THE USE OF COMIC STRIPS IN TEACHING NARRATIVE TEXT THROUGH LANGUAGE MANAGEMENT SYSTEM (LMS)

THESIS

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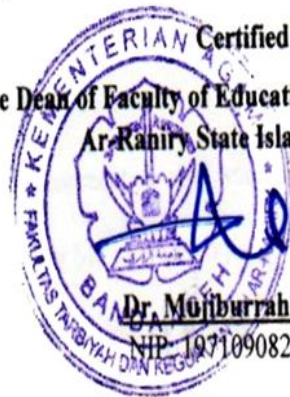Zubaidah, M.Ed   Dr. Jarjani Usman, S.Ag, S.S.,M.Sc., M.S

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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Tittle	: The Use of Comic Strips in Teaching Narrative text through Language Management System
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Key Words	: Comic strips, narrative text, language management system

This quantitative study was carried out to investigate the effectiveness of comic strips to improve students' ability in writing narrative text through language management system (LMS). To do so, the students were taught by using comic strips and their ability in writing narrative text was assesed by tests (pre-test and post-test). The result showed that the students' achievement in writing narrative text most is improved. This is indicated in the value t-test is higher than the value of the t-table. The significant value from t-test is 3.80. This value is higher that of the t-table and indicates that using comic strips improve students' achievement significantly. This means that the Ha is accepted and the Ho is refused. Therefore, a comic strip is affective media in improving the students' writing ability in the aspect of idea, vocabulary, grammar and generic structure of narrative text. This finding mirrors previous research findings by Khairinur (2013), Kurnia (2015), and Ratnasari (2014).

CHAPTER I

INTRODUCTION

A.   Background of Study

Most students like to read comic regardless any kind of the theme or the title of the comic. They borrow some comics and spend much time to finish reading it. Comic seems a delicious consumption for kids, teenagers and adults. Sometimes, the students also read comic in English language that gives those many benefits for them such as increase their vocabulary. Furthermore, reading comic improves students' imagination that they are able to create something new also the students can take moral value from the story.

The scopes of comic are various. There are comic strips, comic books, cave paintings, tapestries and more. Comic strips is selected as media in teaching due to comic strips tell an amusing story that attract everyone. According to Simon and Schuster, Comic strips are series of drawing tell a comical or exciting story (Simon and Schuster, 1991:114). Because comic strip usually consists of interesting pictures and stories so most of students like to read it. Besides, reading comic which consists of some pictures will make students more enjoyable. Each material of comic strip has various stories such as humor, action, mystery, thriller, adventure, and so forth.

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 (Hengameh Honarvar and Ali Rahimi, 2001:1). In addition, by reading the humor story of the comic strip will influence the students' emotion and feeling. It

also fosters children's creativity, appreciation and sense of humor. It is a simple and very interesting authentic material. The humorous characteristic provide relaxed the atmosphere and it is familiar to students.

In this research, the writer considered to apply comic strip in writing skill because writing is one of the most important skills that must be learnt. By mastering writing skill, it will be easy for students to comunicate with others writtenly. Morover, the students of college obligated to write a paper as the requirement in getting academic degree. According to Hornby (1979:997), writing is a process of expressing ideas, wants, hopes and thoughts visually from someone passed on to other people, so writing is one of the skills where the writer informs us an idea and massage in written form. Ur (1996:163) also cites that the purpose of writing, in principle, is the expressions of ideas, the conveying of a massage to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.

In writing, there are various kinds of text that the students should master. Moreover, Hartono (2005:5) also makes a list of text types which he divided into two groups: story genres and factual genres. Types of text that belong to short stories are narrative, news story, exemplum, anecdote, recount, and spoof, while those that belong to factual genres are procedure, explanation, report, exposition, discussion, description, review, news item and docummentary. Narrative is chosen because it related to the story of comic strips which the social function of narrative is to amuse the reader. Barnett and Stubbs (1983:24) state that the

purpose of narrative is to entertain, to tell a story, or provide an aesthetic experience.

However, writing narrative text is not an easy matter because narrative follows a chronological sequence. For English language educational students, writing narrative is considered as one of skills which the students should be mastered. In the curriculum, it has been mentioned that the student of English language education are expected to be able to express their ideas to be organized in an essay way written language accurately, and fluently. Unfortunately, few lecturers in English Department of UIN Ar-Raniry have applied comic strips in teaching narrative text before. That is one of the reason that inspire the writer to apply comic strip as a media in teaching narrative text for English language educational students. The writer is also curious how comic strips affect them in creating a funny story.

The writer assumes that comic strips can be an appropriate media in teaching narrative text because picture in comic strip can help students to visualize and to construct story. In addition, the pictures which are available in comic strips will guide students to write narrative text easily. Besides that, by using this media the students can also find new vocabularies. They can use the new vocabularies to develop into some sentences to arrange a story based on their comprehension and ideas. As a result, they can transfer or express their thought with full of potential.

Furthermore, the writer is also interested in using online classroom in teaching narrative by using comic strip which The Development of Technology

usage aimed for written communication has quickly won students' heart, through out Language Management System (LMS) as digital classrooms. It is an environment with digital software which is designed to manage user learning interventions as well as deliver learning content and resources to students (Nor Azura and Lee hwei Ling, 2013:248). One of popular digital classroom among English students is Nicenet. In Nicenet, students can enjoy written communication freely by sharing their ideas. They also can comment to other's posting which learning for an hour and half every week in classroom environment is inadequate. Therefore, the writer use online classroom that they have too much time in finishing their task. The writer also thinks that it will be interesting research when use online classroom in improving student's writing in using comic strips because no one has ever done it before especially in writing class.

There have been many studies that stated the effectiveness using comic strips to improve students writing ability of narrative text. The first study was conducted by Khairinur (2013). The research title was "Comic Strips in Increasing Students' Ability in Writing Narrative Text". The result of this study showed that comic strips had increased the ability of students in writing narrative text. It was proved by the mean of pos-test experiment (73) was higher than the mean of pos-test control class (62). Another related study is presented by Fauzi Fajar Kurnia (2015) entitled "Using Comic Strips to Improve The Writing Learning Process of The Eight Grade Students of SMPN 2 Padang, Bojonegoro in The Academic Year of 2014/2015. The result of this study indicate that comic strips effectively improved the students' learning process in writing recount text. the strategy made

much improvement on the students' writing learning process in the aspects of participation, involvement, students' awareness, level of noisiness, and confidence with the number of the improvement of the students was 85.5%. The last relevant study was done by Yulia Ratnasari (2014) entitled The Effectiveness of Using English Comic Strips in Teaching narrative Text (A Quasi-Experimental Research at The Eight Grade Students of SMP Islam Al-Ikhlas in The Academic Year 2013/2014). The result of the study showed that the use of English comic strips in teaching writing of narrative text was effective. It could be seen from the result of calculation that the mean score in experimental class was higher (78.61) than the mean score in the controlled class (65.54).

