CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Subject of the Research

MTs Al Anwar Sarang located on Kalipang Street, Sarang, Rembang. Totally, it has 34 classes that consist of 12 classes of seventh grade students, 12 classes of eighth grade students, and 10 classes of ninth grade students. Each grade consists of two genders male and female. So there are 6 classes of seventh grade male and female students, 6 classes of eighth grade male and female students, and 5 classes of ninth grade male and female students.

The statistic number school is 121233170026. There are 57 teachers and 12 employees. The founder of the school is KH Maemoen Zubair, the leader of the school is Tahrir, S.Ag., SH., M.Pd.I and the English teacher is Novi Indriyani, S.Pd. The class which was the subject of this research was VIII J. The number of students in the class are 30 female students.

B. Description of the Research

In this chapter, the researcher would like to describe and discuss the finding or resulting of the research. It had been explained above in this research, it wanted to be known the students' response of narrative text writing ability by using a comic strip as a medium for teaching, motivating and identifying the development and achievement of students writing ability after

using a comic strip as a teaching medium. In this research, the researcher used a classroom action research which had a purpose to motivate students to write narrative text. Then, the result of the research, it would be presented and the analysis of collected data during doing the research that involved Pre-Cycle, Cycle 1, Cycle 2. The result and description of all cycles are follow:

1. **Pre-Cycle**

    Pre-cycle was conducted on March 13, 2016. Here the researcher observed the activity in the classroom during teaching learning process before using a comic strip as a medium. First, the researcher gave them a questionnaire to describe how their motivation during learning process. From the questionnaire the researcher got the data that almost of them had a low motivation. Conventional method which be learnt by English teacher made them difficult to understand easily. The result of the observation showed that there were some problems found in the class. When the researcher came in to the class and observed the teaching and learning process, he found out that almost of them seemed not interested in the subject and looked inactive. Most of them did not understand about the Past-tent. It was showed that when the teacher asked them about Past-tense. The teacher asked which form was true, "did not understood" or "did not understand", and almost of the students gave the wrong answer.

From the questionnaire the researcher got the true data that from the 30 female students only a half (50%) who paid attention and understood the material well. It meant that students' attention to the material was not maximal. Approximately, 50% students did not pay attention and understand the material well. It needed a way out to solve this problem.

Other fact was the teacher only used a students' work sheet (LKS) as a main source in teaching English at grade 8th students of MTs Al Anwar Sarang Rembang. The English teacher never tried to use other supporting English book and a medium as a source in English language teaching learning process. Then, no students asked to teacher dealing with English material when they got a difficulty about material. Students just kept silent in the class and did the exercise given by the English teacher although they did not understand the point of the material.

In this cycle, the researcher asked information about the students' writing score in the previous class and teaching learning experience. The score showed that almost of them did not understand about English yet. They regarded that English was a difficult lesson to be comprehended. In brief, the English development did not spread well to whole students in the class. Teacher needed an innovation to teach

English so that the students could understand and comprehend English material well.

2. **First Cycle**

The first cycle was conducted on March 15, 2016. In this cycle, comic strip was tried to be applied in the classroom. There were 30 female students joined the lesson. The chosen title of that day was "The Legend of Malin Kundang". This topic was chosen because this topic was familiar story for the students. The focus in this teaching was writing skill. As the technique of the learning was reading a comic strip. Before taking lesson, the teacher gave the student a motivation to study and suggestion that English was easy and fun, so that they could understand the lesson easily. The teacher warned students to pay attention during teaching learning process. The further result would be explained as follow:

a. Planning

The teacher arranged the preparation before taking the research, such as:

1) Preparing teaching material related to the topic
2) Making the lesson plan
3) Preparing a comic strip which would be applied
4) Preparing checklist of observation
5) Preparing the material for test

From that planning, the teacher used the lesson plan to implement the activities which would be done. In this case there were three parts of activities such as pre-activities, main activities, and post activities.

