THE IMPLEMENTATION OF COMIC STRIPS TO IMPROVE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH PURWOREJO IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

Submitted in partial fulfillment of the requirements to obtain sarjana pendidikan degree in the english department of the teacher training and educational science faculty of Muhammadiyah University of Purworejo

By
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The researcher stated that this thesis is originally the researcher’s own work and as long as the researcher’s knowledge, it does not consist of published materials written by other authors. The researcher just takes some parts of them as the researcher’s references. If the researcher’s statement is untrue, it becomes the researcher’s full responsibility.

Purworejo, Februari 2014

Statement maker,

Asry Cahyo Nuri Kartikasari
MOTTO

- Never give up, fix mistakes, and keep stepping
- Learn from yesterday; live for today; hope for tomorrow
- Where there’s a will, there’s a way
- Real success is determined by two factors, faith and action
DEDICATIONS

- This thesis is dedicated to my parents, my brothers, my sister and my beloved boyfriend who always encourage and motivate me to finish this thesis and accompany me when I am happy and sad. They always support me to reach my goal. Because of them, I believe my goal will be reached.

- My close friends and all my friends that always support me and give me motivation to face the future life briefly.

God bless you all ❤️
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Glory to Allah SWT, most merciful, most compassionate that blessed the researcher with health and tremendous power to finish this thesis entitled: The implementation of comic strips to improve students’ ability in writing narrative text of the eleventh grade of SMA Muhammadiyah Purworejo in the academic year of 2013/2014.

On this occasion the researcher would like to express her great gratitude to several people who participated in finishing this thesis. She extends:

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Finally, the researcher would say to all people that cannot be mentioned one by one who help her in finishing this thesis. The researcher also realizes that this thesis is still far from being perfect. However, the researcher hopes that this thesis can provide contribution to the improvement of English teaching.

Purworejo, Februari 2014

The Researcher
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ABSTRACT

C. N. Kartika Sari, A. 092120093. The implementation of comic strips to improve students’ ability in writing narrative text at the eleventh grade of SMA Muhammadiyah Purworejo in the academic year of 2013/2014. Consultant: Tusino, M.Pd BI

*Keywords: Implementation, comic strips, writing, narrative text*

The objectives of the research are (1) to describe the implementation of teaching writing using Comic Strips to improve students’ ability in writing narrative text at the eleventh grade students of SMA Muhammadiyah Purworejo, (2) to describe the students’ response on teaching writing using Comic Strips at the eleventh grade students of SMA Muhammadiyah Purworejo in the academic year of 2013/2014.

The researcher uses the eleventh grade of SMA Muhammadiyah Purworejo, the research subject consist of 30 students. The researcher uses classroom observation research as research designs which consists of two sections, those are pre-implementation and implementation section. The implementation consists of planning and observing. The researcher uses observation and interview in collecting the data.

In pre-implementation section the mean score of students’ writing ability in narrative text is 67, but in the implementation the mean score of students’ writing ability in narrative text using comic strips increase become to 77.4. It means that the implementation of comic strips in improving students’ writing ability is success. From the interview, the researcher found that comic strip is appropriate to be applied in teaching writing. The students also gave a positive response, because they become more creative and active in writing narrative text.
A. Background of the Study

English is an international language. English became one of the foreign languages that is very popular throughout the world. Language is a tool or a means to communicate in daily life. Because of the language, one can express ideas or thoughts through language, so that what we think can be conveyed to others. In other words, we use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and to maintain our culture. Besides, as we all know English is also not the only one that we learned in school curriculum. In addition to English, the students also have to learn the local language as their mother tongue and Indonesian as their second language. As a student or a person who has a lot of language as a communication tool, it is not easy for the students to learn a foreign language.

Every learning process will go on well if there is motivation. It is expected that each student come to school having the motivation to study. Therefore, teacher has to make students productively involved using the work in the class. This step requires teacher’s creativity to create the most appropriate ways for their students. Teaching English is always oriented to master the four language skills: listening, speaking, reading, and writing. All the four skills are very important in teaching English. The language
components, such as structure, vocabulary, spelling, and pronunciation are taught to support developing of the four language skills. These skills are learned through selected material based on their development level. However, in a teaching and learning process, a teacher must develop the four language skills interactively. Qualified teacher, good environment, facilities and media also support the success of language learning.

In teaching and learning, writing is a very simple activity. Every day we write, but even so, writing can be very difficult if we do not know what we will write. Therefore, the idea is the most important factor that we should have in determining a good writing. In any language subjects students are always required to be able to write essays to improve students' writing ability, especially in the subjects of English. In this case, writing a narrative text could be one way to find out the students' ability in writing because it is a very simple text. Narrative text is a fiction story and students can use their imagination to write it. Students just need ideas lightweight and easy to grasp it then packaged in a compelling story.

Although it seems easy to write narrative text, writing is still considered to be tough and be a problem for many students. As a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students. Some teachers have used games, pictures, songs, real object and cartoon as their teaching media to grow the student creativity in learning process.
In this study, comic strips is chosen as a media for teaching writing. This media enables the students to explore when they are learning in an enjoyable atmosphere and it helps the students write narrative text more easily. In other words, students can make a narrative text based on the pictures of the comic strips. With the help of images which already contains text conversation between the characters of the story, students are expected to get an idea of the story and then the students write it in the form of narrative text. Student also can develop the story by describing each image composition in a sequential comic into an interesting story in a paper. Then, with the help of the comic strips media can ease students' difficulties in writing narrative text.

This research is very potential for researchers to provide a better theoretical and practical understanding of using comic strips in teaching learning because there are very few previous researchers who raise this problem that is associated with inhibition of the ability of students that later researchers tried to find the solution by comic strips media which will could improve their ability in writing.

The aim of this research is to describe the implementation of teaching writing using comic strips to improve students’ ability in writing narrative text and to describe the students’ response on teaching writing using comic strips. Therefore, the researcher is interested in conducting the research entitled “The Implementation of Comic Strips to Improve Students’ Ability in Writing Narrative Text at the Eleventh Grade of SMA Muhammadiyah Purworejo in the Academic Year of 2013/2014”.
B. Identification of the problem

Most of Indonesian students face difficulties in writing. Writing is needed to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. But, the students commonly get bored in writing activity as they must spend many times to write their ideas into written form.

The teacher should realize that teaching English especially writing for students needs good preparation such as teacher’s competency, approach, method, technique, aids, and also learning environment or classroom setting. The teacher should be able to make students interested in learning English. So, when the teacher teaches writing in the classroom, the teacher should prepare some methods. One of the methods is the use of media to support their teaching-learning process. And the example of media that can be used is comic. Using comic is one of methods to teach writing easily to interest the students and make the students enjoy in their writing. There are various kinds of comic that can be used to support our teaching. But, the researcher just chooses one kind of comic that is comic strips.

Comic strips is chosen by the researcher for consideration that it is a useful way in teaching writing for senior high school students. From the statements above, the researcher chooses this topic because the researcher is sure that using comic strips in teaching-learning writing process will become a variation of teaching that helps students express their idea easily in writing narrative.
C. Limitation of the Study

Based on the problem identification and the background, this study is focused to the discussion of the effort to improve students’ ability in writing narrative text at eleventh grade students of SMA Muhammadiyah Purworejo in the academic year 2013/2014.

The implementation of using comic strips is related to the efforts to improve the students’ ability in writing narrative text. In this case, the researcher will implement the comic strips during the English teaching-learning process at eleventh grade students of SMA Muhammadiyah Purworejo in the academic year of 2013/2014, and then describe the result.

Hopefully, with this technique the researcher wants to show that comic strips can improve writing ability for students and also can make the teacher easier in teaching writing.

D. Formulation of the Problem

Based on the background and the limitation above, the problems that will be stated the writer as follows:

1. How is the implementation of teaching writing using Comic Strips to improve students’ ability in writing narrative text at the eleventh grade students of SMA Muhammadiyah Purworejo?

2. How do the students’ response on teaching writing using Comic Strips at the eleventh grade students of SMA Muhammadiyah Purworejo?
E. Objective of The Study

The objectives of this study are as follows:

1. to describe the implementation of teaching writing using Comic Strips to improve students’ ability in writing narrative text at the eleventh grade students of SMA Muhammadiyah Purworejo.

2. to describe the students’ response on teaching writing using Comic Strips at the eleventh grade students of SMA Muhammadiyah Purworejo.

F. Significance of the Study

The result of this study will hopefully be useful for many people especially for those who are closely related to English education. The significant of the study is stated as follow:

1. To the teachers

   The finding of the research will help the teacher to find out the alternative way of teaching writing and it can be a reference to improve their ability and competence in teaching English.

2. To the students

   The finding of the research will help the students to improve their writing ability. Especially, in writing narrative text.

3. To other researchers

   The result of the study can be used as reference to conduct further study about the implementation of using comic strips match teaching strategies to improve students’ writing ability in narrative text.
A. Previous Study

The researcher takes some previous study as inspiration and consideration for conducting the study. There are some studies about teaching using media and teaching narrative text which have been conducted so far and have been becoming the inspiration.