This study focuses on investigating the use of comic strips through language management system (LMS) to improve writing ability of students' understanding writing 2 at university.

B.   Research Question
1. What are the improvement made by students after the implementation of comic strips through language management system (LMS) ?

C.   The Aim of Study

1. To find out some improvement made by students after the implementation of comic strips through language management system (LMS).

D.   Hypothesis

Drawing upon previous studies on the effectiveness of using comic strips, this study hypothesized that using comic strips in teaching english writing

improves students' achievement.

E.   Significance of the study

Theoritically, the result of this study is expected to enrich the knowledge of learning model in teaching English, especially in writing.

Practically, the result of this study are expected to contribute to teachers and other researchers. For English teachers, these result is expected to provide useful information about the appropiate media and effective ways in teaching of writing especially for those who teach narrative text. Furthemore, to be a useful reference for any other researchers who want to develop the same issues.

F.   Terminology

To further clarify the writing of this study, there are some key terms to this research, including:

1. Comic Strips
    Comic strip is defined as a series pictures inside of boxes that tell a story (Jun Liu, 2004: 229). In this research, comic strip contains 1-3 sequence of humor pictures without any words that the students will convey their own ideas based on the picture of comic strip. The most popular examples of comic strips among students are seen in *Gam Cantoi, Popeye, Pak Tuntung* that we can find on internet and apply the comic strips through language management system toward one unit of English students in the third semester who was taking writing class.

2. Narrative text

    According to Rebecca (2003), "A narrative text is a text, which relate a series of logically, and chronologically related events that are caused or

experienced by factors". In doing this study, the writer is curious about how the students write a narrative text to entertain the readers in chronological order that consist of orientation, complication and resolution.

3. Language Management System (LMS)

Language Management System, sometimes called pedagogical platform, is a software system that delivers course over the internet. By using Language Management System, it will help university students in improving their writing skill in the outside of classroom. There are many kinds of model learning management system such as Nicenet, latitude learning and so forth. The writer chose Nicenet because she has ever used this online classroom in CALL class.

CHAPTER II

LITERATURE REVIEW

A. The Scope of Comic Strips

1.   Definition of Comic Strips

There are many experts who give different definitions of comic strips. The first definition is stated by Kunzle (2017:1) comic strips is series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence. In additional, McCloud (1993) also defines that comic strips is juxtaposed pictorial and other images in deliberate sequence intended to convey information or to produce and aesthetic response in the viewer.

 Comic strips refer to "a set of drawings telling a short story" in a newspaper or comic books (Summers, 1992:249). So, based on the explanation above the definition of comic strips is a series of pictures that tells a story and deliver meaningful massage.

Another definition is described by Andre Drole that comic books and strips have been suggested as classroom material due to their broad appeal to almost any age group or leaner level because they depict real dialogue and culture. Moreover, comic is one of visual aid that can be used as media in teaching writing. As stated by Danan, M (1992:497-527) that the use of different visual-verbal aids will hopefully help teacher seeking to improve the students motivation and interaction in class as well as learning particular language skill and knowledge.

Honarvar and Rahimi (2011:1) also stated that Comic strip is a sequence of drawings arranged in interrelated panels to display brief humor of form a narrative, often serialized with ballon and caption. It developed the context, setting and the characters in visual forms which are more comprehensible for children. It motives the newly-learn-to read and to start and enjoy reading enthusiastically. It fosters children's creativity, appreciation and sense of humor.

Therefore, comic strips is one of media that can be applied in writing class which comic strips allow students to generate ideas and enrich vocabularies from their visual intelligence.

2. The History of Comic Strips

Indeed, the history of comic strips are elaborated from different point of view by some scholars. According to David M. Kunzle and Mary Bellis state that the terms "Comic" and "Comic Strip" became established about 1900 in the United State. Another Expert also describes about the history of comic strips which began appearing in America newspaper in the late 19th century (Neil: 2011). "Yellow Kid" has often cited as being the first comic strip that created by Richard Outcault.

In 1837, "The Adventures of Obadiah Oldbuck" was published by Rudolphe Topffer and it is considered the earliest known comic book. In the 1930s, newspaper comic moved beyond their original humorous subjects and began to include adventures and exploits of *Popeye, Tarzan, Buck Rogers* and other action – oriented characters. "Soap Opera" themes were introduced in the 1940s with Mary Worth and Judge Paker.

In this present time, more than billions of comic have been created by many artists that we cannot count all of them. The examples of them are: *Popeye, Tarzan, Naruto, Detective Conan, Doraemon, Pokemon* and so forth. We can find them on newspapers and also available on online which it will be easy for teachers to use it.

B. The Advantages and Disadvantages of Comic Strips

1. The advantages of comic strips

There are numerous benefits of using comic strips in teaching that have been agreed by many scholars.

Jennifer Haines has summerized the benefits of comic strips as follow:

a) Engage readers who learn visually, and who are comfortable with visual media, such as video games and computer graphics, Increase vocabulary.

b) Encourage readers to explore different genres, and develop an appreciation for different literary and artistic styles.

c) Teach positive messages, such as helping others, working to one's best ability, working as a team, and persevering.

d) Open a reader's mind to new ways of storytelling, and increase their imagination, through the unique combination of text and pictures used in comics to convey the story.

Another concept about the strength of comic strips is described by Gene Yang (2003), in this case he focused on comics in education. He mentions that comic as media in educational tool is able to motivate students. The use

of picture and colors will make them more enjoy and interest in learning. Gene Yang (2003) theorizes that pictures tell any story more efficiently than words. Moreover, he found that comic visual quality increases in learning. The last, comic is popular among children, teenagers and adults because it has interesting story and full of colors.

2. The disadvantages of comic strips

Although there are so many experts who have explained the advantages of comic strip in english learning activities but we cannot deny that comic strip also has some drawbacks. There are severals point must be focused by the teachers who applied comic strip in their teaching learning process. First, the teacher should be careful in choosing the appropriate comic because many comic contain of violence and pornographic (Khasanah, 2011:30). In addition, the teachers are also supposed to use comic as a medium for teaching only. They must not let the students to read comic all of time; forgetting their lesson (Rahmi, 2014:23).