In the pre-activities, teacher prepared all of things needed and started to teach students. Firstly, the teacher came in the class and greeted to the students, checked a students' attendance list in order to knew who was absent that day. Then, the teacher gave a stimulus to students about past-tense before teaching learning process. The teacher told a past story to the students as an example. This step did the teacher because it would help the students to understand and pay attention easily.

In the main activities, the teacher explained the students about narrative text, its structure, and goal. Then the teacher provided a comic strip for the students. The teacher asked for the students to read and understand a content of a comic strip. Then the students were asked to find out a difficult vocabulary and write on a paper in order they looked for the meaning of them. After understanding a comic strip, the students were asked for the teacher to complete the story based on a comic strip.

The last was post activities. The teacher reviewed the material from the beginning till the ending and gave a motivation to students to study well.

b. Action

1) Teacher told the topic that day to the students. The familiar topic was chosen by the teacher in order that students could understand easily. The chosen topic was "The Legend of Malin Kundang" because the teacher was sure that all of them knew about the story well. So, it would help them to write that story. The teacher wrote difficult vocabularies in order that students could comprehend and memorize the way of the story. Then the teacher started to tell them the order of the story based on the key words.

2) The teacher told the students about the characteristic and behavior of the story.

3) The teacher mentioned the goal of the text.

4) The teacher gave the small note about the generic structure of narrative text in common to the students.

5) Teacher asked students to tell a simple story about "The Legend of Malin Kundang" before they wrote on the paper.

6) The students were asked to show the generic structure of the story, orientation, complication, and resolution.

7) The teacher asked the students to close their English book for a while, then gave them incomplete text of narrative entitled "The Legend of Malin Kundang"

8) The teacher provided a comic strip to the students.

9) The students were asked read a comic strip and understand the plot of the story.

10) The teacher asked the students to write down the story on a paper based on a comic strip.

c. Observation

The observation on the students in the first cycle was checked as follow:

1) Almost all of the students paid attention to the teacher although some of them still confused and did not answer the given question.

2) Almost students enjoyed and enthusiastically with the lesson, it was proved their smile on their face and the filled a questionnaire.

3) There was an improvement if it was compared with the pre-cycle. Almost of them got a good score in the first cycle. Although some of them still looked

a confused in the beginning but they could cover it well after trying to understand what they had to do.

d. Reflection

1) Constructing English in the first cycle was maximal because there were almost of students paying attention to the teacher's teaching. Although some of them were still confused with the lesson but they could handle it later. Comic strip was proved to comprehend a students' narrative writing ability, it showed that the students were very enthusiastic and paid attention well. The condition of the classroom was very conducive, no students talked each other, and no annoyance.

2) There were about 36.7% students who still got rather low result of the test. It was caused the students' writing ability in vocabulary knowledge and arranging sentences was not good enough, but it could be handled in second cycle later.

3. Second Cycle

The second cycle was conducted on March 20, 2016. In this cycle, comic strip was tried to be applied in the classroom anymore. The situation was the same, it meant that there were 30 female students joined the lesson. The teacher chose the same topic also. The chosen title of that day was "The Legend of Malin Kundang". It did the teacher in order that students more familiar

with the plot of story and it would help them to comprehend within narrative writing ability. The focus in this teaching was writing skill. The technique was still the same it meant that reading a comic strip as the technique of the learning. As usual, before taking a lesson, the teacher gave the students a motivation to study and suggestion that English was easy and fun, so that they could understand the lesson easily. The teacher warned the students to pay attention during teaching learning process. The further result would be explained as follow:

a. Planning

The teacher arranged the preparation before taking the research, such as:

1) Preparing teaching material related to the topic
2) Making the lesson plan
3) Preparing a comic strip which would be applied
4) Preparing checklist of observation
5) Preparing the material for test

From that planning, the teacher used the lesson plan to implement the activities which would be done. In this case, there were three parts of activities such as pre-activities, main activities, and post activities.

