

**TEACHING WRITING OF DESCRIPTIVE TEXT
USING COMIC STRIP**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



By:

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RATIFICATION

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Semarang, June 2020

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To
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Assalamu'alaikum wr.wb.

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Wassalamu'alaikum wr.wb.

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ABSTRACT

Title : **TEACHING WRITING OF DESCRIPTIVE
TEXT USING COMIC STRIP**

Name of Student : Nur M. Djauhan Fastaghfirullah

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The objective of this study is to explain the effectiveness of using comic strip to teach writing of descriptive text at the eighth grade of MTs NU 05 Sunan Katong in the academic year of 2019/2020. This research method is a quantitative research using an experimental research design. The number of participant of this research is 61 students that were divided into two classes, namely an experimental class (31 students) and a control class (31 students). The researcher used a simple random sampling technique to determine the sample. The data were collected using test, documentation. Furthermore, the data were analyzed using statistical analysis through t-test. The hypothesis test showed that teaching writing of descriptive text through comic strip is effective. Based on the final data calculation of the average difference test showed that the average post-test score of the experimental class was 65.38., while the average post-test from the control class was 55.64. The final result after calculating by using the t-test revealed that $t_{count} = 4.593$. and $t_{table} = 2.000$. If $t_{count} > t_{table}$ with $df = n_1 + n_2 - 2$ and $\alpha = 5\%$ means H_0 was rejected and H_a was accepted. It means that there was significantly different between the experimental and control class.

Keywords: comic strip, descriptive text, teaching writing

MOTTO

“Everything will be okay in the end,
if not okay, it’s not the end.”

DEDICATION

In the name of Allah the Beneficent and the Merciful. No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted and from whom I receive energy and substance. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My beloved parents; Mr. Muhammad Mukhlisin and Mrs. Munjaenah
2. My brother and sister; Nur M. Alfian Rahmanullah, Nurul Qur'ania Maratusholihah, Nur M. Aththar Kalamullah

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3. Dr. Hj. Siti Mariam, M.Pd. and Dra. Nuna Mustikawati Dewi M.Pd. as my advisors for their best guidance and suggestions in the process of completing this thesis.

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7. All my friends from the English Education Department B 2014
8. The last but not least, all who come and go in my life because consciously and unconsciously that they always have a part throughout the research. Happiness, experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research. Thank you.

The researcher realizes that this thesis is still far from perfection so that constructive suggestions and criticism from all sides for the perfection of this thesis project are always expected.

Finally, the researcher always expects that this research may be helpful for all. Aamiin.

The writer

Nur M. Djauhan Fastaghfirullah
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, research objective, limitations of the study, significances of the study.

A. Background of the Study

Writing skill is one of the important skills that should be mastered by EFL young learners to learn English, because writing is one of the way that is used to be communicated between writers and readers. Harmer (2004:7) also states that writing is the only skill that can produce a real product which can be read, be touched, and be kept for a long time such as letters, notes, books and other written products.³³ By that Harmer's statement, those products from writing can help people to communicate with others. In communication through writing, people should write in the correct way to avoid misinterpretation and confusion among readers. At some level of education, students can write some words, sentences, paragraphs, scripts, texts, papers, thesis, and others. It shows that experts in English must have writing skill is one of the skills that should be mastered.

³³Harmer J., *How to Teach Writing*. (Harlow: Pearson Education Ltd. 2004) p.7

Realizing that writing skill is important for EFL young learners, they need to develop their writing skills in English. Allah stated in verse Quran Al-Alaq: 4-5.³⁴

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“He who taught [the use of] pen, taught man that which He knew not.” (QS. Al-‘Alaq: 4 – 5).

From the verse above, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen (a writing tool). By writing, people will get some information. That is why a human being needs to learn how to write correctly.

In the curriculum of 2013, Senior High School has six genres of writing that should be taught by EFL students, there are descriptive, narrative, report, recount, explanatory, and expository.³⁵ In learning of those genres, the EFL students learn the particular style of texts which have different purposes. The skill of writing is taught them by using genre-based approach and introduced to some genres and taught through the model of writing texts where they are explicitly taught about the social function, the generic structures, and the language features of the genres. After students understand about them, so that they can

³⁴Abdullah Yusuf Ali, *the Holy Quran (Koran)*, (Saudi Arabia: the King Fahd Holy Quran: 1987) p.320

³⁵Permendikbud Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum, p.202-203

write the genres with the right order of generic structures and the use of the language features of genres.

Writing is usually regarded as the most difficult skill to learn, not only because of the need to master many skills of English; reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned. Students are expected to be able to communicate in English written form. In this case, the teacher should solve this problem by using a medium that can help students in the writing process.