Second, the images of pornography and violence in comic are clear that stimulate to do violence (Douglas, 2007:129). Next, comic only has limited range of facial expressions. The last, Douglas Wolk states that comic can make someone addicted which cause the readers do not want to read other book.

Comic strips have not only the advantages but also the disadvantages for students in learning. It can be one of media that encourage students to study.

Regardless, the bad impact for students, the teachers should select an appropriate and relevant comic in teaching and learning context.

C. Narrative Text

1. Definition of Narrative

The term of narrative has several meanings. Many experts have proposed the definition and explanation of narrative. According to Anderson and Anderson (2003:1) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The charracters, the setting, and the problem of the narrative are usually introduced in the beginning. The problems reaches its high point in the middle. The ending resolves the problem.

Another definition also provided by Rebecca (2003:1), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, she states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In additional, Hartono (2005:8) adds about the schematic structure of narrative is orientation, evaluation, complication, resolution and reorientation. It has some language features: focus on specific participant, use of past tense, use of temporal conjunctions and temporal circumstances, use of material (or action) processes and use of relational and mental process.

A narrative usually contains with features of characters, plot and setting. Diana (2003) describes the features and rhetorical steps of narrative, as follows:

a. Characters

All stories must have characters, also known as the people or subjects of the story. Angela states usually there are also specific types of characters needed in order to create a developed story. For example, each story will often have a protagonist, which is the hero or heroine. This is the central character of the story. Often, there is also an antagonist, which is a character who opposes the protagonist. Overall, each story needs characters to push forward or react to the events in the plot.

b. Plot

Plot is the sequence of events showing characters in action (Rebecca, 2003). This sequence is not accidental but is chosen by the author as the best way of telling his or her story. If the writer has chosen well, the plot will produce conflict, tension, and action that will arouse and hold the readers' interest.

c. Setting

The setting is the time and location in which the story takes place. These facts set the scene for the story and can determine what kind of conflict occurs.

From the explanation above, it can be concluded that a narrative is a text which tells about past events. it is also one of interesting text because the

function of this text is to entertain the readers also to teach us the value from the story. Moreover, a key to comprehend this text based on the rhetorical steps are characters, plot, and setting.

2. The Purpose of Narrative Text

The basic purpose of narrative text is to entertain the readers and how to make them interested in the story. However, there are some other purposes of narrative text. The other purposes of narrative text:

a. To provide a fictional explanation for natural phenomena.

b. To provide information about the way particular people lived, and what they believed.

c. To convey cultural information that influences behavior.

d. To teach the reader a lesson they should learn about life.

In conclusion, the purpose of narrative is to entertain the readers by giving complication events which lead to resolution in happy or tragic ending. Narrative also teaches the readers about moral values.

3. The Generic Structure of Narrative text

In writing a narrative text we should understand the generic structure of the text. To write a good narrative text should have some criterias based on Derewianka (1995), the steps for constructing a narrative text are:

a) Orientation
Orientation is a part in which the narrator gives information about the situation of the charater(s), what they want, the time and place where the story happened. In other words, it answers the question of who, when, and where. Usually, the atmospheres that make the reader(s) or listener(s) want to

know more is created here. All of these are shown as a paragraph, a picture or an opening chapter.

b) Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. Thus, this complication will involve the main character(s) and often serves to something unexpected (temporally) toward them, for reaching their goal. Narrative mirrors the complications we face in life and tend to reassure us that they are resolvable. In short, this step is where the writer tells how the problem arises. In other words, in complication, the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters.

c) Resolution

Resolution is a solution for the problem of the conflict and the resolution brings the series of event to a close and solves the problems of the story. The end of the story can be in happy ending or sad ending (Khairinur, 2013:16).

So, to make a narrative text is more easier to understand, the students should write a narrative text based on the generic structure are orientation, complication, and resolution.

4. Types of Narrative Text

There are many types of narrative text that have been described by many experts. According to Martin (2000:213) narrative divided into fiction and nonfiction. Narrative fiction is also called traditional stories or folktales while nonfiction explains an event that has occurred in the past.

The narrative fiction includes. First, fairy tale is a fanciful tale of legendary deeds and creatures, usually intended for children (Fatimah, 2014:20). Moreover, fairy tale usually begins with the phrase 'Once upon time' and end with 'they lived happily ever after'. The tale story often tells about magical characters such as *Goblins, Little Red Riding Hood, Cinderella* and *Snow White*.

Second, a myth is a traditional story used to explain something about nature or society (Fatimah, 2014). Myth explains the origins of natural and supernatural phenomena, human/superhuman characteristics and spiritual side of life. The examples of myth are *Zeus and Hercules, How The Sun Came into The World,* and *The Mahabharata and The Ramayana*.

Third, legend is a story about real people or events but some of the fact is exaggerated to make the story sound bigger and better than the original one. Legend usually refers to individual characters, great heroes or kings who lived in the periods before written records (Fatimah, 2014:19). The examples of legend are *Malin Kundang, Takuban Perahu* and *Sir Gawain*.

The last, fable and trickster tales is the story about the smart animal that uses his brain to trick his stronger enemy. In additional, fables are about animals that can and act like people, or plants or forces of nature like thunder or wind (Fatimah, 2014:20). The purpose of fables story is to teach about life. Fables is often brief stories which has few character, but is full with moral and value such as *The Rabbit, The Raven* and *The Hare and The Tortoise*.

Nonfiction includes. First, spoof, definition of spoof is a text which tells the events of the past with an unexpected ending and funny which the purpose of it is to entertain the readers. The examples are *Green Pink and Yellow, Penguin in The Park and The Zoo Job*.

Second, autobiography is the story of a person's life written by that person. Richard Nordquist states that an autobiography is an account of a person's life written or otherwise recorded by that person such as *Two Ways of Seeing a River* by Mark Twain. Third, biography is a story of a person's life, written by another author such as *Elvis Presley*. The writer of a biography is called a biographer while the person written about is known as the subject or biographer. The last, history is written account of past event such as *Cut Nyak Dhien* (the woman hero of Aceh from Sumatera Island of Indonesia).

Based on the explanation above, spoof text was chosen because it tells an amusing story that happened in the past and it relevants for media of comic strips.

D. General Concept of Language Management System

1. Definition of Language Management System (LMS)

There are thousand definitions of learning management system that given by many scholars. Definition of learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process. Typically, a learning management system provides an

instructor with a way to create and deliver content, monitor students participations, and assess students' performance.