In the pre-activities, teacher prepared all of things needed and started to teach students. Firstly, the teacher came in the class and greeted to the students. Checked a students' attendance list in order to know who was absent that day. Then,

the teacher gave a stimulus to students about past-tense before teaching learning process. The teacher told a past story to the students as an example. The teacher did this step because it would help the students understand and pay attention easily.

In the main activities, the teacher explained the students about narrative text, its structure, and goal. Before the teacher provided a comic strip for the students, the teacher asked one of the students to come in front of the class and told the "legend of Malin Kundang". It did the teacher in order to give a stimulus to other students and remembered about the plot of the story. Then the students were asked to read and understand a content of a comic strip by the teacher. The students were asked to find out a difficult vocabulary and write on a paper in order that they looked for the meaning of them. After understanding a comic strip, the students were asked to complete the story based on a comic strip by the teacher.

The last was post activities. The teacher reviewed the material from the beginning till the ending and gave a motivation to the students to study well before closing the class.

b. Action

1) Teacher told the topic that day to the students. The familiar topic was chosen by the teacher in order that students could understand easily. The chosen topic was same it meant that "The Legend of Malin Kundang" because the teacher was sure that all of them knew about the story well and it would

comprehend within students' narrative writing text ability. So it would help them to write that story more easily. The teacher wrote difficult vocabularies in order that students could comprehend and memorize the way of the story. Then the teacher started to tell them the order of the story based on the key words.

2) The teacher told the students about the characteristic and behavior of the story.

3) The teacher mentioned the goal of the text.

4) The teacher gave a small note about the generic structure of narrative text in common to the students.

5) Teacher asked students to come in front of the class to tell a simple story about "The Legend of Malin Kundang" before they wrote on the paper.

6) The students were asked to show the generic structure of the story, orientation, complication, and resolution.

7) The teacher asked the students to close their English book for a while, then gave them incomplete text of narrative entitled "The Legend of Malin Kundang"

8) The teacher provided a comic strip to the students.

9) The students were asked to read a comic strip and understand the plot of the story.

10) The teacher asked the students to write down the story on a paper based on a comic strip.

c. Observation

The observation on the students in the first cycle was checked as follow:

1) In the second cycle, all of the students paid attention to the teacher. Perhaps, they understood well about the story. Although some of them were still confused but when the teacher asked them about the characteristic or behavior of actors, plot, generic structure, they could answer bravely.

2) Almost students enjoyed and enthusiastically with the lesson, it was proved their smile on their face and the filled a questionnaire.

3) There was an improvement if it was compared with the first cycle. The students' score in this cycle was rising up than before. Many of them got a good score in the second cycle.

d. Reflection

1) Constructing English in the second cycle was maximal because there were almost of students paying attention to the teacher's teaching. Although some of them were still confused with the lesson but they could handle it later. Comic strip was proved to comprehend a students' narrative writing ability, it showed that the students were very enthusiastic and paid attention well. The condition of the classroom was very conducive, no students talked each other, and no annoyance.

2) Many of them got a good score but no one got a perfect score.

3) After evaluated the result of the research, the researcher and the teacher did not do the next cycle, because the students' score achieved the minimal standard criterion of the school.

C. The Analysis of the Result

1. Pre-Cycle

In this cycle, the researcher observed the teaching learning process which was done in the classroom. Before the researcher did the test, the researcher submitted the participants of the research. The participants were all of students VIII J grade of MTs Al Anwar Sarang Rembang. They were asked to fill the questionnaire based on the students' situation before comic strip applied in the classroom. And the resulted of the questionnaire such this table below:

Table 3
The Observation Checklist of Pre-Cycle

No	Indicators	None (0%)	Few (≤ 20%)	Half (21-50%)	Many (51-70%)	Majority (> 70%)	Total score
		1	2	3	4	5	
1	Student's interest in learning			√			3
2	Student's process in understanding			√			3
3	Student's participate in				√		4