There are some studies which has been becoming the inspiration for the researcher. The first study is entitled “The Use of English Comics to Improve Students' Ability in Story Retelling (The Case of the 8th Year Students of SMP N 1 Bojong Pekalongan in the Academic Year of 2006/2007)” which is written by Royanti (2007). The objective of her study is to find out whether there is any significant difference in the improvement of students’ mastery in story retelling using comics and without using comics and to identify the effectiveness of English comics as a medium of teaching story retelling. To achieve the objectives of the study, the writer conducted an experimental quantitative research. The experiment was held through pretest-posttest equivalent group design. The population of the study was the Eight Year Students of SMP N 1 Bojong, Pekalongan. The total number of sample in this study was 40 students. The data were collected through speaking test and questionnaire.
From her thesis, the result of data computation indicates that t-score is 4.616. The critical value of t was 2.02. Because t-value was higher than the critical value of t (4.616>2.02), it could be concluded that there was significant difference in the achievement between the students who were taught using comics and students who were taught without comics. From the polygon frequency, it could be concluded that English comics was an effective medium of teaching story retelling.

The second thesis is written by Farida Arroyani (2010). The study is entitled “The Effectiveness of teaching using comic strips to facilitate students' reading comprehension skill on narrative text (An Experimental Research in with the 8th Grade of SMP N 2 Tanggungharjo Grobogan in the Academic Year of 2010/2011)”.

The objectives of this research are to know whether the implementation of using comic strips to facilitate students’ reading comprehension skill of narrative text and to know the effectiveness of using comic strips to facilitate students’ reading comprehension skill of narrative text. The sample of this research was taken is two groups using cluster random sampling technique. First group as experimental group is VIII C and second group as control group is VIII B.

The result of This research showed that the use of comic strips can improve the students’ reading comprehension skill of narrative test. There were significant improvement of students’ achievement in experimental group. The t-test showed that t-score 5.191 was higher than t-table 1.66. Since the t-
score was higher than the t-table, there was a significance difference in the achievement between students in class VIII C who were taught reading comprehension skill in narrative text using comic strips and students in class VIII B who were taught without using comic strips. The average score of experimental group was 71 and the average score of control group was 51.31. It means that the experimental group (class VIII C) was better than the control group (class VIII B). So, it could be concluded that the use of comic strips as media in teaching reading comprehension skill of narrative text was effective.

B. Theoretical Review

1. Writing

   a. Writing ability

      Writing is an activity to express ideas, facts, feeling, experience, and thought in written form. Harmer (2004: 86) writing is a process and what we write is often heavily influenced by contents of genres, then these elements have to be present in learning activities. Patel and Jain (2008:125) say that writing is a kind of linguistic behavior. It presents the sound of language through visual symbol. Writing is a combination of process and product (Linse ,2006:102). The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible for readers. In writing; the aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. In writing activity there is process to
developing a text which is called writing process. According to Linse, (2006:101), writing process is a step necessary to produce a good quality final writing.

Writing is viewed as the result of complex process of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language. Writing, one of the productive skills, is considered difficult, especially writing in a foreign language. When students who want to write something they should have a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay. In the other hand, writing is the mental work of inventing ideas. Thinking about how to express the idea and organizing the idea into statement and paragraph are needed by the writer to make a good paragraph.

According the explanation above, it can be concluded that writing a process of expressing ideas by producing a sequence of sentences arranged in particular order and linked together in certain ways to convey meaning. The writing ability is the main activity of composition. The writing should be systematic and detail. A knowledge or study about good writing or how to write composition is much needed.

b. The concept of writing

Writing is a combination of process and product (Linse, 2006: 102). The process refers to the act of gathering ideas and working until
they are presented in the manner that are polished and comprehensible.

The concept of writing is a process.

According to Linse, there are five steps in the writing process to develop writing skill for native or non-native learners, they are:

1) Prewrite, in this step, learners are given opportunity to prepare to write and collect their ideas. It can done properly it can ease children into writing without hesitation or worry.

2) Write, learners write down all their ideas. They do not worry about form, correctness and order. The objective is to get ideas on paper as quickly as possible.

3) Revise, the initial piece of writing is examined and reworked so that the ideas are logical and flow together.

4) Edit, learners (with help of their teacher or classmate) proof-read their work to make sure that there are not any content errors or grammatical or spelling errors.

5) Publish, the writing piece is rewritten in a published or presentable form, in a student made book, special paper, or computer so that it can be displayed or shared.

According to Harmer (2004:4), there are four steps in the writing process, they are as follow:

1) Planning

Before starting to write, the writers have to decide what they want to say. This step may involve making detail notes.
2) Drafting

Draft is the first version of piece writing. As the writing process proceeds into editing the number of drafts may be produced on the way final version.

3) Editing (reflecting and revising)

This step often helps by other readers (editors) who give comment and suggestion for the draft.

4) Final version

After the writers have edited their draft, making changes they consider to be necessary, they produce their final version. This may look different considerably different from both the original plan and the first draft because things have changed in the editing process.

c. The components of writing

To make a good writing, a writer should give notice for some language component in order to make the writing is easy to be understood by the readers. Writing involves some language components:

1) Spelling

Many people say that English spelling is irregular and difficult. The same sound can be spelt differently and the same spelling can be pronounced differently. English learners need to be aware how to use spellings to distinguish homophone (words that sound the same but are spelt differently). Pairs of words that sound identical are immediately differentiated in writing.
2) Vocabulary

Vocabulary is the knowledge of meanings of a word. Individuals have many types of vocabulary that they use on different purposes.

3) Punctuation

Using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language, and the writer’s handwriting, but also on their use of punctuation. If a writer does not use correct punctuation, it will make a negative impression for the readers and also make the writing difficult to be understood.

4) Grammar

Grammar is partly the study of what forms (structures) is possible in a language. Traditionally, grammar is almost exclusively with analysis at the level of sentence. A writing with a correct grammatical pattern will make the writer easy to be understood by the readers.

5) Sentence

Sentences usually contain a subject and a verb. In written English they begin with a capital letter and end with a full stop or an equivalent mark.
6) Paragraph

Paragraph is distinct division of written or printed matter that begins on a new, usually indented lines, consists of one or more sentences, and typically deals with a single thought or topic or quote one speaker’s continuous words. All paragraphs have a characteristic to be a good paragraph. The characteristics of paragraph are:

a) Topic sentence states the main idea of the paragraph. It limits the topic to onespecific area that can be discussed completely in the space of single paragraph.

b) Body sentence states the main part of the paragraph. This is explaining the topic by giving more information including specific details.

c) Concluding sentence states the end of the paragraph and leaves the reader withimportant points to remember.

d. The Aspect of writing

The aspect of writing according to Brown (2000:357)

1) Content

The contents consist of thesis statement, related ideas, development of ideas through personal experiences, illustration, facts, opinion, use of description, cause/effect, comparison/contrast and consistent focus

2) Organization

Organization consists of effectiveness of introduction, logical sequence of conclusion and appropriate length.
3) Discourse

Discourse involves of topic sentence, paragraph unity, transitions, discourse conclusion, rhetorical conventions, reference, fluency, economy and variation.

4) Syntax

Syntax concerns the ways in which words combine to form sentences and the rules which have given the formatting of sentence.

5) Vocabulary

Vocabulary is a set of lexemes, including single words, compound words and idioms.

6) Mechanic

The mechanic of writing includes of spelling, punctuation, citation of reference, neatness and appearances.

e. The Purpose of Writing

According to Harmer (2007: 17) the purposes of writing are as follows:

1) To entertain

Writing that entertains give the readers something to enjoy it. It includes colorful language to help the writer’s ideas come alive on the page.
2) To inform

Writing that provides interesting details and facts to hold an audiences’ attention. Sharing what you know lets the audiences learn about them, too. The writer can share by writing to inform the audiences.

3) To explain

Writing that explains can answer ‘how to’ questions. When you write to explain you tell a reader how to follow steps and complete a task.

4) To persuade

Persuasive writing helps a writer to share opinion, and try to convince a reader to think or act a certain way.

5) To reflect

Reflecting writing tells how you see things around you. Some writings show how the writer’s feeling and thoughts.

2. Teaching Writing

a. Definition of teaching

Brown (2000:7) defines that teaching as guiding and facilitating learning enabling the learners to learn, and setting the condition for learning. Writing is an activity to express ideas, facts, feeling, experience, and thought in written form. Harmer (2004: 86) teaching writing defined as the activity to transfer knowledge to improve students’ writing ability in writing form. Teaching writing is a process to help learners to express their own ideas or feeling in written form.
b. Teaching writing in Senior High School

As stated before that senior high school students are expected to reach informational level because they are prepared to the university. They are expected to produce knowledge using their own language. In this case, the students must be able to create a text using their own words. The texts used are report, narrative, descriptive, recount, etc.

In their high school, literacy is the focus of development learning English in this curriculum. One of the goals in learning English at senior high school is to develop communication skill in English both spoken and written language. Therefore, the teachers must be careful in teaching writing to his/her students. According to Curriculum of senior high school, the writing teaching is as follows:

1) Grammar (simple present tense, simple past tense, simple future tense)
2) Introducing texts (narrative, recount, procedure, report, description, and anecdote)
3) Generics structure of the texts

From the explanation above, researcher come to a conclusion those teaching writing for senior high school students must be related to curriculum. Furthermore, the teacher must be able to make interesting teaching especially in teaching writing.
3. Narrative text

a. General Concepts of narrative text

According to Meyers (2005: 52) narrative is one of the most powerful ways of communicating with other. Narrative text is a kind of text to retell the story that past tense, in other word narrative text deals with problematic events which leads to crisis or turning point of some kind (climax) which in turn finds a resolution. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of narrative text:

1) Orientation

It set the scene and introduce the participants ( it answers the question: who, when, what, and where )

2) Complication

Tells the problem of the story and how the main characters solve them.