Paker (2014) describes that Learning Management System is web-based or software applications that allow companies and educational institutions to deliver content and resources to their learners and manage their delivery. These systems often provide easy ways for instructors to create and deliver their content while simultaneously monitoring participation and assessing performance. It can be concluded that language management system is a tecnology platform that the teachers can use to deliver their material to the students and it will be a suitable tool in improving students' writing ability.

There are also some benefits of using language management system based on Paker (2014). The first benefit in using a learning management system is it offers a centralized source of learning. This means that the training, performance, and development content are offered at all times from the same source. Second, the content and information in the course can be easily upgraded because the learning management system offers a special location for information so simple to make a change to the form and requirement. Users will get the same upgrade information at the same time.

The final benefit in using a learning management system is that it simplifies the learning process. The systems are easy to use and new users can figure everything out easily. The systems accommodate multiple features including recording and tracking, documentation and administration, as well as classroom learning. These systems are affordable alternatives that offer scalable and

personalized platforms for learning. They deliver integrated and enriched learning experiences for the users that expound upon virtual learning and collaboration modules.

2. Types of Language Manajement System

There are several different types of learning management system (LMS) that the teacher can choose one of them based on their preference.

a) Modlee, is a learning management system (LMS) - a free, Open Source software package designed using sound pedagogical principles, to help educators create effective online learning communities. You can download and use it on any computer you have handy (including webhosts), yet it can scale from a single-teacher site to a University with 200,000 students.

b) Blended Learning, Where Online and Face-to-Face Instruction Intersect for 21st Century Teaching and Learning reviews the working definitions of blended learning, explores relevant efficacy data, recaps innovative and practical implementation models and provides profiles of several schools and districts that are experiencing success with their blended learning programs.

c) Nicenet, A free Learning Management System for teachers to use with their students. Not a lot of bells and whistles but it's free.

d) Edmodo, Looks like Facebook but protected and safe for students.

e) E-Classroom. You can experiment with this site by going to the Teacher Institute link and logging in with the username: teach and the password: teach E-Classroom also offers a free trial

f) Jenzabar. Jenzabar is promoted as the only system that fully integrates with your institution's administrative system, allowing seamless data exchange. Available through any mobile device, it offers integration options such as ConnectEDU's CoursEval web-based course evaluation software, Intellidemia's Concourse online syllabus management software, and Learning Objects' e-Portfolio and CampusPack social learning software.

g) LoudCloud, Founded in 2010, LoudCloud promises an adaptive and highly personalized experience for students and teachers with its LMS. The LoudCloud Learning Ecosystems feature various cloud-based deployment options, "pick and choose" access to tools, predictive analytics and web- 2.0- social collaboration.

Nicenet is used as language management system because it is free to use and free of advertisements. Furthermore, as a web site, it is very reliable. Teachers can provide their students with reading materials and information, annotated links to selected and categorized websites, information about scheduled events such as assignments and exercises. Students can also enter documents, submit homework, and add links to the web. The last, Nicenet is familiar online classroom which the writer has ever used it before so it will be easy for the writer in control students' activity in writing class.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of research method that used in this study. It includes research design, research location, population and sample, technique of collecting the data and technique of analysis the data.

A. Research Design

This study used pre-experimental method. A pre-experimental is called one-shot case study in which a participant group undergoes a treatment then takes a post-test which has no control group. Evelyn (2001) explains the procedure of using pre-experiment one group pre-test and post-test design as in the following:

Participan Selection – Pre Test – Treatment – Post Test

To start the experiment, the writer selected one group of participant by using purposive sampling. Purposive sampling is a sampling technique used which the writer has specific considerations or purposes in choosing the sample (Sudjana, 2002: 168). One unit was selected as participant in this research from seven units. This unit was selected based on their previous score of writing I. Then, giving them pre-test to know how far their understanding in writing narrative text. After that, the students were treated by using comic strip which it was held for four meetings and treatment took for three meetings. The treatment was given in order to improve their ability in writing narrative text. The last, the students were given pos-test to know the improvement of writing made by students after they were treated.

B.   Description of Research Location

This research takes place at UIN Ar-Raniry, Banda Aceh, Indonesia. It was IAIN Ar-Raniry before it officially changed its status to the Islamic State University (UIN) Ar-Raniry on October 1st 2013. It was first established on October 5th 1963 and now located on JL. Ar-Raniry, Kopelma, Darussalam, Banda Aceh, Aceh Province.

English Department (PBI) is a place where the writer obtained the data for this research. There are two reasons why the writer conduct this study at English Department (PBI). First, the writer studied in this Departmen. Second reason because it has the primary subject of writing II for English Education Deparment students which in syllabus of writing existed the topic of narrative text that taught by lecturers with various methode, technique and approach in different way. Based on the writer experienced when learnt writing subject, Most the lecturers have never applied comic strip as a media in teaching narrative text. Therefore, the writer interested to know the students' creativity in writing short story of narrative text by this media.

C.   Population and Sample

Population is any groups of individual that have one or more characteristics that are interested for researcher (Beat,1993). The population of this study is 214 third semester students of English Language Educational year of 2016 who take writing II subject which divided into seven units.

The sample of this study is unit 7 that consist of 27 students. The technique that used in choosing the sample is purpusive sampling. Evelyn (2001:46) says

that purpusive sampling is used with the certain aims to determine the sample to needs of the research with some charateristics. The writer choses this unit because this class fulfill a require criteria to apply comic strip since they know how to write a good paragraph based on their pervious score in writing I.

D. Procedure of Data Collection

Data is needed in order to answer the research question. In this study, the data is collected by using several techniques of collecting data; experimental teaching and test.

The procedures of the experiment and test that were used are:

1. Experimental Teaching

Experimental teaching is one of the techniques in obtaining the data. It was held for four meetings to teach the students. The first and the last meeting were given for pre-test and post-test. While the treatment was given for the rest meeting. In teaching process, the writer applied comic strips as a media in teaching narrative.

a. First Meeting

In the first meeting, the writer introduced herself and explained the purposes of the writer's came to their class in teaching for 4 meetings. Then, she checked the attendance list. Next, introduce them one of language management systems that would be used as the online classroom was nicenet and gave them student number to login. After all of the students have been log in, the writer explained how to operate nicenet clearly. Before giving the pre-test, the writer explained the basic

information of narrative text. After giving some explanations, the writer held pre-test. She asked the students to write spoof text is one of types of narrative. The topic of pretest is "a funny story that happened based on their experienced". The students wrote their writing on nicenet based on their individual's experience.