No	Aspect	1	2	3	4	5	Score
	teaching						
4	Student's response in learning		√				2
5	Student's progress in learning			√			3
6	Student's discussion in learning				√		4
7	Student's difficulty in learning			√			3
8	Teacher's media in teaching	√					1
9	Student's interest in media	√					1
10	Student's evaluation in learning	√					1
	Total score						25

Score = $\dfrac{\text{total score}}{\text{Maximum score}} \times 100\%$

= $\dfrac{25}{50} \times 100\%$

= 50%

    The data above was taken in the pre-cycle. It showed that only 50% students joined actively in the classroom. They look so bored, and sometimes some of them did their own business while teacher explained the lesson.

    The researcher did the research in second semester, and the data score result of pre-cycle was given by the English teacher in previous semester. Further the score result of the pre-test could be seen below:

Table 4
Score of test in the pre-cycle

NO	Name	Score
1	CHILMI INAYATUR ROHMAH	70
2	DIYANA MA`RIFATUL CHASANAH	50
3	DIYANI RAHMAWATI	70
4	ELDA SEPTI ALIZAH	60
5	ENI NUR FAIQOH	70
6	FAIQOH NOOR AINIYAH	50
7	FATIKATUL INAYAH	60
8	FEBRIANTI	70
9	KHUZAIMATUL UMAMAH	80
10	LUTFIATUL KHOIRIYAH	70
11	MAZIYYATUL GHONIYAH	70
12	NURUL AINI CAHYANINGSIH	60
13	NURUL LAILATUSH SHOBAH	70
14	NUTHQIYATUL LUTHFIYAH	50
15	PUTRI AQIDATUL LAILA	70
16	ROZANATUS SHOLAH	50
17	SA'IDATUL FITRIYAH	60
18	SANIA FIRDATUN NABILA	60
19	SHOFIA PUTRI MUTMAINAH	80
20	SIKHATUL IFADAH	70
21	SITI AFIATUL ZULFIA	60
22	SITI ANNISAH	60
23	SITI ASLIYAH	70
24	SITI KHOIRIYAH	60
25	SITI NAIMATUL KHOIRIYAH	50
26	SOFIYAH	70
27	SUNANUL BAROROH	70
28	UMU FARIKHAH	60
29	WA`TINA ZARQI ZIYADATUN NAELI	50
30	SINTA NURIA	70
Total Score		1910

To know the mean of students' score, the formula is as follows:

$$M = \frac{\sum x}{n}$$

Where :

M : the average of students' score

$\sum$x : Total score

n : The number of students

$$M = \frac{\sum x}{n}$$

$$= \frac{1910}{30}$$

$$= 63.67$$

to know the percentage of whole students who passed the minimum passing criteria, then the researcher used the formula to find out the percentage as follows:

$$p = \frac{\sum f}{n} \; x \; 100\%$$

Where :

P : percentage of whole students who passed the minimum passing criteria

$\sum$f : frequency of students who passed the minimum passing criteria

n : the number of students

$$p = \frac{\sum f}{n} \; x \; 100\%$$

$$= \frac{15}{30} \; x \; 100\%$$

$$= 50\%$$

From the data above, the average of the students' score was 63.67 and the percentage was 50% students whom passed the test well. It meant that the students result was low.

The result of the pre-cycle was not satisfying because most of them did not achieve the minimal passing criteria. It could be said, the students did not understand the material well. They needed something new and fresh in teaching learning process. The improvement should be done to achieve the students about the material well.