3) Resolution

The crisis (climax) is solved, for better or worse

4) Re-orientation

The ending of the story

5) Evaluation

The stepping back to evaluate the story or the moral message of the story.
Stories, such as fables, fairy tales, historical story and folktales belong to narrative. A story is an account of past or imaginary events. To tell story, we have to pay attention to the following statements.

1) Stories must happen in the past, so when we tell a story, we have to use simple past tense.

2) Stories belong to narrative, so a story is told in order. There must be orientation, complication, and resolution. Or in other words, the story begins with what happens first, and then explains the events, and then finishes with the event happens last.

3) When we tell a story, we need time sequences.
   1) In the beginning, at first, one day, once upon a time, fist of all and etc...
   2) In the middle, we can use: next, then, after that, or we can use second, third, and so on
   3) At the end of story, we can use: at last, eventually, in conclusion, finally, etc...

4) The pattern of simple past

   \[ S ( I, you, we, they, he, she, it ) + V2 + \ldots \]

b. Types of narrative text

   According to Neo (2005: 38) the types of narrative texts are as follows:

   1) Humor
   2) Romance
3) Historical Fiction
4) The diary-novel
5) Fantasy
6) Science fiction

There can be a communication of narrative within each of these different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category (Neo, 2005:8). The notion of genre is to help you generate story ideas.

Here are some examples of the different type (or genre) of narrative showing typical features:

a. Humor

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

1) Orientation: the narrative tells the funny characters names in unusual setting.
2) Complication: in this part, something crazy happen.
3) Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
4) Resolution: All’s well that end well.
b. **Romance**

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

1) **Orientation:** it contains hunk male and female who is looking for love, exotic setting, sunset, beaches and moonlight.

2) **Complication:** boy meet girl.

3) **Sequence of event:** it contains the development relationship, jealously, love, hurt, pain, warm, sharing, and overcoming problems.

4) **Resolution:** boy gets girl, marry and live happy ever after.

c. **Historical Feature**

Here are the features of typical historical fiction text:

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

2) **Complication:** good meets evil

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

4) **Resolution:** characters survive the change of time (for example, the war ends).

d. **The Diary Novel**

This type of narrative has the text presented like diary entries. Here are features of a typical diary-novel:
1) Orientation: main character is the narrator. Time setting is given by diary entries.

2) Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.

3) Sequence of event: diary entries tell of fellings, hopes, and happening.

4) Reorientation: the narrator tells what happens to solve the complication.

e. Fantasy

Below are the features of typical fantasy narrative:

1) Orientation: setting may be in another dimension with goals, witches, wizard and so on. Hero who may has magical power.

2) Complication: evil forces affect the goodies.

3) Sequence of event: use of magic. Action includes elves, dragon and mystical beasts, heroism.

4) Resolution: God defeats evil forces.

f. Science Fiction

The setting of science fiction narratives involves science and technology. Here are the typical features of the text types:

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

2) Complication: an evil force threatens the world.

3) Sequence of event: imaginative description. Action involves technology, science and super invention.
4) Resolution: good defeats evil

5) Coda: take care that science is used for good not evil.

c. Generic Structure of Narrative Text

According to Neo (2005:2) states that narrative has a structure, a shape or a pattern. It can be represented as follows:

1) Exposition: it establishes the characters and situation.

2) Rising action: it refers to a series of complication leading to the climax.

3) Climax: it is the critical moment when problem/ conflicts demand something to be done about them.

4) Falling action: it is the moment away from the highest peak of excitement

5) Resolution: it consists of the result or outcome.

6) The Example of Narrative Text

**Finding Farmers Magic Box**

In the afternoon, there was a poor farmer. He lives with his wife. One day, he dug his field and found a very large box. He then store them in their homes. One sunny morning, she dropped apples in the box. Suddenly, the box gets filled with apples. No matter how many apples were taken out, more apples going on inside the box.

One day, forming dropping gold coins into the box. Simultaneously, Apple began to disappear and the box full of gold coins. Farmer soon became rich. After hearing that his son became
wealthy, forming a father visiting couples. His father was not very strong. He could not go out to work again. So the farmer asked his old father to help him take the gold coins out of the box. His father worked hard, took the gold coins out of the box. When he was told that he was very tired and wanted to rest, the farmer yelled to him, 'Why are you so lazy Why can not you work harder old man said nothing and continued to work long Suddenly? Man fell into the box, he died.

As well as gold coins began to disappear and the box is filled with the dead. The former should be pulled out and buried. To do this, farmers have to spend all the money that had been collected earlier. When he had spent all his money, broke box. Farmer was ugly as before, terrible ending.

C. Media

1. The roles of learning media

According to Arsyad (2011: 3), the meaning of media is graphic tools, photographic, and electronic which are to catch, proceed, and redevelop the visual or verbal information. The general classification of media are:

a. Education media physically have meaning which are known recently as hardware. Hardware, is something which can be seen, heard, and touched by the five senses.
b. Education media have non physical meaning which is known as software. Software is outer message which is located in the hardware. It is a content is wanted to transfer to the students.

c. Education media emphasis is in audio and visual.

d. Education media are helping tools which are used in education process, both inside, and outside the classroom.

e. Education media are used to make a communication and interaction between the teacher and the students in the process of learning.

f. Education media are attitude, organization, strategy, and management which are related to the application of the knowledge.

While, Trianto (2009: 234) said that learning media are expected to provide benefits, including:

a. The material presented becomes more obvious meaning for students, and not be verbalistic.

b. Learning method will be more various.

c. Make students more active in various activities.

d. The learning is more interesting.

2. Comic strips media

a. Definition of comic

According to Bonneff in Maharsi (2011:7), comic is a form of visual communication that has the power to convey information popularly and easy to understand. Collaboration between text and images which compose the story line is the power of the comic. The pictures make story
become easy to understand and the story line make the message or information which is conveyed becomes easy to follow and remember. (http://ngomikindonesia/2012_05_01_archive.html).

Nana Sudjana (2002: 64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

From the various definition above, it can be concluded that comic is apart work which has sequences of stories about characteristics, events in picture form which can be humorous, mysterious, etc.

b. Types of comics

According to Bonneff in Maharsi (2011: 9), the comic is divided into two categories based on its shape. Those are comic strip and comic book. However, in the subsequent development, there are graphic novel, compilation comic which combines several different stories in one book, and web comic. (http://ngomikindonesia/2012_05_01_archive.html)

1) Comic strips

The term of comic strip refer to the comic which consists of only several panels and usually appears in newspaper or magazine. This comics divided into two categories as follows:

a)Serialized Comic Strip
Serialized comic strip is a comic strip which consists of three or four panels and appears in newspaper or magazine with serialized stories in each edition. The interesting stories and pictures of this comic make the reader must be constantly buying mass media which publishes the comic to determine the continuation of the comic story.

The example of serialized comic:
b) Cartoon Comic

This category is a comic which only consists of three or four panels which is the way to comment something in joke form. Sometimes, it is called as the advise in pictures. Cartoon comics is composition of pictures which usually consists of three to six panel and contains a humorous comment about an events or issues that are actual.

The example of cartoon comic:

2) Comic Books

Comic book is a comic which is presented in book form and it is not a part of other print media. The package of this comic is like a magazine which is published regularly.
The example of comic books:

3) Comic compilation

Compilation comic is a collection of several different title of comics from several different authors. The story which is this comic usually unrelated at all, however, sometimes, there are publishers who provide some themes, although those are different stories.

In America, compilation comic is called \textit{RAW Comics} which is published in the year 1980-1991. \textit{RAW Comics} is actually anthology
comic which is created by Art Spiegelman and Francoise Mouly. It became an icon for the alternative comic motion of the 1980s. Meanwhile, in Europe, this comic became popular comic which is called Small Press Comic. It also has regular exhibitions which is called Small Press Expo.

In this case, RAW is not an abbreviation, the term is used for a manga or anime that is still raw (“mentah” in Indonesian), so it was still using the Japanese language, no subtitle. In other words, it is original without altered in the slightest.
4) Graphic Novel

The term of graphic novel was first proposed by Will Eisner. This name used for his work entitled “A Contract With God” in 1978. Actually, the differences between graphic novel and other comics is on the themes which are like a novel for the readers who are not children. The work of graphic novel can be seen in *The Dark Night Return*, *Maus*, and *Watchman*.

5) Web Comic

Web comic is comic which is using the internet media to publish with a very wide and unlimited range. By using the website, comic only spend little costs relatively than other print medias. This
comic became popular just as world cyberspace in the technology of communication.

3. Using comic strips on students’ writing narrative text

Teaching school students to write short stories gives them the opportunity to practice their creativity, have fun while writing and at the same time improve their writing skills.

There is an increasing body of research investigating the use of comic strip in teaching and learning. Carefulness in selecting of media applied in the
process of teaching and learning is needed in order to reach the satisfactory result of it.

Effective creative writing entertains, stimulates imagination and helps students learn to think clearly and artistically. Its effective in building students’ writing creativity especially in writing narrative text. They felt more encouraged, motivated research is very potential for researchers to provide a better theoretical and practical understanding of using comic strips in teaching learning because there are very few previous researchers who raise this problem that is associated with inhibition of the ability of students that later researchers tried to find the solution by comic media which will could improve their ability in writing.