After completing the test, the writer gave comment and suggestion based on their answer on the comment column of nicenet. Then, she thanked the students for their contribution as the participant.

b. Second Meeting

In this meeting, the writer explained more deep about the purposes, generic structure, language features and types of narrative text. The writer also introduced comic strips that used as a media in writing narrative. After that, the writer gave an example of narrative written by using comic strips. From the example, the writer told them how to write the introduction of paragraph, body and conclusion which the conclusion of the text rose the twist of the story. All of the materials that the writer explained post on nicenet. Next, she delivered comic strips of *Pak Tuntung* in nicenet. The students began to write a short paragraf based on their imagination from the picture. After all of them have been writing on nicenet, the writer checked and gave them some comments on the comment coloumn of nicenet.

c. Third meeting

In this meeting, the writer talked more about of its language features, some transitions and conjuction can be used in narrative. Then, she delivered comic strips of *Gam Cantoi* in nicenet. After all of students complite their writing, the writer and students discussed together which each of students gave comment to each others.

d. Fourth meeting

In last meeting, the writer summarize about all of the materials. Then gave them post-test the topic is "A funny story that happened based on their experience" which they did their writing on nicenet. The writer also thanked them because they have participated actively during my research.

2. Test

According to Brown (2004), test is a method of measuring personal's ability, knowledge, or performance in a given domain. In this study, the ability of students is measured by giving tests. There are two kind of test that provided, those are pretest and postest. Pretest is given in the first meeting which to know the basic ability of students in writing narrative text. Post-test is given after giving the treatment. The result of pre-test and post-test would be compare to know the students' ability before and after applying comic strips as a media in teaching narrative text. it would show whether the ability of the students in writing narrative is improved or not.

E. Technique of Data Analysis

1. Test

a. The range of data

Range is the different between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using some formula (Sudjana, 2002).

$$R = H - L$$

Where:

        R : the range of the score
        H : the higher score
        L : the lowest score

b. The number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + (3,3) \log n$$

Where:

        I   : the amount of interval class
        N : the amount of sample

c. The length of interval

The range of interval class can be calculated by using the following formula:

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

Where:

        P : interval space
        R : the range of scores
        I : the amount of interval class

d. Table distribution of test

Data/Score	Fi	Xi	FiXi
Total			

Where:

Fi   : refers to frequency
Xi   : refers to the middle score interval class
Fixi : the amount of multiplication between the frequencies and the middle scores of interval class.

e. Mean

In this case, the writer calculated the mean of students' score. The score was calculated by using formula. The formula is as follow (Sudjana:2002).

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

Where:

Fi   : refers to frequency
Xi   : refers to the middle z score interval class
Fixi : the amount of multiplication between the frequencies and the middle scores of interval class.

f.   Standard Deviation

To count how much an individual measurement the writer use standard deviation. Steven (2007) siad that standard deviation is a statistic that describes the total of variation in a measured process characteristic. The formula of standard deviation is as follows:

$$SD^2 = \frac{\sum fi\,(xi - x)2}{N-1}$$

Where :

SD   : Standard deviation
$\sum fi$: The sum of frequency

g. Hypothesis

To analyze the hypothesis, the writer use T-test in order to know the differences means of pre-test and post-test. Kratwohl (1998:478) states "T-test which allows us to test the difference between two means for statistical significance". The following formula is used in calculating T-test:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

Where:
T   : T – Score
x_1 : Mean of the pre-test
x_2 : Mean of the post-test
SD_1 : Standard Deviation of pre-test
SD_2 : Standard Deviation of post-test
N   : Total Students

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

Based on the experimental teaching process in the classroom by using comic strip as a media in writing narrative text, the results of the study were clarified. The research was held in four meetings and conducted pre-test and post-test. The statistical analysis was used to analyze the data.

A. The Data Analysis of Test

To evaluate students' achievement in writing narrative text, the writer used some criterion of the level in giving score based on Brown (2004) scale. The data from pre-test and post-test were calculated in order to identify whether there was significance different between pre-test and post-test.

1. The Analysis of writing test

Obviously, in the previous chapter, the writer tried to catch 27 students as the sample of this research. Unfortunately, only 17 students who participated in this research. This happened because there were some students who did not attentd to the class on the day the writer conducted the research.

First of all, the writer explained the analysis of pre-test score that was held on October 30th, 2017. The writer illustrated several steps in analyzing the data of pre-test. The first step, tabulated the data of pre-test after scoring it then from the table the writer determined the range of the score (R) and amount of interval class (I). Next, calculate the length of interval class (P). After that, substitute the score into the the frequency distribution. The last step, the mean score was determined based on the frequency distribution

which the aim of mean calculation is to know the average score of the students and to compare their average score of pre-test and post-test.

In additional, standard deviation formula was used to count their individual measurement that calculated from mean and used t-score formula in order to know the diffrences between mean of pre-test and post-test.The following is the table of students' pre-test score.

Table 4.1 the results of the students' pre-test score

No	Name	Organi-zation	Content	Gram-mar	Mecha-nic	Vocab	Total
1	ZP	17	17	16	17	18	85
2	DS	13	12	13	12	15	65
3	RSL	14	14	13	14	13	68
4	LN	15	15	14	14	14	72
5	DA	14	15	13	14	15	71
6	NM	16	16	15	14	15	76
7	SAN	17	16	16	16	17	82
8	WOR	15	16	13	13	14	70
9	DY	16	15	15	15	16	77
10	ZU	13	14	12	12	14	65
11	RFA	13	12	13	13	14	65
12	HF	12	12	11	12	13	60
13	NRM	13	12	13	12	13	63
14	AM	12	12	12	13	12	61
15	DYS	14	14	13	12	13	66
16	NSM	12	12	11	10	10	55
17	RA	10	10	9	8	10	47

Based on the table above, it could be seen that the highest score in pre-test was 87 and the lowest was 47. The data on the table can be arranged from the lowest score to the highest score as in following :

47 55 60 61 63 65

65 65 66 68 70 71

72 76 77 82 85

The pupose of arranging the score is to make the readers easier in seeing the highest score to the lowest score of pre-test. Then, determine the range of the pre-test by using the following formula:

R = H – L

= 85 – 47

= 38

So, the range of pre-test was 38. After finding the range, the next step is to find out the amount of interval class by using the following formula:

I = 1+ (3,3) log n

I = 1 + (3,3) log 17

= 1 + (3,3) (1,23)