2. **First Cycle**

In this first cycle, the teacher used a different way of teaching. In this cycle comic strip was applied in English language teaching learning, in writing exactly. The familiar topic was chosen by the teacher in order that students could comprehend and wrote the story well. The chosen topic was "The Legend of Malin Kundang". In the first cycle, the researcher also did an observation after the teacher taught the lesson using a comic strip, and the result was such as below:

Table 5
The Observation Checklist of First-Cycle

No	Indicators	None (0%)	Few (≤ 20%)	Half (21-50%)	Many (51-70%)	Majority (> 70%)	Total score
		1	2	3	4	5	
1	Student's interest in learning			√			3
2	Student's process in understanding				√		4
3	Student's participate in teaching				√		4
4	Student's response in learning				√		4
5	Student's progress in learning		√				2
6	Student's discussion in learning				√		4
7	Student's difficulty in learning			√			3
8	Teacher's media in teaching				√		4
9	Student's interest in media				√		4
10	Student's evaluation in learning				√		4
Total score							36

$$Score = \frac{total\ score}{maximum\ score} \times 100\%$$

$$= \frac{36}{50} \times 100\%$$

$$= 72\%$$

The data above was taken in the first cycle. It showed that, there were students' achievement in learning activity. There were 72% students joined actively in the classroom. They looked enthusiasm with the comic strip as a media of learning. They were happy because they could understand well about the topic and plot of the story by looking a comic strip. They got some new experiences and vocabularies in learning narrative text writing using this media.

The indicator of students' score was below:

Table 6

The Indicator of Students' Score

No	Aspect	Value
1	Content	30
2	Organization	20
3	Word choice	20
4	Sentence	25
5	Mechnic	5

After implementing the comic strip as a media in teaching learning, the researcher got the result score below:

Table 7

Score of test in the first cycle

NO	Name	Score
1	CHILMI INAYATUR ROHMAH	80
2	DIYANA MA`RIFATUL CHASANAH	65
3	DIYANI RAHMAWATI	65
4	ELDA SEPTI ALIZAH	70
5	ENI NUR FAIQOH	65
6	FAIQOH NOOR AINIYAH	75
7	FATIKATUL INAYAH	75
8	FEBRIANTI	80
9	KHUZAIMATUL UMAMAH	75
10	LUTFIATUL KHOIRIYAH	70
11	MAZIYYATUL GHONIYAH	75
12	NURUL AINI CAHYANINGSIH	80
13	NURUL LAILATUSH SHOBAH	75
14	NUTHQIYATUL LUTHFIYAH	65
15	PUTRI AQIDATUL LAILA	70
16	ROZANATUS SHOLAH	60
17	SA'IDATUL FITRIYAH	50
18	SANIA FIRDATUN NABILA	70
19	SHOFIA PUTRI MUTMAINAH	75
20	SIKHATUL IFADAH	65
21	SITI AFIATUL ZULFIA	75
22	SITI ANNISAH	75
23	SITI ASLIYAH	60
24	SITI KHOIRIYAH	60
25	SITI NAIMATUL KHOIRIYAH	65
26	SOFIYAH	70
27	SUNANUL BAROROH	80
28	UMU FARIKHAH	65
29	WA`TINA ZARQI ZIYADATUN NAELI	70
30	SINTA NURIA	75
Total Score		2100

the next was counting the average of the students' score by using this formula:

$$M = \frac{\sum x}{n}$$

Where :

M   : the average of students' score

$\sum x$: Total score

n   : The number of students

$M = \frac{\sum x}{n}$

$M = \frac{2100}{30}$

$= 70$

And the percentage of students who passed the minimum passing criteria was:

$$p = \frac{\sum f}{n} \; x \; 100\%$$

$$p = \frac{19}{30} \; x \; 100\%$$

$$p = 63.3\%$$

from the analysis of the data, it showed that, the first cycle was improving. It could be proved in average of first cycle. It was better than before if it compared with result of pre-cycle. The average of first cycle was 70 But the

researcher and the collaborator was aware that the research was not successful yet because there were students who got low score. After calculating the percentage of students who were successful in passing the achievement indicator, the result was 63.3%. To increase the result of the score, the researcher and collaborator decided to conduct the next cycle of the research, so that the problem could be solved.