The aim of this research is wants to investigates the students difficulties in mastering writing and to know how far the effect of using comic strips on student's writing narrative text at the high school level because during this time researchers had previously only at the top level and looked only at a special school groups, on this basis that researchers are trying to choose the object of research at the eleventh grade is precisely at SMA Muhammadiyah Purworejo because given the differences in educational level, mental, emotional, and styles in learning to see and measure the response of middle-level students in the application of comic strip as part of the learning process and hopefully it would help them to improve their ability especially in writing for the future.
D. Conceptual framework

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). For senior high school students they have to learn genre of text in English. For the eleventh grade students of senior high school, they must be able to write three kinds of text; they are recount, narrative, and procedure. Narrative text is a kind of text that tells a story.

Comic strips is one of medium which can be used by teacher in order to improve students’ ability in writing narrative. Teaching writing using comic strips makes the students can express their idea orally and interested in writing narrative text. Comic strips match consists of several pictures with balloon text on it, but there are no story. In other word, it is a blank comic strips. The students have to express their idea and to make a story based on their creativity. Then, start to write a narrative text with their own words based on the blank comic strips.

The researcher will implement the comic strips in the English teaching and learning process and make notes about the implementation. The researcher will not apply comic strips for the whole activities but only on writing activities only, especially for the eleventh grade students of SMA Muhammadiyah Purworejo.
CHAPTER III
RESEARCH METHODOLOGY

A. Type of the Research

Arikunto (2002:20) states that there are three kinds of research method based on the objective of the research. They are explorative method, descriptive method, and historical method. In this research, the research used descriptive method. This method is used to describe what actually happens in a certain situation and condition. Besides, it intends to make a systematic and accurate description concerning the facts and the features of the students’ ability in writing narrative text.

B. Place and Time of Research

This research conducted in one week. The research was carried out on 4 and 6 November 2013. The research took place in SMA Muhammadiyah Purworejo at the eleventh grade in the academic year of 2013/2014.

C. Subject of Research

The subjects of this research were the eleventh grade student program of science of SMA Muhammadiyah Purworejo. It consisted 30 students, 24 students are females and 6 students are male.
D. **Object of the Research**

Object of the research was the media that used by teacher in teaching writing narrative text using Comic Strips.

E. **Data and Data Source**

The data of the study was the implementation of teaching writing narrative text using Comic Strips at the eleventh grade students of SMA Muhammadiyah Purworejo. The data were taken from the observation of media that is conducted by the teacher in teaching writing narrative text using Comic Strips on three resources:

1. **Event**
   
   Researcher observed all of the activities about the implementation of English learning using Comic Strips in the classroom.

2. **Informants**
   
   The informants were the English teacher and the eleventh grade students of SMA Muhammadiyah Purworejo.

3. **Document**
   
   The researcher collected document from SMA Muhammadiyah Purworejo.

F. **Research Instrument**

To carry out the research, the researcher used several ways of collecting the data. In order to collect the data, the researcher needed an
instrument. Research instrument is a tool used by the researcher when conducting a research method (Arikunto, 2006: 149).

In this research, the researcher used:

1. Observation
   Observation was used in this research to observe the process by closely watching and noticing classroom events, observation is done to get the students’ data on their participations, reaction, and response to learning.

2. Interview
   In order to get more data, the researcher conducted an interview with the teacher and the students. The interview was done after doing the research and on a face to face interview. It is used to identify the problems during teaching learning process and focusing on it. The teacher is interviewed in Indonesian about the students’ achievement in writing narrative text using comic strips, especially between males and females, and the media or approach which used in writing narrative text.

3. Documentation
   The researcher collected data in the form of data values of the students achievement in writing narrative text from the English teacher.

G. Technique of Collecting the Data
   To support the success of the research, the researcher uses some data collecting techniques there are:
1. Preliminary observation
   Observe on the teachers teaching in the classroom before using Comic Strips media in the English learning process
2. Build lesson plans that includes the Comic strips media and material
3. Observe the teacher teaching in the Classroom using Comic Strips media
4. Interview to the teacher and the students about learning process before and after using the media
5. Ask the students’ score from the the teacher
6. Analyse the result of observation

H. Technique of Data Analysis

According to Patton as quoted by Moelong (2005: 280), states that analyzing data is the process of arranging the sequence data, organize them into a patterns, category, and unit basic outline. In this study, the researcher used the constant comparative method that consists of four parts, namely:

1. Determination of units of information
   The researcher filters the data to make easier for the analysis.
2. Categorization
   The data that have been filtered then sorted in to certain categorization such as data from students, data from teacher, and observation data.
3. Determination of the relationship between categories

The researcher tries to find connection between each data and relates it to the implementation of the Comic Strips to increase students’ ability in writing narrative text in the English teaching and learning process.

4. Development of the theory

The researcher involves the theory that has been written in chapter II in writing narrative text using Comic Strips. This step is very important when the researcher starts to write the report of the data.

The process of data analysis was not carried out only after all data collected, but has been implemented since the beginning of data collection and worked intensively after leaving the field. Data analysis process begins by reviewing all available data, after the researcher read, studied and reviewed, then the researcher organized and reduced the data by making abstraction or summary. Abstraction is summarizing the core of the data, processes and statements that need to be maintained so as to keep within it. The next step is preparation of the information units. Units were further categorized on the next step. Category was finished while making coding. The final stage of the analysis is the data validity. Having completed this stage, conclusion can be made.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Findings

1. Description of SMA Muhammadiyah Purworejo

   The research took place in SMA Muhammadiyah Purworejo. It is located on Jln. KH Akhmad Dahlan 8, Purworejo. The school is big enough and has 15 classrooms to hold teaching and learning activities. In supporting teaching learning activities, SMA Muhammadiyah Purworejo has provided a science laboratory room, a library, a school yard, parking area, student union office, UKS (school health center), mosque, canteen, hall and toilets. The situation of the school is neat and clean because there are many trees and flower plants. But, there is a little bit noisy because many vehicles passing by in the highway near the school.

2. Preparation

   Pre-research was held before conducting the research. It was held to identify the problems occurring during the teaching learning process in relation with improving students’ ability in writing narrative text.

   The observation was conducted before the implementation of Comic strips media. The researcher came to the school and meet with the vice headmistress of curriculum affairs as a representative of the headmistress of the SMA Muhammadiyah Purworejo. The researcher conveyed intention a week before that the researcher would conduct a
research on implementation the media in teaching English, particularly in writing narrative. The researcher asked permission to the English teacher to conduct the research in her class, then the permission was obtained. Because the English teacher agreed, the researcher directly intended classroom.

The research observed the teaching learning process and made the field notes. The researcher looked the detail of the events or activities in the classroom. During the observation the researcher also observed the activity of the students outside the classroom, there are:

a. The researcher and the teacher came to the class, and then the teacher introduced the researcher to the students and described at glance the intention of being in the classroom.

b. The researcher took seat in the back

c. The researcher observed the whole class

From the preliminary observation, the researcher found that:

a. In the class of eleventh grade student of sciences program of SMA Muhammadiyah Purworejo consists of 30 students, they were sitting in pairs.

b. There were 24 females and the rest 6 males in the class

c. The students were wearing their school identity, white-light green. The girl used long-sleeved white shirt, green long skirt and white veil. The boy used short-sleeved white shirt and green trousers.
Description the classroom as follows:

a. In front of the class there was a wide whiteboard in the left side and blackboard in the right side, teacher’s desk, some pictures, some schedules, some class organization notes in the back and a clock.

b. The tables were arranged in fives rows and four columns that made from wood.

The teacher gave the researcher chance to observe the teaching learning activity in the classroom. In the first observation meeting, on 4 November 2013; the teacher and the researcher came to the class. The teacher started the lesson by greeting to the students.

The researcher observed the teacher in giving the lesson:

a. The lesson was about narrative text, the teacher reviewed the material.

b. The teacher asked the students to pay attention to the text book and explain about the narrative text.

c. When the teacher was explains the material in the text book, some students made some noise; then the teacher asked the students to keep attention and keep silent, and asked the students to read the text.

d. After that teacher gave an assignment to make free narrative story for each student, based on their own ideas and imagination to train students' creativity in writing narrative stories. The situation in the class became noisy again. They looked so confused with it.

e. After doing the assignment, the teacher asked the students to collect the results of their work assignment sheet.
During the lesson, while the teacher explained the material she just sat on the chair, and sometimes the teacher walked around the class or stood up and wrote something in the whiteboard it made some students chatting with other, wrote something in their book, and some other studied for the next evaluation. When the students read the text the teacher always corrected the student’s pronunciation if the student were incorrect in pronouncing the word, and told the meaning of new vocabulary to students if there were new words.

Based on pre observation toward the teaching learning process with the teacher and the students, the researcher identified that:

a. The teacher did not use an interesting media in teaching narrative text, especially in writing

b. The students felt bored during the process of teaching learning English, because the teacher did not used interesting media in giving the material

3. **Interview**

In order to get more accurate data, the researcher conducts an interview with the teacher. The interview is done on the pre research time before doing the research and on a face to face interview. It is used to identify the problem during teaching learning process and focusing on it. The teacher is interviewed in Indonesian about the students’ achievement, especially in writing narrative text. Then, the students were also interviewed to
determine the response of the students on teaching writing narrative text using comic strips.

a. Interview with the teacher

R : Researcher
T : Teacher

Transcript:

R : Apakah ibu selalu membuat lesson plan/ RPP untuk setiap materi yang anda ajarkan?
T : Iya mbak, saya selalu membuat RPP untuk setiap materi yang saya ajarkan dan saya membuatnya langsung untuk satu semester tersebut.