= 1 + 4,060

= 5,060 taken 6

Thus, the number of interval was 6. By knowing the number of interval, the class interval can be counted by using the following formula:

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

$$P = \frac{38}{6}$$

P = 6,3 taken 7

It can be identified that the class interval was 7, and the table of frequency distribution of the pre-test can be arranged as follow:

Table 4.2 the frequency distribution of pre-test

Data/Score	*fi*	*xi*	*Fixi*	*xi - x*	$(xi - x)^2$	$fi (xi - x)^2$
47 - 53	1	50	50	-18.12	328.25	328.25
54 – 60	2	57	114	-11.12	123.60	247.20
61 -67	6	64	384	-4.12	16.96	101.73
68 - 74	4	71	284	2.88	8.31	33.23
75 - 81	2	78	156	9.88	97.66	195.32
82 - 88	2	85	170	16.88	285.01	570.03
Total	**17**	**405**	**1158**			**1475.76**

Based on the frequency of the students' pre-test score above, the mean

score can be calculated by using the formula as in the following :

$$X = \frac{\sum fi.xi}{\sum fi}$$

$$X = \frac{1158}{17}$$

$$X = 68.12$$

After calculating the mean of students' pre-test, standard deviation was

used to count how much an individual measurement should be expected to

deviate from the mean on average. The following is the deviation standard

formula of pre-test:

$$SD^2 = \frac{\sum fi (xi - x)2}{N-1}$$

$$SD^2 = \frac{1475.76}{17-1}$$

$$SD^2 = \frac{1475.76}{16}$$

$$SD^2 = 92,235$$

$$SD^2 = \sqrt{92,235}$$

$$SD = 9,60$$

Second, the writer explained the analysis of post-test score that was held on November 20th, 2017. The writer exlplained several steps in analyzing the data of post-test. The first step, tabulated the data of post-test then from the table the writer determined the range of the score (R) and amount of interval class (I). Next, calculate the length of interval class (P). After that, substitute the score into the the frequency distribution. The last step, the mean score was determined based on the frequency distribution which the aim of mean calculation is to know the average score of the students and to compare their average score of pre-test and post-test. The following is the table of students' post-test score.

4.3 The results of the students' post-test score

No	Name	Organi-Zation	Content	Gram-mar	Mecha-nic	Vocab	Total
1	ZP	20	20	18	19	20	97
2	DS	17	17	16	16	17	83
3	RSL	18	18	16	18	17	87
4	LN	17	16	17	17	18	85
5	DA	18	18	18	17	17	88
6	NM	17	16	17	18	17	85
7	SAN	18	18	17	17	18	88
8	WOR	17	17	16	18	18	86
9	DY	18	18	17	18	17	88
10	ZU	16	17	15	16	16	80
11	RFA	16	17	17	16	17	83
12	HF	15	15	13	14	13	69
13	NRM	15	16	14	14	15	74
14	AM	15	14	14	14	13	70
15	DYS	15	15	15	14	15	74
16	NSM	15	14	13	14	14	70
17	RA	12	12	11	13	12	60

Based on the table above, it could be seen that the highest score in post-test was 97 and the lowest was 60. In order to calculate the mean of the post-test score. The data on the table can be arranged from the lowest score to the highest score as in following :

60	69	70	70	74	74
80	83	83	85	85	86
87	88	88	88	97	

The pupose of arranging the score is to make the readers easier in seeing the highest score to the lowest score of post-test. Then, determined the range of the post-test by using the following formula:

$R = H - L$

$= 97 - 60$

$= 37$

So, the range of pre-test was 37. After finding the range, the next step is to find out the amount of interval class by using the following formula:

$I = 1 + (3,3) \log n$

$I = 1 + (3,3) \log 17$

$= 1 + (3,3) (1,23)$

$= 1 + 4,060$

$= 5,060$ taken 6

Thus, the number of interval was 6. By knowing the number of interval, the class interval can be counted by using the following formula:

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

$$P = \frac{37}{6}$$

P = 6.16 taken 7

It can be identified that the class interval was 7, and the table of frequency distribution of post-test can be arranged as follow:

Table 4.4 the frequency distribution of post-test

Data/Score	*fi*	*xi*	*Fixi*	*xi – x*	$(xi – x)^2$	$fi(xi –x)^2$
59 - 65	1	62	62	-18.94	358.77	358.77
66 - 72	3	69	207	-11.94	142.59	427.38
73 - 79	2	76	152	-4.94	24.42	48.83
80 - 86	6	83	498	2.06	4.24	25.43
87 - 93	4	90	360	9.06	82.06	328.25
94 - 100	1	97	97	16.06	257.89	257.89
Total	17	447	1376			1446.94

Based on the frequency of the students' post-test score above, the mean score can be calculated by using the formula as in the following :

$$X = \frac{\sum fi.xi}{\sum fi}$$

$$X = \frac{1376}{17}$$

X = 80.94

After calculating the mean of students' post-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The following is the deviation standard formula of post-test:

$$SD^2 = \frac{\sum fi\,(xi - x)2}{N-1}$$

$$SD^2 = \frac{1446.94}{17-1}$$

$$SD^2 = \frac{1446.94}{16}$$

$$SD^2 = 90.433$$

$$SD = \sqrt{90.433}$$

$$SD = 9.51$$

To know there is a significant difference between pre-test and post-test after using comic strip in teaching narrative text. t-score formula was used, as the follow:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$t - score = \frac{80.94 - 68.12}{\sqrt{\left(\frac{90.43}{16}\right) + \left(\frac{92.16}{16}\right)}}$$

$$t - score = \frac{12.82}{\sqrt{5.65 + 5.76}}$$

$$t - score = \frac{12.82}{\sqrt{11.41}}$$

$$t - score = \frac{12.82}{3.38}$$

$$t - score = 3.80$$

The last step is interpreting the t_o by determining degree of freedom (df) as the following formula:

df = N – 1

= 17 – 1 = 16

Examining the value of t-test by referring to the value of the t-table examine in the significant level of 0,5% (a=0,05). The value of the t-table showed that the critical score for differentiation score 16 in the level of 5% is 1.75 and the value of t-test obtained from the calculation is 3.80. So, the value of t-test is higher than the value of the t-table in level of 5% where the value of t-test is 3.80 and the value of the t-table is 1.75. If the value of t-test is higher than the value of t-table, this indicate that using comic strips improve students' achievement significantly. In conclusion, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is refused. This means that the implementation of comic strip can improve students' writing skill in writing narrative text.