3. **Second Cycle**

The second cycle was conducted because from evaluating of students' score in first cycle was not maximal. It meant that the students' writing score was not achieving the minimal standard criterion of the school. The researcher and the collaborator did a motivation and innovation in teaching learning. The teacher used the same topic for students' writing test in order that they could comprehend the plot of the story easily. Before the teacher taught the students, the teacher asked one of the students to come in front of the class to tell the short story about "The Legend of Malin Kundang". The teacher did it for giving a stimulus to the other students, memorized, and comprehended in order that they could write the story based on a comic strip well. Observation was done in this cycle also. For the accuracy of the data the researcher always did an observation by filling the questionnaire. The result of the data of second cycle such as below:

Table 8

The Observation Checklist of Second-Cycle

No	Indicators	None (0%) 1	Few (≤ 20%) 2	Half (21-50%) 3	Many (51-70%) 4	Majority (> 70%) 5	Total score
1	Student's interest in learning				√		4
2	Student's process in understanding				√		4
3	Student's participate in teaching				√		4
4	Student's response in learning			√			3
5	Student's progress in learning			√			3
6	Student's discussion in learning				√		4
7	Student's difficulty in learning			√			3
8	Teacher's media in teaching					√	5
9	Student's interest in media					√	5
10	Student's evaluation in learning				√		4
	Total score						39

Score = $\dfrac{\text{total score}}{\text{Maximum score}} \times 100\%$

= $\dfrac{39}{50} \times 100\%$

= 78%

According to the data of the observation checklist above, the students' motivation in writing learning teaching was improved. it could be concluded that almost students joined the English learning enthusiastically. Even though, some of them still looked confused understanding the

material but they could solve it. The data above was taken in the second cycle. It showed that, there was students' achievement in learning activity. There were 78% students joined actively in the classroom.

Before the teacher conducted second test, the teacher asked one of the student to come in front of the class to tell a short story about The legend of Malin Kundang. It was done to stimulate them. Then the teacher gave them an incomplete text which required them to complete the text based on the comic strip. And the score result of all student had been counted as follows:

Table 9
Score of test in the second cycle

NO	Name	Score
1	CHILMI INAYATUR ROHMAH	90
2	DIYANA MA`RIFATUL CHASANAH	75
3	DIYANI RAHMAWATI	70
4	ELDA SEPTI ALIZAH	75
5	ENI NUR FAIQOH	80
6	FAIQOH NOOR AINIYAH	80
7	FATIKATUL INAYAH	80
8	FEBRIANTI	90
9	KHUZAIMATUL UMAMAH	85
10	LUTFIATUL KHOIRIYAH	70
11	MAZIYYATUL GHONIYAH	75
12	NURUL AINI CAHYANINGSIH	90
13	NURUL LAILATUSH SHOBAH	90
14	NUTHQIYATUL LUTHFIYAH	75
15	PUTRI AQIDATUL LAILA	75
16	ROZANATUS SHOLAH	75
17	SA'IDATUL FITRIYAH	70

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18	SANIA FIRDATUN NABILA	70
19	SHOFIA PUTRI MUTMAINAH	75
20	SIKHATUL IFADAH	70
21	SITI AFIATUL ZULFIA	80
22	SITI ANNISAH	75
23	SITI ASLIYAH	80
24	SITI KHOIRIYAH	70
25	SITI NAIMATUL KHOIRIYAH	75
26	SOFIYAH	75
27	SUNANUL BAROROH	80
28	UMU FARIKHAH	75
29	WA`TINA ZARQI ZIYADATUN NAELI	70
30	SINTA NURIA	85
Total Score		2310

To know the average of the students' score, the researcher used this formula.

$$M = \frac{\sum x}{n}$$

Where :