R : Kurikulum apa yang digunakan di SMA ini?
T : Kurikulum yang digunakan disini masih menggunakan kurikulum yang dulu yaitu KTSP.

R : Buku apa saja yang digunakan untuk mengajar Bahasa Inggris?
T : Buku paket biasanya saya menggunakan Global dan menggunakan LKS untuk latihan-latihan soalnya.

R : Selain buku tersebut, apakah ada buku lain juga yang digunakan untuk mendukung proses belajar-mengajar Bahasa Inggris? Mengapa?
T : Tidak mbak, karena buku-buku tersebut sudah mencukupi. Hanya kadang-kadang saja jika ada yang mungkin perlu ditambahkan saya mencari dibuku lain.

R : Apakah siswa sering mengalami kesulitan dalam memahami dan menulis atau membuat sebuah bentuk teks? Bagaimana juga dalam membuat teks narative?
T : Iya, siswa biasanya sering mengeluh jika ditugasi untuk membuat sebuah teks apalagi jika tugasnya individu. Mereka suka mengatakan tidak bisa atau sulit dalam tugas menulis sebuah teks. Untuk narrative biasanya mereka hanya saya suruh untuk mengetahui isi cerita dan mengidentifikasi generic structurenya saja.

R : Biasanya dalam hal apa saja yang menjadi kendala para siswa dalam membuat atau menulis sebuah teks narrative?
T : Siswa biasanya sulit untuk mendapatkan ide-ide cerita dan dalam menyusunnya menjadi sebuah teks narrative. Mereka selalu mengeluh tidak bisa bercerita.

R : Apakah ibu pernah menyuruh mereka menulis atau membuat sebuah karangan narasi yang berdasarkan hasil karya siswa
sendiri, dengan kata lain siswa yang membuat cerita narrative dengan hasil imajinasi siswa sendiri?

T : Belum, biasanya saya hanya menyuruh mereka untuk menceritakan kembali cerita-cerita narasi yang sudah ada dibuku. Pernah saya menyuruh mereka untuk membuat cerita narrative dengan karangan mereka sendiri dalam bentuk teks narrative, tetapi mereka mengeluh tidak bisa bercerita dan tidak mempunyai ide.

R : Menurut ibu, apakah media sangat diperlukan untuk membantu pemahaman siswa dalam proses belajar mengajar?

T : Menurut saya, penggunaan media dalam proses belajar mengajar sangat penting untuk mendukung proses pembelajaran dan membantu pemahaman siswa dalam materi pelajaran.

R : Bagaimana pendapat ibu tentang penggunaan comic strips sebagai media dalam proses pembelajaran dengan tujuan untuk meningkatkan kemampuan siswa dalam menulis teks narrative?

T : Penggunaan komik strips menurut saya sangat bagus sebagai media pembelajaran bahasa inggris dalam materi narrative text. Karena selain menarik, komik juga salah satu hal yang sangat disukai siswa dalam kesehariannya. Siswa juga menjadi lebih kreatif untuk mencurahkan ide-ide mereka dengan bantuan gambar yang ada dikomik strips dan sangat membantu para siswa dalam menulis teks narrative.

R : Bagaimana tanggapan ibu, setelah menggunakan media pembelajaran dalam proses belajar mengajar dikelas?


b. Interview with the students

R: Researcher

S: Student

Transcript

Student 1

R : Bagaimana tanggapan anda, dengan penggunaan media komik strips dalam menulis cerita teks narrative? Jelaskan?
S: Menurut saya, saya jadi lebih mudah untuk menulis cerita. Karena ada gambar-gambarnya yang membantu saya dalam memunculkan ide untuk membuat cerita.

Student 5

R: Bagaimana tanggapan anda, dengan penggunaan media komik strips dalam menulis cerita teks narrative? Jelaskan?
S: Saya jadi mudah untuk mengekspresikan ide-ide saya dalam menulis cerita narrative. Sangat menarik dan saya menjadi lebih bersemangat dalam menulis cerita narrative.

Student 12

R: Bagaimana tanggapan anda, dengan penggunaan media komik strips dalam menulis cerita teks narrative? Jelaskan?
S: Membuat cerita narrative dengan bantuan media komik strips membuat saya menjadi lebih antusias untuk menulis cerita dan sangat menarik.

Student 20

R: Bagaimana tanggapan anda, dengan penggunaan media komik strips dalam menulis cerita teks narrative? Jelaskan?
S: Saya tidak suka menulis cerita dan tidak suka komik. Namun, jika disuruh memilih untuk menulis cerita narrative dengan media komik strips atau tidak, saya lebih suka jika dengan bantuan media komik strips. Karena saya jadi lebih mudah untuk menulis cerita dan memunculkan ide.

Student 23

R: Bagaimana tanggapan anda, dengan penggunaan media komik strips dalam menulis cerita teks narrative? Jelaskan?
S: Penggunaan komik strips sangat menarik dan saya jadi lebih menyenangkan dalam membuat karangan cerita narrative. Saya jadi lebih mudah dalam berimajinasi serta mengekspresikan ide-ide saya.

Student 30

R: Bagaimana tanggapan anda, dengan penggunaan media komik strips dalam menulis cerita teks narrative? Jelaskan?
S: Menurut saya, sangat menyenangkan menulis cerita narrative dengan menggunakan komik strips karena ada gambar-gambar
menarik yang memudahkan saya dalam menulis sebuah cerita narrative. Selain itu juga tidak menjenuhkan.

B. Discussion

1. Research Implementation

The implementation of teaching narrative text using Comic Strips media through classroom observation research included two meetings. The first meeting was held in one session, while the second meeting was held in one session. Each meeting took 90 minutes. To know the students’ achievement the researcher gave an assessment using test items. In every meeting, the texts used were narrative text. The implementation of the first meeting was held in 4 November 2013 at 12.20PM until 13.50PM. Furthermore, the second meeting was held in 6 November 2013 at 12.20PM until 13.50PM. Each meeting consisted of free writing of narrative text. The researcher and the teacher collaboratively made the lesson plan and developed the materials and media. The researcher asked the teacher collaboratively about the materials that would be taught.

2. The Teaching of Writing by Using Comic Strips

The researcher has observed the teaching of writing using the comic strips that was done by the English teacher of SMA Muhammadiyah Purworejo to improve writing ability in narrative text among the eleventh grade students. The comic strips was about narrative. These were the results:
1) First Meeting

a. Pre-Teaching

The teacher and the researcher walked to the class. The students were still playing around when the teacher and the researcher came to the class. The teacher asked the students to enter the class and sat down on their chairs. Arriving at the class, the teacher put her book on the table’s chair and the researcher sat at the seat back. The teacher greeted the students and asked about their condition such as: *Assalamu’alaikum, good afternoon students, how are you today?* Some students smiled and looked at her enthusiastically. They gave respond to her greeting loudly and they said “*Wa’alaikumsalam, Good afternoon. I am fine, and you?*”. After that, the class leader lead the pray. Then the teacher checked the students’ attendance. Then she started to asked the students kept silent. Then the teacher told the students what were they going to learn at that day, “*well students, it’s still same with yesterday. Today we are going to learn about narrative text, but the difference is that we are using comic strips media to learn it.* Next, teacher asked some question to trigger the students knowledge, like: “*Do you like to read comics strips?*”. “*Yes*” replied the students. “*Why?*” the teacher respond. “*Because... It is funny, pleasure, not boring, entertain, amuse*”, answered some students. “*What is included narrative text?*” asked the teacher. “*It is fable, myth, legend mystery, fiction...*” some students answered again.
“Do you still remember? What are the generic structure of narrative text?” the teacher still asked. “Yes, there are orientation, complication, resolution” answered the students. Then the teacher said “Very good, now we are going to learn narrative using comic strips”.

Teacher explained the students about activities that she would going to do. All the students looked at her enthusiastically. Teacher showed an example of comic strips, complete with a storyline in the comic strips to the students. And then, the teacher explained about her instruction to the students in Indonesian language, so the student got the instruction easily.

b. Whilst Teaching

The teacher guided the students in understanding what to do with the comic strips. The teacher shared the examples of comic strips that she just showed, on each bench. So, one comic strips for two childern. Then, the teacher ordered the students in each bench to analyze the comic strips. In other word, they discussed it with their friends bench. The teacher said that the comic strips tells a story. The students are asked to analyze the generic structure of the comic strips and explained it in detail about what is contained in the generic structure. The teacher provided time for students to analyze the comic strips. While the teacher walked around the classroom to see their work. After the allotted time is finished, the teacher asked the students to stop their discussion with their friends bench and to pay attention to
the next instructions. Then, the teacher asked what are the generic structure contained in that comic strips. The students in each bench must answered the questions in accordance with the results of their analysis. About the generic structure, most of the students answered correctly, which were consists of orientation, complication and resolution. Furthermore, the teacher asked an explanation or description of each of the generic structure already mentioned, includes the character/participants, time of occurrence, the scene, the problem that arised and the resolution of the problem in the comic strips. And most students already understood the elements of narrative text. Students were also very enthusiastic to answer questions from teachers about the comic strips. Some of them looked vied with each other to answer. Especially with the pictures in the comic strip that supported the content of the conversation in the comic.