B. Discussion

This research used comic strip as media in improving students' ability in writing narrative text through Language Management System. This research conducted with 17 samples from year 2016 English Department students and

succesfully collected the data using experimental treatment and tests as instrument. Based on the result of pre-test and post-test, it could be stated that comic strip media had improve the ability of students in writing narrative text. It was proved by the mean of post-test (80.94) was higher than pre-test (68.12). Although during teaching there were several students who still got difficulties in writing narrative text by using comic strip, but after the explaination and giving example how to write narrative text by using this media. Based on the obsevation during teaching experimental, Many of them began to feel enjoy in writing which they did not feel stress in writing because they have already got the ideas of story and vocabularies from comic strip.

There were many advantages of using comic strip during teaching narrative text. First, using comic strip in writing narrative text can help the students get the ideas easily which they were directly involved to comic strip. Then, they felt enjoying and comfortable in writing because they have already got the ideas. Those feeling were really important in producing good writing. the last, the students can apply this media in improving their daily writing.

Furthermore, There were many obtacles that the writer found during teaching writing narrative text by using Nicenet as an online classroom. First, many of them who forgot the password so they have to complete their task on paper. Second, they were late in posting the pre-test, post-test and activity that the writer asked because they had got many assignments to complete. The last, they said that difficult to log in to Nicenet because it needs internet.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion and suggestion of the result from the research result that presented in the previous chapter.

A. Conclusions

The writer illustrates some conclusions and suggestions about the use of comic strips as media to improve students' writing ability through language management system. There are some conclusions as follows:

1. Using comic strip as media in teaching narrative text really gives positive impact to the students which the picture of comic strip makes them enjoy in writing because they get the ideas and vocabulary directly from comic strips. It is easier for them to produce good paragraph in writing narrative text after they got ideas and vocanulary.

2. Several students showed the improvement in grammar although the improvment was not sighificantly high.

3. The improvement that made by the students when used nicenet was in spelling side which it will detect spelling error made by the students while writing.

4. The students are able to write narrative text based on generic structure are orientation, complication and resolution.

5. There is a limitation in using Nicenet which we cannot insert the picture directly to Nicenet. We should use link to insert the picture. Suggested link is HTML code. The question of pre-test and post-test, the writer asked the students to draw the picture of their funny story and the picture cannot directly post in Nicenet so the writer told them to draw on the paper.

B. Suggestion

According to the results of the study, there are some suggestions for the people who might consider to read and further to use this study, as follows:

The writer suggests that the teachers can use comic strip as a media in teaching writing narrative text since it has many advantages in increasing the students' imagination and vocabularies from the picture of comic strip. In this case, the teacher should consider carefully in choosing the right comic strip to make the students enjoy and interest in learning. The teachers also can use Nicenet as an online classroom in teaching writing because teaching through Nicenet will make the students are easy in getting materials and it also can be a place for them in exploring their writing. Both of them have good positive effect for students in improving their writing skill. For the researchers, this study can be their references. The writer believed that this study is still far from word perfect. There may be other people who want to conduct this study in any other level students with number of students and different types of writing.

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DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
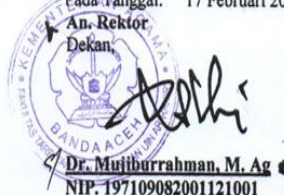
Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 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 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Desember 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Syamsul Bahri, M. TESOL   Sebagai Pembimbing Pertama
2. Zubaidah, M.Ed   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Puteri Handika**
NIM	:	**231324276**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Comic Strips in Teaching Narrative Text through Language Management System (LMS)**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT	:	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.

Ditetapkan di: Banda Aceh
Pada Tanggal: 17 Februari 2017
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Nomor : B- 9344 /Un.08/TU-FTK/ TL.00/10/2017   16 Oktober 2017
Lamp : -
Hal : **Mohon Izin Untuk Mengumpul Data**
       Menyusun Skripsi

Yth,

di-
    Tempat

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a	:	**Puteri Handika**
N I M	:	231324276
Prodi	:	Pendidikan Bahasa Inggris (PBI)
Semester	:	IX
A l a m a t	:	Komplek Bumi Permata Lamnyong Blok I.6, Lamgapang, Aceh Besar

Untuk mengumpulkan data pada:
UIN Ar-Raniry, Fakultas Tarbiyah dan Keguruan, Prodi Pendidikan Bahasa Inggris, Banda Aceh
Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Comic Strips in Teaching Narrative Text Through Language Management System (LMS)

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

                          An. Dekan,
                          Kepala Bagian Tata Usaha,

                          R. M. Said Farzah Ali

<u>**Surat Keterangan**</u>

No: B-001/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-9344/Un.08/TU-FTK/ TL.00/10/2017 tanggal 16 Oktober 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: **Puteri Handika**
NIM	: **231 324 276**
Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Use of Comic Strips in Teaching Narrative Text through Language Management System (LSM)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Januari 2018
Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

LESSON PLAN

University   : UIN Ar-Raniry

Faculty   : Islamic Education and Teacher Training Faculty

Department   : English

Course   : Writing 2

Meetings   : 4 Meetings

Hours   : 2 SKS

Unit   : 7

Course Description   : The course provides the students basic theories on how to write; including techniques to generate ideas, recognizing narrative paragraph (introduction, body, and conclusion). Therefore, students can mantain accuracy in writing.

Competency Standard : Students can generate the ideas to write good paragraph.

Objective   : Students are able to express ideas to write spoof text and develop   good paragraph by using comic strip as a media.

Media   : Comic Strip

Meeting 1

Learning objective   : Students understanding about narrative and spoof text

Basic competency   : Obtaining the information of narrative and spoof text (definition, function and language feature)

Indicator   : Students are able to identify narrative and spoof text

Method of Teaching   : Lesson presentation, Recitation and Discussion

Procedure of Teaching

    Introduction

- Greeting
- Check the attendance list of the students
- Introducing myself and the purpose of my coming

    Main activity

- Giving material a copy about nicenet, narrative and spoof text
- Introduce and explain them one of language management system (Nicenet) that used as place of discussion.
- Giving basic information about narrative and spoof text
- Giving pre-test
  - ➢ Asking the students to write a short story of spoof text "A funny story that happened based on your experience".
- Explain them comic strip that used as media during writing spoof text.