M : the average of students' score

$\sum x$: Total score

n : The number of students

$$M = \frac{\sum x}{n}$$
$$M = \frac{2310}{30}$$
$$= 77$$

And the percentage of students who passed the minimum passing criteria was:

$$p = \frac{\Sigma f}{n} \; x \; 100\%$$

$$p = \frac{30}{30} \; x \; 100\%$$

$$p = 100\%$$

From that data above, it was very clear that the average of students' score in second cycle was 77, and the percentage of students who passed the passing criteria was 100%. it was a good development if we compared with each cycles before. The condition of the students was getting better. Based on that data, it could be described that all of students achieved the minimum passing criteria. Although no one got a perfect score but they could comprehend each cycles well and all of them passed the minimum passing criteria. In brief, the researcher and collaborator did not need to conduct next cycle. It proved that a comic strip could improve a students' narrative text writing ability.

D. The Analysis of the Whole Cycles

Table 10

The comparison of students' enthusiastic during learning English

No	Cycle	Percentage
1	Pre-cycle	50%
2	Cycle 1	72%
3	Cycle 2	78%

Table 11

The comparison of students' score in each cycles

No	Cycle	Mean
1	Pre-cycle	63.7
2	Cycle 1	70
3	Cycle 2	77

Based on that data, it showed that each cycles ran well. There was a significant and development in each cycles. In the pre-cycle, the average of students' score was 63.7. It was caused by the enthusiastic of students was low. Many of them looked a confused when the teacher taught the material. The students felt that English was a difficult lesson, so that they got a difficulty to understand when the teacher taught them. Other reasons were sleepy, felt bored, and talked each other while teacher taught and explained the material.

In the first cycle, the improvement of student score was rising up even all of them did not get a good score. But almost of them could comprehend the material which was given by the teacher. The average of the students' score was 70. It was better if it was compared with pre-cycle. Because the result was not good enough, the teacher and the students made a decision to conduct the second cycle to improve students' score in order to achieve the goal.

In the second cycle, the result of students' score was rising up, it was 77. All of them got a good score but no one got a perfect

score. the data showed that 100% students passed the test well by achieving the passing grade criteria. The treatment was successful because noone was failed in this test. Then the researcher and the collaborator decided to stop the research and did not continue the next cycle.

From that explanation above, it could be concluded that the use of comic strip for teaching writing could improve students' narrative text writing ability and the implementation of comic strip as a medium in English writing teaching was successful.

E. **Discussion**

based on the explanation above which had been noted earlier start from cycle 1, cycle 2, the action hypothesis of this classroom action research could be concluded that a comic strip could be facilitated and implemented in the English teaching learning, especially in the study of writing. Hikmat Darmawan excerpted from McCloud books title 'Reinventing Comics' that comic is a medium which is arranged to express or the ideas by an images to persuade, amuse and comprehend the readers.[1] By using a comic strip, teacher could express his/her feeling through pictures. Comic could improve the emotion interest and enthusiasm in the students' learning, especially in terms of reading and writing also. The average students' score was rising up in each cycles. It

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[1] Nick Romario, and Rahmatsyam Lakoro, "*Perencanaan Komik Aksi Fantasi Cerita Rakyat Malin Kundang*",*SAINS DAN SENI POMITS,* (Vol. III, No. 1, 2014), P. 18-23

proved that a comic strip as a medium to facilitate students in English teaching writing was useful and could be applied for English teacher.

Based on Morrison, Bryan, and Chilcoat, one of advantages using comic strip in English teaching-learning was Student examines and then present this information in a visual manner that both informs and entertains.[2] That statement was appropriate with a data of research. Briefly, what the researcher revealed in the hypothesis was correct that a comic strip could be facilitated and implemented in writing narrative text.

In that case, the limitation of the research was how to write. Media was used to help students in understanding any purpose which was presented by the teacher in writing a narrative text. In addition, a comic strip would be motivated to get ideas in continuing the incomplete text given by the teacher.

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[2]Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, *"Using Student-generated Comic Books in the Classroom,* P. 760