In this learning, the students not only understood about narrative text but also learned how to create a narrative story used a comic strips. And sometimes the teacher helped the students by providing guidance in making and understanding a narrative story.

In this meeting, the researcher found that the students looked very enthusiastic to understand the material and not felt bored in the learning process.
c. Post Teaching

After while, the teacher gave evaluation to know the students’ ability in understanding the material. The teacher showed a comic strips with another story. The teacher asked a volunteer to came in front of class and mentioned the narrative story elements contained in the comic strips. The students raised their hand and some of them came in front of the class. Then, the teacher closed the lesson by leading prayer and saying goodbye. She also reminded the students to study well.

In this meeting, the researcher found that the students gave positive responses in teaching learning process using comic strips. The students were interested in learning English using the comic strips.

2) Second Meeting

a. Pre-Teaching

The bell rang and the students began to trickle toward all classes respectively. The teacher and the researcher walked to the class. The students were still playing around when the teacher and the researcher came to the class. The teacher asked the students to enter the class and sat down on their chairs. Arriving at the class, the teacher put her book on the table’s chair and the researcher sat at the seat back. The teacher greeted the students and asked about their condition such as: Assalamu’alaikum, good afternoon students, how are you today? Some students smiled and looked at her enthusiastically. They gave
respond to her greeting loudly and they said “Wa’alaikumsalam, Good afternoon. I am fine, and you?”. After that, the class leader lead the pray. Then the teacher checked the students’ attendance. Then she started to asked the students kept silent. Then the teacher told the students what were are they going to learn at that day, “Well, yesterday we had studied about narrative text using comic strips, you still remember?” asked the teacher. “Yes” the student answered. Then, the teacher reviewed the material that has been taught yesterday, to remind the students.

Teacher explained the students about activities that she would going to do. All the students looked enthusiastically. The teacher showed a blank comic strip and told the students to follow her instruction. Then, the teacher explained about her instruction to the students in Indonesian language, so the student got the instruction easily.

b. Whilst Teaching

The teacher guided the students in understanding what to do with the blank comic strips. Blank comic strips means that there were only the arrangement of images without text stories in it and the students themselves who must make the narrative story based on the pictures in the comic strips. Teachers shared a blank comic strip that she just showed with an answer sheet to each student. After each student got a blank comic strips and the answer sheet, then the teacher
asked the students to pay close attention to her instructions. The teacher asked the students to create a simple narrative story based on the blank comic strips. With the aim, in addition to train students’ writing skills as well as to train the students' creativity in making up a story based on their own ideas and imagination. Students created a narrative story line with a sequence of images in the comic strips and made an interesting story. The story should consist of orientation, complications and solutions. Teachers gave the students time to finish it until the time of lesson finished.

In this learning, the students not only understood about narrative text but also made the students to be creative in making narrative story using comic strips. and one-time teacher walked around to see the work of their students. And sometimes the teacher walked around to see the results of students’ work.

In this meeting, the researcher found that the students looked very enthusiastic and happy to do it. In addition, the class atmosphere was also so fun.

c. Post Teaching

A few minutes before the lesson finished, the teacher asked the students to finish the job and review their works before collected it. On this occasion, the researcher was also interviewed the students to determine how the students respond to the comic strips media as an instructional media for their learning. Especially, in improving
students' ability in writing narrative stories. Then, the teacher closed the lesson by leading prayer and saying goodbye. She also reminded the students to study well.

In this meeting, the researcher found that the students gave positive responses in teaching learning process using comic strips. The students were interested in learning English using the comic strips. Moreover, the students also could appreciate their ideas and their imagination by writing a narrative story. So, they become more creative to make a story.

3. Analysis of the Data

The purpose of the implementation of teaching writing narrative using comic strips at eleventh grade student of SMA Muhammadiyah Purworejo is to improve students’ writing narrative. From the observation that the researcher conducted, the researcher could describe that the process of implementation of comic strips at the eleventh grade student of SMA Muhammadiyah Purworejo was successful.

To compute the narrative text result, the writing narrative text result was based on criteria scoring. The level of ability shown in the table is defined based on the criterion references scale (Arikunto, 2006:245).
They are as follows:

Table 1. Table of classification of students’ achievement

<table>
<thead>
<tr>
<th>Value</th>
<th>Grade</th>
<th>Level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>VERY GOOD</td>
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<tr>
<td>66-79</td>
<td>B</td>
<td>GOOD</td>
</tr>
<tr>
<td>56-65</td>
<td>C</td>
<td>FAIR</td>
</tr>
<tr>
<td>40-55</td>
<td>D</td>
<td>POOR</td>
</tr>
<tr>
<td>&lt;39</td>
<td>E</td>
<td>FAILED</td>
</tr>
</tbody>
</table>

Based on the observation in the class, there were some students active and involved in the comic strips learning process. They were so enthusiastic with the media, and they could do when the teacher asked them to write a narrative story.

Table 2. The result of the writing narrative text

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Table 3. The classification of students’ achievement

<table>
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<th>Pre-Implementation</th>
<th>Implementation</th>
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<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>VERY GOOD</td>
<td>-</td>
<td>10</td>
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<tr>
<td>66-79</td>
<td>B</td>
<td>GOOD</td>
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<td>40-55</td>
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<td>POOR</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>&lt;39</td>
<td>E</td>
<td>FAILED</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>30</td>
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</table>

a) Pre-Implementation

Before the implementation, the researcher asked the student to create a simple narrative story based on their own ideas. The result of the writing indicated that most students could write the narrative text. In fact, many of the students were just copying existing narratives in the textbooks / LKS. Whereas, by creating their own narrative stories, writing skills of the students become better trained than just retelling existing stories. Based on the observation to the students, the problem is that they were
difficult to find idea to write. In pre-implementation the researcher presented the narrative text without using comic strips. First of all, the students are given treatment as commonly way. After that, the students are given some clues to start writing a narrative text. The students wrote their own sentences based on their understanding about the narrative text and based on their own ideas and background knowledge. When the students were making their writing, the researcher observed the students activities. It is done to know the students motivation and their activeness in doing the task. In this activity, the researcher wrote the students’ development happened during the observation. The result of pre-implementation showed that the students’ writing ability is still low. But, it has not achieved the criteria of success. Based on the table 3, classification of the data shows that 23 students received grade B or GOOD, 7 students received grade C or FAIR and 1 student received grade D or POOR. The mean score of the students’ English achievement is 67. It is in the interval of 66 – 79 which is categorized as good. But, the result did not able to reach the standard value of 75. The minimal standard criteria of the students' writing ability are when the mean score of all the students is 75. The result revealed that the mean score of the students is only 67. It means that the study has not been successful yet.

Based on the data presented in the table 2, it can be stated that the students’ ability in writing narrative text was not satisfied. The criterion of
success is if the mean score of the students is at least 75 and the students are active in the writing activity.

In terms of the students’ activeness in writing activity, the result of observation shows that some students are active, but some others are not active in the writing activity. They look still confused in finding the idea to write in a piece of paper and not interested in writing stories.

Although some students show their improvement in writing motivation and score of writing, the implementation needs to be conducted. This was done because some students got score under the standard which was determined. Many students got score under than 75. The implementation was done to find the appropriate strategy in improving students’ ability in writing narrative text using comic strips.

b) Implementation

In pre-implementation, the researcher did not use comic strips in presenting the narrative text to the students. The result shows that some students get improvements in their scores and in their activeness in writing activity, but some others are still under the target or the criteria minimum.

In the implementation, the researcher used comic strips in presenting narrative text. The strategy applied is the researcher gave more examples of how to write narrative text using comics strip. After the students understand and have confident, the researcher gave them comics strip, and the students write their own writing based on the comics. The result of observation shows that most students are very active, serious and
enjoy doing their tasks. Before the time given is over, all students submitted their writing. When they were interviewed, they stated that they understood how to make narrative text the help of the comics strip and the researcher’s explanation. By paying attention to the examples the researcher presented and the explanation, the students are easier to make their own writing. Besides, the students not only can write the text but also mention the components of narrative text and explained the function of each the component.

Based on the data on the table 2, it is concluded that the students’ ability in writing narrative text is improved. Classification of the data in table 3 also shows the ability of students has increased with the result; 10 students get an A or VERY GOOD, 19 students received grade B or GOOD and 1 student received grade C or FAIR. The research result shows the data about students writing ability in narrative text of the eleventh grade students of SMA Muhammadiyah Purworejo include in the good category, the mean score of writing narrative text is 77.4. In addition, the results of the average value also has reached the standard value of 75. The criterion of success is if the mean score of the students is 75 or more. The data show that the students’ mean score is 77.4. In terms of the students’ activeness in writing, it is also improved. In other words, the teaching of narrative text using comics strip can improve the students’ ability in writing narrative text for the eleventh grade students of SMA Muhammadiyah Purworejo.
4. The Result of Interview with Teacher and Students of SMA Muhammadiyah Purworejo

a. Result of Interview with the Students

From the interview with the students, they like the comic strips, because it was very interesting and fun for them. So, the students did not feel bored during the learning process. The students are very enthusiastic in understanding the lesson. Besides, with the implementation of comic strips medium they are also easier to write a narrative story with the help of the arrangement of successive images but they still can make up their own story based on the picture. The students stated that comic strips could help them in improving their writing ability in writing narrative text, because there were interesting pictures that can motivate them to create a story in writing narrative text.

b. Result of Interview with the Teacher

From the interview with the teacher, she said that the implementation of comic strips is interesting to the students. They can be motivated to write something. They usually like to complain in writing with reasons they could not do it. The students have a new experience with using comics as a medium of learning and they can understand the material well. And then they can write a narrative story by channeling their ideas and their imagination in writing narrative. The students looked more comfortable during the lesson and the students were interested in learning English using comic strips. It was indicated by the increasing of students’
participation during the class. They were more enthusiastic and active in class. The teacher stated that index cards was very interesting and enjoyable to the students and very effective to help the students in improving their ability in writing narrative text.

