.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the researcher writes some conclusions and suggestions as follows:

#### **A. Conclusions**

From the data analysis about the use of comic strips as authentic materials to help students' improvement in writing anecdotal texts at MAS Ulumul Quran Pagar Air, it can be concluded that students have good comprehension on comic strips because they got satisfying result after answering the question provided. In addition, students could also provide anecdotal texts by using comic strips with good scores which is provided by significant pretest and posttest result.

Authentic materials can improve students' writing anecdotal texts. It proved by students' good comprehension on comic strips and their pretest and posttest scores, which has a sufficient improvement from the average score in all of the assessment categories. The different score before and after applying comic strips showed that it develop students' ideas in writing. It means the comic strips can help students' in writing anecdotal texts.

Although they can compose anecdotal texts well, they also have some obstacles that students' faced in writing, those are getting ideas, lack of vocabulary, and there is no background of knowledge of comic strips. It proved by questionnaire that researcher gave. They also believe that comic strips improved

their vocabulary mastery. Therefore, it can be concluded that comic strips can help students to fix their problems in writing anecdotal texts.

### **B. Suggestions**

According to the results of the study, the researcher would suggest some suggestions in order teaching-learning process in the class become more effective, especially in using comic strips as authentic materials. The researcher suggests that teachers should use comic strips in teaching writing anecdotal texts or other subjects since its advantages in motivating, providing the most updated information and exposing students to the real language are very good in increasing students' sense of language. The teacher can lead the students' imagination to bring the anecdotal text based on comic strips.

Comic strip is one of the media that used in teaching English to improve students' ability. Students are more active and spirit to study when they use comic strips as media. The researcher supports students to learn English especially about anecdotal text by using comic strips.

To increase their ability in composing anecdotal text, they should learn more about vocabulary so it will make them easier in writing and develop their knowledge. The researcher assumed that students happier if they learn something by relating to the real life. Therefore, teachers should consider in choosing the right authentic materials before coming into the class so students will enjoy the class. If the material does not suitable with students' culture or real life (culturally biased), it will be difficult to understand outside the large community.

In addition, this research can be used to other researchers as their reference to conduct researches on the same field. The researcher also expected the other researchers be able to cover the limitation of this research, and can conduct a similar study in students' writing skill in different genres. Hopefully there will be any further research of how to complete this research.

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Nomor : B-1256 /Kk.01.07/4/TL.00/07/2017  
Sifat : Biasa  
Lampiran : Nihil  
Hal : **Rekomendasi Melakukan Penelitian**

18 Juli 2017

Yth, Kepala Pesantren Modern MUQ  
Pagar Air, Kota Banda Aceh

*Assalāmu'alaikum Wr. Wb.*

Sehubungan dengan surat Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-5700/Un.08/TU-FTK/TL.00/07/2017 tanggal 06 Juli 2017 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi**, dengan judul "**The Use of Authentic Materials in Improving Students' Writing Anecdotal Texts**" kepada saudara :


Nama : Cut Sofia Raihan  
NIM : 231 222 692  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Semester : X  
Alamat : Jeulingke

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kasi Pendidikan Madrasah,



Aiyub

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH**  
**MADRASAH ALIYAH ULUMUL QURAN**

Jalan Banda Aceh - Medan Km. 6, Komplek MUQ. Desa Bineh Blang,  
Pagar Air, Kota Banda Aceh (Kode Pos 23371),  
Telepon (0651).....,NSM 131211710003

Banda Aceh, 04 Januari 2018

Nomor : Ma.01.95/PP.00.6/ 07 /2018  
Lampiran : -  
Perihal : Surat Telah Melaksanakan Penelitian

Kepada Yth,  
**Dekan FTK UIN Ar-Raniry Banda Aceh**  
Di-  
Tempat

Assalamu'alaikum Wr.wb.

Dengan mengharap ridha Allah SWT, serta Shalawat dan Salam kepada Junjungan kita Nabi Besar Muhammad SAW, semoga kita selalu dalam lindungan-Nya.

Dengan hormat.

Sehubungan Surat Nomor ; B-1256/KK.01.07/4/TL.00/07/2017, tanggal 18 Juli 2017 dengan ini menyatakan bahwa :

Nama : **CUT SOFIA RAIHAN**  
NIM : 231 222 692  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam  
Prodi/Jurusan : Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian Pada madrasah Aliyah Ulumul Quran pada hari Kamis Tanggal 27 Juli s/d 3 Agustus 2017 dalam rangka penyelesaian Skripsi yang berjudul "**The Use Of Authentic Materials In Improving Students ' Writing Anecdotal Texts**".

Demikian Surat keterangan ini dibuat agar dapat dipergunakan sepeperlunya.

Madrasah Aliyah Ulumul Quran

Kota Banda Aceh

Kepala



NIP. 196412311992031050

## TEKS ANECDOTE

In the night of muqas II there are some santri that bored because they don't have permit to sit on the chair that available. And they couldn't went into the dormitory. Sarah, Wusqa, Neylul, Hanifa, and Fika went into the dormitory quietly so other people couldn't know. They entered to the room 17 to abide. Because of went into the room quietly, then they make there is no sound so others can't hear outside the room.