Teaching writing is combination of several activities to teach students how to express the ideas of the imagination in writing forms. In this case, the role of teachers is very important. They usually use some relevant materials to the students. They need to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. The goal of teaching writing, the teachers should make writing not only to help students develop communication skills but to promote learning and thinking.³⁶

The teachers are persons who help people (students) to learn in the teaching process. Based on this statement, the task of the teacher is to teach or to deliver knowledge to students. It also

³⁶Muhammad Javed, Wu Xiao Juan, Saima Nazil, A Study of Students' Assessment in Writing Skill of the English Language, (*International Journal of Instruction*: 2013), Vol. 6 No. 2

refers to the obligation of Muslims to convey goodness to fellows. Allah stated in verse Qur'an An-Nahl: 97³⁷

مَنْ عَمِلَ صَالِحًا مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ
فَلَنُحْيِيَنَّهٗ حَيَاةً طَيِّبَةً^ص وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ
مَا كَانُوا يَعْمَلُونَ

“Whoever does righteousness, whether male or female, while he is a believer - We will surely cause him to live a good life, and We will surely give them their reward [in the hereafter] according to the best of what they used to do.” (Q.S. An-Nahl: 97)

Descriptive text is one of the writing genres which is taught in the second year or eighth grades of junior high school. As stated above, the descriptive text is taught by introducing the students to the model text with a hope that they will be able to write the genre well. A description is used to describe a particular thing/object, place, or person. The descriptive text is different from the other kinds of text. Descriptive text is the text that, describes something. Wyrick states that, the writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.³⁸ From this explanation, it can be concluded that descriptive writing is a kind of writing that consists of a

³⁷Abdullah Yusuf Ali, *the Holy Quran (Koran) Juz ,...* p. 153

³⁸Wyrick, Jean, *Step to Writing Well*, (New York: Rinehart and Winston Inc., 1987) pg.227

description, characteristics, definition of something, object or person. Then, descriptive text is usually in the simple present tense.

The teacher must make teaching and learning writing descriptive text more interesting should use a media to helps students in the learning process. There are three kinds of teaching media, they are (1) audio media, the media that only can be heard, for example podcast, tape-recorder, radio. (2) visual media, the media that only can be seen and be touched, for example pictures, realia, posters, charts etc. (3) audio-visual media, the media not only can be heard but also can be seen and be touched.

As the media of teaching writing of the descriptive text, the researcher prefers using comic strips that's are categorized as visual media. Comic strips are a short series of amusing drawings with a small amount of writing that is published in a newspaper.³⁹ Not only in a newspaper, but it can be found on the internet and other digital media. By using it, students can to read and watch it, then students can receive the information about it. According to Will Eisner (1985:5) the comic strip is sequential art as a means of creative expression, a distinct discipline, an art and literary form that deals with the arrangement of the picture or images and

³⁹<https://dictionary.cambridge.org/us/amp/english/comic-strip> accessed on 06 December 2018 , 08.40 a.m.

words to narrate a story or dramatize an idea.⁴⁰In the teaching writing of the descriptive text, the students can read the dialogue and find information about the character on the comic strip, by using teacher explanation student can write down the information of the character in the comic becomes descriptive text.

The use of comic strip is expected to get benefits to teaching writing of descriptive text such as: (1) it can help the students to understand content and context that teacher can teach easily; (2) it can help the readers to get the right visualizations; (3) it is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are unfamiliar; (5) it motivates students because have picture and stories that can entertain students in learning process and make English fun.

Based on this idea, the researcher proved “Teaching Writing of Descriptive Text Using Comic Strips. Students motivated and more active in practicing their writing. So they can identify the objects to write onto descriptive text enthusiastically and correctly. This study is conducted at the 8th Grade of MTs NU 05 Sunan Katong Kaliwungu Kendal in the academic year 2019/2020.

⁴⁰Will Eisner, *Comics & Sequential Art* (Florida: Poorhouse Press,1985) p. 5

B. Research Question

The research question of this research is focused on:

How effective is teaching writing of descriptive text using comic strips to the students at the 8th Grade of MTs NU 05 Sunan Katong Kaliwungu Kendal in the Academic Year of 2019/2020?

C. Research Objective

The objective of this research is:

Based on the question of the research above, the objective of the research is to explain the effectiveness of using comic strips in teaching writing of descriptive text the at the 8th Grade students' of MTs NU 05 Sunan Katong Kaliwungu Kendal in the Academic Year of 2019/2020.

D. Significances of the Study

The study about teaching writing of descriptive text using comic strips to the students at the 8th Grade of MTs NU 05 Sunan Katong Kaliwungu Kendal in Academic Year 2019/2020, and hopefully will give a contribution to English learning medium, they are:

1. Theoretical Significance
 - a. The result of this research is to provide a positive contribution to know students to develop their writing of descriptive text by using comic strips.
 - b. This study can be used as an input in improving students' writing of the descriptive text and can be

used as the reference for who wants to conduct a research the writing of the descriptive text.