After applying comic strips, the researcher saw that there were good response from the students. The students were more enthusiastic in studying English. Comic strips helped the students easy to understand and write. In addition, it could be used to avoid the boredom in the class. It could help the student to write the narrative text. Comic strips as the media for teaching writing narrative text was very effective to make the students receive the material easily.

In general, the researcher found that the implementation of comic strips in improving the students ability in writing narrative text runs well. Teaching writing through comic strips can encourage the students’ ability in writing narrative text. It means that the comic strips media is very successfully implemented. The students stated that comic strips could help them improve their ability in writing narrative text, because there were interesting pictures that can be made into a narrative story. The students can become more creative in writing narrative and they say that it is very enjoyable because the English writing ability is increasing. It was very evident from the results of writing test that they do. According to the English teacher to teach by using comic strips, providing motivation for students to receive learning. It means that teaching writing narrative text
using comic strips could bring positive effect to the students to improve their ability in writing narrative text.

5. The advantages and disadvantages of teaching in writing narrative text using comic strips

The advantages that can be described from the teaching in writing narrative text using comic strips were comics serve as an ideal teaching device for teenagers because they are an art and literary medium that appeal to many students of high school age more than simply reading a text. Comic strips can easily fit into a high school literature, writing or art class. The stories in comics often have a clear beginning, middle and end, so they teach the art of a story. The students was easy to practice writing a paragraph based on one panel of a comic strip. So, teaching in writing narrative text is easier and interesting using comic strips.

The disadvantages that can be picked up from the teaching in writing narrative text by using comic strips were the students is the cost is quite high and expensive. The students did not follow very well if the teaching is too fast.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion on the data stated in the previous chapter, there are two conclusions that can be drawn. The two conclusions of the research are as follows:

1. From the research that had been done at 11th science of SMA Muhammadiyah Purworejo in the academic year of 2013/2014, it can be concluded that the implementation of comic strips media can improve the students’ ability in writing narrative text. It can be seen on the mean score of pre-implementation is 67 and the mean score after the implementation is 77.4. The teacher had done his best to implement the comic strips to improve the students’ ability in writing narrative text in the English learning process.

2. The students gave positive responses in the teaching learning English using comic strips and become more active in writing. Based on the observation, comic strips improved the students’ motivation and their achievement. The situation in the class was more fun and more vivid.

From the fact above, the researcher can conclude that the implementation of comic strips is improve the students’ ability in writing narrative text of the eleventh grade students of SMA Muhammadiyah Purworejo in the academic year of 2013/2014.
B. Suggestion

Based on the result of classroom observation research, the researcher gives some suggestions as follows:

1. To the English teacher

   English teacher should stimulate the students to improve their writing ability, so that they can attain better writing ability. Also, it is very important that the teacher should improve their competencies by improving their material mastery and teaching mastery, making use of appropriate and interesting media. The English teacher can use comic strips as alternative media to teach writing narrative text.

2. To the students

   Students must be active and get involved in the teaching learning process in order to improve their writing ability. There is an interesting technique such as comic strips that will help the students to enjoy the study and they can play with their imagination.

3. To the other researchers

   The result of this research can be used by the other researchers in doing further study about the implementation of comic strips in improving students’ ability in writing narrative text. Hopefully, the finding of this research can be used as references for other researchers.
REFERENCES


Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas RI.


APPENDIC
UNIVERSITAS MUHAMMADIYAH PURWOREJO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS
JLN. K.H.A. Dahlan NO 3 Telp (0275)521494 Purworejo

NAMA : ASRY CAHYO NURI KARTIKASARI
NIM : 092120093
PROGDI : PBI
PEMBIMBING : TUSINO, M. Pd BI
JUDUL : THE IMPLEMENTATION OF COMIC STRIPS TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAHPURWOREJO IN THE ACADEMIC YEAR OF 2013/2014

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PEMBIMBING

Tusino, M. Pd BI
NIDN. 0616088201
LESSON PLAN

SMA : SMA Muhammadiyah Purworejo
Subject : English
Class/ Semester : XI / 1
Skill : Writing
Year : 2013/2014
Time allocation : 6 x 45 minutes

I. Standard Competence:

Menulis

12. Mengungkapkan makna dalam teks tulis fungsiional pendek dan essay sederhana narrative dalam koteks kehidupan sehari-hari.

II. Basic Competence :

12.2 Merespon makna dalam dan langsung retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.

III. Indicators :

a. Menulis teks narrative secara kreatif
b. Bekerja keras dalam menghasilkan teks
c. Membiasakan mandiri dalam menghasilkan teks

d. Menghasilkan sebuah teks tertulis berbentuk narrative

IV. The Learning Goal

Siswa dapat:

a. Menulis teks narrative secara kreatif

b. Bekerja keras dalam menghasilkan teks

c. Membiasakan mandiri dalam menghasilkan teks

d. Menghasilkan sebuah teks tertulis berbentuk narrative

V. Material

Text type: Narrative text

• The purpose of narrative text:

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

• Types of narrative:

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

• Generic structures of narrative text:

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Example of fables:

**The bear and rabbit**

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow. One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows.

The rabbit was fearing to arouse the bear’s anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after. However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day’s work.
The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

VI. Teaching Procedure

Meeting 1

A. Introductory Activity

*greeting

*check the students attendance (5 minutes)

1. Pre-activity (10 minutes)

   a. Teacher shows the students a narrative text

   b. Teacher asks the students to observe it

   c. Teacher asks students the generic structure of it

   d. Teacher tells students that they are going to learn how to write a simple narrative text

B. Main activity

A. Exploration (45 minutes)

   a. Teacher asks the students to make a narrative text

   b. Teacher asks students to develop the words into some clauses
c. Teacher guides the students to develop the clauses into some sentences.

B. Elaboration (40 minutes)

a. Students arrange the sentences into paragraphs.

b. Students divide the paragraphs into 3 paragraphs, consist of orientation, complication and resolution.

c. Students arrange them into the correct order.

C. Confirmation (25 minutes)

a. Teacher gives review and reinforcement about writing narrative.

b. Students ask the teacher if they find difficulty.

C. Post activity (10 minutes)

a. Teacher asks students if they have difficulty in writing narrative and what experience which student get during they write it.

Meeting 2

A. Introductory Activity

*greeting

*check the students attendance (5 minutes)

1. Pre-activity (10 minutes)

a. Teacher shows the students a comic strips

b. Teacher asks the students to observe it.

c. Teacher asks students the generic structure of it.
d. Teacher tells students that they are going to learn how to write a simple narrative text with comic strip media.

B. Main activity

A. Exploration (45 minutes)

a. Teacher gives instruction steps how to make narrative text with comic strip media.

b. Teacher gives an example to write it.

c. Teacher asks students to develop the words into some clauses.

d. Teacher guides the students to develop the clauses into some sentences.

B. Elaboration (40 minutes)

a. Students arrange the sentences into paragraphs.

b. Students divide the paragraphs into 3 paragraphs, consist of orientation, complication and resolution.

c. Students arrange them into the correct order.

C. Confirmation (25 minutes)

a. Teacher gives review and reinforcement about writing narrative.

b. Students ask the teacher if they find difficulty.

C. Post activity (10 minutes)

a. Teacher asks students if they have difficulty in writing narrative and what experience which student get during they write it.
Meeting 3

A. Introductory Activity

*greeting

*check the students attendance (5 minutes)

a. Pre-activity (15 minutes)
   a. Teacher shows the students a comic strips
   b. The students observe it
   c. Teacher asks students the generic structure of narrative
   d. Teacher tells students that they are going to learn how to write a
      simple narrative text with comic strip media

B. Main Activity

1. Exploration (30 minutes)
   a. Teacher gives the students a comic strips
   b. Teacher asks the students to analyze it
   c. Teacher asks the students to get arrange them into the correct
      order (memahamkan diri bekerja keras)

2. Elaboration (45 minutes)
   a. Teacher gives instruction steps how to make narrative text
      based on the comic strips
   b. Students write a simple narrative text with comic strips media
   c. Students divide the paragraphs into 3 paragraphs, consist of
      orientation, complication and resolution
   d. Students arrange them into the correct order.
3. Confirmation (35 minutes)
   a. Teacher gives a review and reinforcement about how to write narrative
   b. Students ask the teacher if they find difficulty

C. Post activity (10 minutes)
   a. Teacher asks students if they have difficulty in writing a letter and what experience which student get during they write it.

VII. Media and Learning Resources:
   - Student's worksheet
   - Comic strips

Test Material:

Test 1

I. Write a narrative text based on your creativity and give a suitable title. It consists of orientation, complication, and resolution. Do it with your own words!