Suddenly, we heard a sound of ustazah's room opened and worried if ustazah came into the room, and command to watch the muqas II event. Because of they were scared, then they looked to a place that safe to hide.

Wusqa, Neylul, and Fika abode crowdly underneath the bed. Hanifa that just now awake from sleep, spontaneously jumped to the top of the bed that stood up.

Not long after that, the door of the room opened, in fact there is Tsamra who entered the room. And she wondered because of they abode crowdly to hide. Sarah couldn't went on and accidentally trapped behind the bed.

And then she got up and said "we think that is ustazah, our body hurts alot! Neylul, Wusqa, and Fika already like a mouse in my home". And the situation became noise of laughs.

Intro	: 2	
dy	: 2	
Grammar	: 2	12
Coapren	: 2	
Support	: 2	
Focus	: 2	

Nama : Neylul Izzati

NO absen : 19

Kelas : XII MIPA

kelas : XII NIPA  
o. Ab : 01

## Anecdote Text

once upon time, english teacher teaching in the class XII NIPA. Before teaching, the teacher call roll the student more than.

moment the teacher call roll the student.

- "Rajinas" "yes, I'am!" answer Rajinas
- "Cantika" "preent" answer cantika
- "Sulekka" "yes, I'm here" answer sulekka
- "bobon" "absen Niss" answer the student
- "where is bobon? why he always absen if my subject?" asking teacher
- "he is sleeping in the dormitory Niss..." answer sulekka
- "checkck..." the teacher just move from side to side, when she looked behavior her student.

Then, the teacher continue return call roll the student.

- "Putih..." "yes I'm" answer putih
- "mamaiar..." the class return silent when the teacher call roll mamaiar name. they are another change view / look at.

The teacher asking to the student "where is mamaiar?", "we dont know Niss" answer the student. as it should be he is sleeping too in the dormitory. "The most bobon and mamaiar come back to the class when english subject is ready." answer the student.

Later they are come back, please rays for they to meet me in the office when break." said the teacher. Ring a bell, time english subject is ready finished and the teacher return to the office. arrive in the office the teacher while enjoying a cup of pucuk hanum tea.

- "tok..tok..tok" suddenly hear voice knock door.
  - "excuse Niss... why you calling us to come here?" asking bobon and mamaiar.
  - "yes, sit down please" said the teacher invite.
  - "are you know why Niss calling you to come here?" asking the teacher for they.
  - "bobon and mamaiar just move from to side to side.
  - "now I want asking you, why you once seldom come to the class if english subject?" asking teacher they are just silent.
  - "how much I give your (value) in the raport?" asking the teacher angry.
  - "60 or 70 or more better 80 Niss..." answer they are while laugh.
  - "so if I give your value 60, 70, or 80, and then how with do you friend value?"
  - "your friend is very diligent come to the class!" said the teacher.
  - "this is easy problem Niss... above 60, 70 or 80 still numeral 90, 95, and 100." answer bobon and mamaiar
  - "Niss just give for they 90 or 100. this is easy."
- answer bobon and mamaiar while laugh. The teacher just silent with feel between angry and funnylooking behavior her student.

The end

Intro	1
Response	3
Grammar	2
Comprehension	2
Support	2
Focus	2

} 12

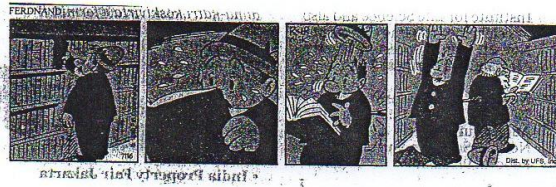
Name : Neylul 12205

Subject Lesson: English

Class/ Semester: XII / I

Directions:

Please write a story based on the comic strips containing four or five paragraphs!



Answer the questions below:

1. What do you think about the picture?
2. How are the characters?
3. What is the problem of the picture?
4. What is the conclusion?
5. Is there any social value in the picture?

answer

- .. I think the picture horror because emosional in that situation and funny
- 1. afraid person, emosional situation, suprised.
- 3. the problem of picture is emosional ~~the~~ in that situation because suddenly there was something make ~~surprised~~ him suprised.
- 4. the conclusion is in fact something make ~~surprised~~ him suprised is grand father's man brought an umbrella.
- don't negative thinking.
- don't betomp afraid person.

Story →



## the Man get shock

do you know that?

In the library there was a man who looked for a book story Mr. X. the man was saw the book of Mr. X until found, the man was took the book of Mr. X.

After he found the book of Mr. X, the man reading the book of Mr. X seriously. until the man was no a Ware people other.

sudden there was something make him suprised. the man was emotional in that situation until got suprised and panic.

until the man was suprised and fall down the book story Mr. X. In fact something make suprised is grand father's man brought an umbrella.

the conclusion can get is don't negative thinking, ~~the conclusion~~ don't become afraid person and always take care any were.