    Conclusion

- Concluding the material
- Thanks the student

Media   : Comic strip

Assessment   : Writting test

Meeting II

Learning Objective   : Students understanding and identifying about spoof text

Basic competency   : Obtaining the information of definition, language feature, function of spoof text

Indicator   : Students are able to write spoof paragraph

Method of Teaching   : Lesson presentation, Recitation, and Discussion

Procedure of Teaching

    Introduction

- Greeting
- Check the attendace list of the students
- Ask students to see the feedback of their pre-test on nicenet

    Main activity

- Ask the students to log in to nicenet and read the material about spoof text and giving them a copy material of spoof text
- Explain the material of spoof text and comic strip (media in writing spoof text)
- Explain how to write spoof text using comic strip by giving them the example
- Ask the students to write spoof text based on comic strip (Pak Tuntung)

    Conclusion

- Concluding the materials
- Thanks the student

Media   : Comic Strip

Assessment   : Writing test

Meeting III

Learning Objective   : Students identifying about spoof text

Basic competency   : Obtaining the information of defintion and language feature of spoof text (focus on Lnaguage feature)

Indicator   : Students are able to write spoof text

Method of Teaching   : Review, Recitation and Discussion

Procedure of Teaching

   Introduction

- Greeting
- Check the attandace list of the students
- Ask them to check their feedback of the previous assignment in nicenet

   Main Activity

- Ask the students to log in to nicenet and read the material of defintion, language feature of spoof text and giving them a copy material
- Explain the students language feature of spoof text
- Ask the students to write spoof text based on comic strip (Gam Cantoi)

   Closing

- Review discussion and conclusion
- Thanks the student

Media   : Comic Strip

Assessment   : Writing test

Meeting IV

Learning Objective   : Students identifying about spoof text

Basic competency   : Obtaining the information of spoof text, the definition and
language f   feature

Indicator   : Students are able to write spoof paragraph

Method of Teaching   : Review, Recitation and Discussion

Procedure of Teaching

Introduction

- Greeting
- Check the attendace list of the student
- Ask them to check their feedback of the previous assignment in nicenet

Main Activity

- Review the materials of spoof text
- Giving pre-test
  - Asking the students to write a short story of spoof text "A funny story that happened based on your experience".

Closing

- Thanks the students

Instrument

Pre test

Name :

Student Number :

Please write a short story of spoof text, the topic is " A funny story that happened based on your experience" and please draw the picture of your funny story in series or single picture.

Post test

Name :

Student Number :

Please write a short story of spoof text, the topic is " A funny story that happened based on your experience" and please draw the picture of your funny story in series or single picture.

Rubric of scoring writing test (Brown:2004)

Aspects	Score	
Organization: Introduction, Body, and Conclusion	20 – 18 Excellent to Good	Appropiate title, introductory is stated, topic is implied, transitional expressions used, arrangement of material shows plan, and conclusion complete.
	17 – 15 Good to Adequate	Adequate tittle, introduction and conclusion, body of essay acceptable, some ideas aren't fully developed, sequence is logical but transitional expression may be absent or misused.
	14 – 12 Adequate to Fair	Mediocre or scant introduction or

		conclusion, problem with the order of ideas in the body, and the problem of organisation interfere. Minimalyy recognizable introduction, organization can barely be seen, severe problems with ordering of ideas, conclusion weak, inadequate effort at organization.
	11 – 6 Fair to Poor	
	5 – 1 Very poor	Absence of introduction or conclusion, no apparent organization of body, writer has not made any effort to organize the composition (could not be outlined by reader).
Logical development of ideas, content	20 – 18 Excellent to Good	Essay adresses the topic, the ideas are thoroughly developed, essay reflect

	17 – 15 Good to Adequate	thought. Essay adressses the issues but misses some points, and ideas could be more fully developed.
	14 – 12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic, paragraphs aren't divided exactly right.
	11 – 6 Fair to Poor	Ideas incomplete, essay does not reflect thinking or was hurriedly written, inadequate effort in area of content.
	5 – 1 Very poor	Essay is completely inadequate, no apperent effort to consider the topic carefully.
Grammar	20 – 18 Excellent to Good	

	17 – 15 Good to Adequate	Correct use of preposition, modals, articles, verb forms, and tenses sequencing, no fragments or run on senteces.
	14 – 12 Adequate to Fair	Some grammar problems don't influences communication and no fragments run on sentences.
	11 – 6 Fair to Poor	Ideas are getting through to the reader, grammar problems are apparent and have negative effect on communication, run on sentences or fragments present. Numerous seriuos grammar problems

		interfere with communication of the writer's ideas, grammar review of areas clearly needed, difficult to read sentences.
Mechanic	5 – 1 Very Poor	
	20 – 18 Excellent to Good	Severe grammar problems interfere greatly with the massage, reader can't understand what the writer was trying to say, unintelligible sentence structure.
	17 – 15 Good to Adequate	All needed capitals, paragraph intended, punctuation and spelling, very neat.
	14 – 12 Adequate to Fair	
	11 – 6 Fair to Poor	Some problem with punctuation, occasinally spelling errors, paper is neat.

Vocabulary	5 – 1 Very Poor	Spelling problems distract reader, punctuation errors interfere with ideas.
		Part of essay not legible, errors in snetence punctuation.
	20 – 18 Excellent to Good	
	17 – 15 Good to Adequate	Complete disregard for english writing conventions, capital missing, and severe spelling problems.
	14 – 12 Adequate to Fair	Precise vocabulary usage, use of parallel structures, concise.
	11 – 6 Fair to Poor	Attempts variety, good vocabulary, not a word, and style fairly concise.
	5 – 1 Very Poor	Some vocabulary misused

		and be many words.
		Poor expression of ideas, problem in vocabulary, and lacks variety of structure.
		Inappropiate use vocabulary, and no sentence variety.

AUTHOBIOGRAPHY

Name	: Puteri Handika
Place / Date of Birth	: Sabang / March 23th ,1995
Sex	: Female
Religion	: Islam
Nationality / Ethnicity	: Indonesia / Acehnese
Marital Status	: Single
Adsress	: Komplek Bumi Permata Lamnyong Blok I, No. 6
Occupation	: Student of English Education Department of UIN Ar-Raniry

Parents

a. Father's name	: Anwar B
b. Mother's name	: Tirabidah
c. Father's occupation	: Retired Officer
d. Mother's occupation	: Teacher
e. Address	: Komplek Bumi Permata Lamnyong Blok i no 6

Education Bakcground

a. Elementary School	: MIN Ulee Kareng
b. Junior High School	: MTsS Oemar Diyan
c. Senior High School	: MAS Oemar Diyan
d. University	: UIN Ar-Raniry

Banda Aceh, January 9th, 2017

Puteri Handika