II. Write a narrative text based on the comic strip that has been provided and give a suitable title. It consists of orientation, complication, and resolution. Do it with your own words!
Assessment

- Technique: writing test
- Instrument: comic strips

<table>
<thead>
<tr>
<th>No</th>
<th>Evaluation Aspect</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>Tense</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Pattern</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximal Score</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Total score: 25 x 4 = 100

Note:

<table>
<thead>
<tr>
<th>Score</th>
<th>Accuracy</th>
<th>Tense</th>
<th>Vocabulary</th>
<th>Punctuation</th>
<th>Comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent: Write without too many mistakes.</td>
<td>Excellent: Tense is very exactly and accurately.</td>
<td>Excellent: Using effective vocabulary.</td>
<td>Excellent: Using the punctuation effectively.</td>
<td>Excellent: Easy for reader's to understand.</td>
</tr>
<tr>
<td>4</td>
<td>Very good: Has to make effort at times to search the word.</td>
<td>Very good: Tense is exactly and accurately.</td>
<td>Very good: Occasional errors in word choice.</td>
<td>Very good: Effective but not complex construction.</td>
<td>Very good: A few interruptions by the reader for clarification.</td>
</tr>
<tr>
<td>2</td>
<td>Poor: Can not write the idea.</td>
<td>Poor: Grammar trouble.</td>
<td>Poor: Lack of knowledge of vocabulary</td>
<td>Poor: No mastery using punctuation.</td>
<td>Poor: Hardly anything he/she write to be understood.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Purworejo, 6 Nov 2013

English teacher

Observer

Budiningsih, S.Pd
NBM.

Asry Cahyo Nur, K
NIM: 092120093

Muhammadyah Purworejo

R. Sukarsih
NBM: 707948
FoxTrot
by Bill Amend

You actually want to see her?
Yes, for reason I can’t explain.

So and get me some sweets!

Why don’t you get them?

I’m doing work! Mom won’t let me out until I finish it.

Ooooh! Mom’s going to kill me because I haven’t done my homework!

But...
Stick my way. Sneak into the kitchen and snag the sweet jar.

But...
How many times are you going to say, “But...”?

Please get me some sweets! I’ll pay you!

You can’t. I took all your money from your piggy bank.

What?

Erm... I’ll just be leaving now...

Argh! Calculator attack!
Kepada Yth.
Kepala SMA Muhammadiyah Purworejo
Di Purworejo

Assalamu'alaikum wr.wb.

Dengan ini kami beritahu bahwa berdasarkan kurikulum Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Purworejo, mahasiswa semester IX dapat menyelesaikan Program Studi Strata I dengan mengambil jatuh Skripsi.

Sehubungan dengan hal tersebut, kami mohon perkenan Saudara, mengizinkan mahasiswa kami untuk mengadakan penelitian di sekolah yang Saudara pimpin. Adapun mahasiswa yang akan melakukan penelitian tersebut adalah:

Nama : Asry Cahyo Nuri Kartikasari
NIM : 09 212 0093
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Comic Strips to Improve Students' Ability in Writing Narrative Text at the Eleventh Grade of SMA Muhammadiyah Purworejo in Academic Year 2013/2014

Atas bantuan dan kerjasama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Dekan FKIP,

Drs. H. Artomo, M.M.
NIP 19540105 198103 1 002
SURAT KETERANGAN
Nomor : 134/III/A/AU/A/2013

Kepala SMA Muhammadiyah Purworejo Menerangkan dengan sesungguhnya bahwa:

Nama : Asry Cahyo Nuri Kartikasari
NIM : 09 21 20093
Program Studi : Pend. Bhs Inggris
Judul Penelitian : The Implementation of Comic Strips to Improve Students' Ability in Writing Narrative Text at the Eleventh Grade of SMA Muhammadiyah Purworejo in Academic Year 2013/2014.

Benar-benar pada Tahun Pelajaran 2013/2014 telah melakukan Penelitian di sekolah kami, pada:
Tanggal : 4 & 6 November 2013
Waktu : 07.00 WIB s.d. Selesai

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.
Name:
Class:

I. Write a narrative text based on your creativity and give a suitable title. It consists of orientation, complication, and resolution. Do it with your own words!
I. Write a narrative text based on your creativity and give a suitable title. It consists of orientation, complication, and resolution. Do it with your own words!

Cinderella.

Long ago in the big castle, there live a king and queen. The king had a beautiful daughter named Cinderella. Cinderella lived in the castle. She is very kind but very beautiful. There was a very big problem in the castle. Cinderella lived only her father. One day, the father was planning for a marriage with the woman that could make magic. She was very evil. Cinderella was treated badly after her stepmother. After this, Cinderella has to work for her stepmother. Her beauty made her stepmother feel jealous.

One day, Cinderella goes to hunt with her huntress. The prince hunter wanted to catch her. He wanted to have a warrant for the Cinderella's stepmother. But, the hunter couldn't catch her.
I. Write a narrative text based on your creativity and give a suitable title. It consists of orientation, complication, and resolution. Do it with your own words!

A magic book

Once upon a time, there lived a girl, her name is Cindy. She lived with her mother, a farmer.

One day, Cindy found a book in the warehouse. This book is dirty. Next, she cleaned the book and started reading. In the book, there was a picture. Cindy wanted to go to the kingdom. She said, "I want to go to the kingdom." Suddenly, she found herself in the kingdom. She became a princess. She was very happy. She fell in love with the prince. The prince is very handsome.

When the party was over, she realized she was in the kingdom. But she remembered her home. She said, "I want to go home." Suddenly, Cindy was back in her home. She was so happy to see her mother.
Write a narrative text based on your creativity and give a suitable title. It consists of
orientation, complication, and resolution. Do it with your own words!

The legend of England Princess

Once upon a time, there lived a woman, its beautiful girl. She was living in England.

One day, she was running to the castle and said, "Daddy, I am here. I want to marry the prince of Kingdom Netherlands." She said, "Why do you want to marry the princess of Kingdom Netherlands?"

The king said, "Because the prince is a gentle man, and I am exchanging him with the princess." The princess said, "I will marry you to the prince." The prince said, "Thanks, Daddy."
I. Write a narrative text based on your creativity and give a suitable title. It consists of orientation, complication, and resolution. Do it with your own words!

**Mouse Deer and Farmer**

One day a mouse deer in jungle. He played with my friend's. Players were running here and there. Because very happy played use deer lost in garden a Farmer and he not come back. Mouse deer feel hungry. He observed fruit more in the garden. Very hungry, he foodfruit's and he slumber in the garden.

Suddenly a Farmer came to garden, and he observed slumbering. Then a farmer to carry mouse deer in the home. After until in the home farmer, mouse deer get up he surprise he scream "help me... please..." Farmer in heart scream deer. And farmer surprise because mouse deer ran a spoken.

Suddenly mouse deer move on becoming a woman a and farmer fall in love with me.

Then they marry and happy ending.
I. Write a narrative text based on the comic strips that has been provided and give a suitable title. It consists of orientation, complication, and resolution. Do it with your own words!
Test 2

Name:

Class:
Test 2

Name: Hafez Nofal Alhajj
Class: XI 1-A

One day, her name is 'Mariya'. In her home, she was washing her mother's clothes. Her mother asked her to go to the party at 7:00 P.M. together with her. But, her mother called her 'little brother'. He, her little brother, was crying. The room was empty, and Mariya was patient to waiting it. Then she became angry and shouted, "Come on, mother! Come on, mother!" Her mother said, "Yes, your little brother craying." After that, her mother went to the bedroom and said, "Your little brother was crying." After that, her mother said, "I am sorry, my love. We can't go to the party because your little brother was crying." After that, her little brother was happy because he could not go to the party.
Cancelled Party

One bright day, in dining room Mita was enjoying her breakfast. At 8 a.m. she wanted to attend the party with her mother.

When she saw the watch, she surprised:

"Oh the time is 8 a.m. now! I must said to mother." said Mita. "Mom, let's went!"

"Where ? "

"Are you forget to called the party?"

"No party? who is the party?"

"My friend party at 8 a.m."

"Oh, I'm forget, wait a minute Mita."

"Mom, my wake at 8:30 a.m. !"

"If you not waiting, let's went alone!"

Mita was disappointed.

Mita very sad, because the party was the end.

She went to bedroom and crying. "Mita, let's went to party!" said mother. "Mom, wake a.m.p! the party was the end because moni strong!" said Mita with sad. Mita's brother said to Mita "Why you don't invite your brother?" Mita closes.
One day, on time 6 a.m, Jenny had in the house preparing to go to the supermarket with her mother.

But her mother was not ready because her mother had to take the children to the school. Jenny called her mother. Her mother wasn't responsive. She tried to call her mother twice, but was not responsive. Jenny shouted to call her mother. Her mother just answered, "Yeah, I was busy." Because of angry, Jenny finally decided to take her mother's place in the bedroom. And she was ful of stress.

One hour arrived, her mother searched for Jenny. Until in the morning, her mother requested to apologize to Jenny.
One fresh day in a house, a girl have a promise with her mother. She went to the market. When she wanted to breakfast, suddenly she remembered her mother and saw the watch already to show past 7:00 am.

After that, she shouted, "Mother! Mom..." her mother, but there wasn't a response from her mother. She was angry and straight to meet her mother in room. "Mom... when we go...?" she asked, but there wasn't a response.

When in the room, her mother was slept. She was angry. "Mom... why don't you go?"

"I'm sorry, my dear." her mother forgot... respond her mother.