Name : AFIFAH TAQIA

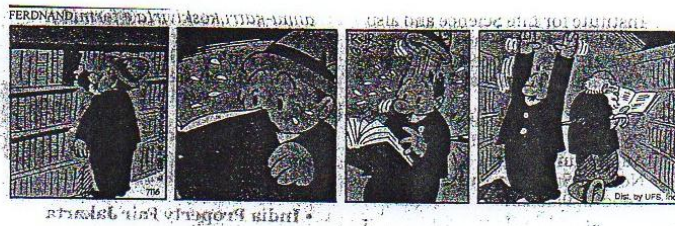
Subject Lesson: English

Class/ Semester: XII / I

No. Absen : 01

Directions:

Please write a story based on the comic strips containing four or five paragraphs!



Answer the questions below:

1. What do you think about the picture? somebody was surprised when something touch him .
2. How are the characters? fernand is very funny , shaking and kidding
3. What is the problem of the picture? suddenly, have something touch him from back
4. What is the conclusion? in fact, have somebody touch him with his umbrella
5. Is there any social value in the picture?
  - dont be negative thinking
  - dont be very seriou with something
  - dont be panic

~ A KIDDING FERNAND ~

once upon time, has some body name is fernand. in some day, he went to library alone. arrive in library he search some book. } abstract

in fact, he found a book titled Mr. x. He was very curious with that book. and then he read a book titled Mr. x. } orientation

He was very serious when he read that book. suddenly, as something touch him. fernand was very <sup>over</sup> surprised with that. } crisis

He don't know what and who touch him. and his hat was dropped on the floor because he <sup>was</sup> very surprised. } incident

without knowing anything, in fact, have a grand father no deliberately touch him from back with his umbrella.

so, there have any social value, is don't be negative thinking with something without knowing. and don't be panic and very reirour with something. } code

## ASSESSMENT RUBRIC OF WRITING ANECDOTAL TEXTS

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Comprehensibility of The Text</b>	Does not in pair comprehensibility.	Somewhat in pair comprehensibility.	Somewhat hard to understand.	Not comprehensible.
<b>Comprehension of Details (Content)</b>	All supportive details from the comic strips are narrated accurately.	Almost all supportive details from the comic strips are narrated accurately.	Most supportive details from the comic strips are narrated accurately.	NO supportive details are narrated OR most are inaccurately narrated.
<b>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

(Adapted from Rubistar, 2017)

## QUESTIONNAIRE

Name :  
Date :  
Student Number :

NO	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Writing is one of important skill to learn.				
2	I find some obstacles in writing.				
3	One of the obstacles is getting idea.				
4	Learning by using media is easy.				
5	Comic strip is media that help us in learning writing.				
6	It is easy in getting idea by using comic strips.				
7	Comic strips help us in improving writing anecdotal texts.				
8	It is interesting learning writing anecdotal texts by using comic strips.				
9	Using comic strips can improve my ability in writing anecdotal text.				
10	Authentic materials motivate students in learning anecdotal texts.				
11	Learning by using authentic materials can improve my vocabulary mastery.				
12	Authentic materials can expose to the real English.				
13	Learning anecdotal text is difficult.				
14	It is hard to comprehend the comic strips.				
15	I like writing-process and I enjoy with writing classes.				

16. How do you comprehend the comic strips?
- a. By describing one by one of sequences and make the points
  - b. By discussing with friends
  - c. By understanding whole of sequences and make the points
17. What is your obstacle in writing anecdotal texts?
- a. Lack of vocabulary
  - b. Not familiar with the rhetorical steps
  - c. Lack of ideas
18. What is the example of authentic materials?
- a. English song, BBC news, and The Jakarta Post
  - b. Course book, CD/ cassette for English course, and story about Cinderella
  - c. Course book, BBC news, and English movie
19. What is the obstacle that you face in comprehending the comic strips?
- a. The expression is hard to analyze
  - b. There is no background knowledge about the topic in comic strips
  - c. Lack of motivation in understanding comic strips
20. What are the advantages of using authentic materials in learning anecdotal texts?
- a. Increase motivation and interest in learning
  - b. Fun and not monotonous
  - c. There is no advantage

**(Adapted from Zuhairati, 2015 & ESLP82)**

## **AUTOBIOGRAPHY**

1. Name : Cut Sofia Raihan
2. Place / date of Birth : Matangglumpang Dua/ 4 Agustus 1994
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesian/ Acehese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Petuah Utama, Jeulingke, Banda Aceh
9. E-mail : cutsofiaray@gmail.com
10. Parents' Name
  - a. Father : Teuku Umar Hs.
  - b. Mother : Roswati Is.
  - c. Father's Occupation : Civil Servant
  - d. Mother's Occupation : Civil Servant
11. Address : Jl. Medan-B.Aceh, Gampong Raya Dagang, Peusangan, Bireuen.
12. Education Background
  - a. Elementary School : SDN 1 Peusangan (2000-2006)
  - b. Junior High School : SMPN 1 Peusangan (2006-2009)
  - c. Senior High School : SMAN 1 Bireuen (2009-2012)
  - d. University : UIN Ar-Raniry Banda Aceh (2012-2018)

Banda Aceh, December 14<sup>th</sup>, 2017

The Writer

Cut Sofia Raihan