2. Practical Significance

a. For Students

The benefit of this study for students is comic strips can be used to help students to imagine the content information and focus on important key information. Because they can contact with the comic strips or object directly. They can create the text, especially in learning writing descriptive text using comic strips.

b. For Teachers

Hopefully, this study can give some new knowledge and additional media to teach their students on the writing of descriptive text and can apply the strategy well on the classroom. The English teacher will know the result of their students' achievement in learning descriptive text by using comic strips.

c. For school

The result of this research is hoped as a reference to improve students' writing of the descriptive text of MTs NU 05 Sunan Katong using comic strips as a media.

d. For the researcher

The result of this research will help the researcher to get some experiences and knowledge about her study and it is useful for the future research.

3. Pedagogical Significance

In this research, the researcher focuses on students' writing of the descriptive text, as known writing descriptive text was learned on 8th grades students on the syllabus. There are materials such as: describing person, thing, or object. By this research the researcher wants to know the effectiveness of the teaching writing of descriptive text by using comic strips.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous researches, literature review, conceptual framework and hypothesis.

A. Previous Research

A journal written by Premilah Namasivayam⁴¹ (2017), this study examined the use of the WH-questions technique in English as Second language (ESL) writing class specifically descriptive writing. The objective of this study is to investigate whether the WH-questions technique is effective for descriptive writing. The study is action research with an experimental design involving 22 participants. The students were required to compose descriptive essay before and after the treatment which was treated as pre-test and post-test. Apart from that, an unstructured interview was conducted to identify the students' perceptions towards the use of WH-questions technique. The outcome of this study proves that the WH-questions technique is an effective pre-writing technique for ESL Malaysian secondary school students. Students indicated positive perceptions towards the use of WH-questions technique in descriptive writing. The similarity of this study and the researcher's

⁴¹Premilah Namasivayam, Caranjit Kaur Swaran Singh, Nor Azmi Mostofa, Lajiman Janoory, Maria Shu Abdullah, Improving ESL Students' Descriptive Writing through WH-Question Technique, (Malaysia: *International Journal of Academic Research in Business and Social Sciences*, 2017), Vol 7, No. 7

study is the topic of the study is about teaching writing uses a media. Both of them use pre-test and post-test to know students' writing achievement in teaching writing. The research design of both also same, it is quantitative study. The differences this study is classroom action research (CAR), and the test conducted only to experimental class. Opposite with the researcher study, it will be conducted on experimental class and control class.

A journal written by Erikson Togatorop⁴² (2015), this research tried to teach writing with a web-based collaborative method to increase the students' interest in writing activities and improve their writing performance. Applying a experimental study where the study implemented a purposive sample; those were two classes that took the Academic Writing Courses. One of the classes which consists of 24 students was treated as the experimental group and the other one which consists of 23 students as the control group. In the experimental class, a web forum was provided and students were asked to share their writing and to give comments or feedback (do peer editing) to their friends' uploaded writing tasks. The control class, on the other hand, was taught with a conventional method. Both groups were compared in the development of their English writing quality by providing pre-test and post-test analyzed quantitatively. It was found that the average performance of the experimental class better than the control

⁴²Erikson Togatorop, Teaching Writing with a Web Based Collaborative Learning, (Malaysia: *International Journal of Economics and Financial Issues* 2015), Vol. 5 No. 1

class. The similarity of this study and the researcher's study is the topic of the study is that teaching writing by using a media to be more interesting in writing activities. Both of them use tests, there are pre-test and post-test that's conducted on experimental class and control class to know students' writing achievement in teaching writing. The differences are the media that is used on this research is not same, this study uses a collaborative web where it is required to have an internet connection. The researcher's study uses comic strips as a media that can be found on magazine, newspaper, or digital media.

The next journal come from Zul Aini Rengur (2018)⁴³ this study is about using comic strips to increase students' reading comprehension for the eighth-grade students of SMP 1 Pundong. This research was aimed to find out whether the use of comic strip was more effective than the use of conventional media in increasing students' reading comprehension. This research was a quasi-experimental research which involved two groups, there were the experimental group and the control group. The samples were two classes of the eighth-grade students of SMPN 1 Pundong, Bantul, Yogyakarta. The variables of the research were comic strip as the independent variable and the students' reading comprehension as dependent variable. The data collection used a pre-test and post-test. Data analysis was Annova. The result of the

⁴³ Zul Aini Rengur, The Effectiveness of using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong, (France: *Atlantis Press*, 2018) Vol. 330

research shows that the use of comic strip was more effective than the use of conventional media in students' reading comprehension. It can be seen from the result of LSD test with a mean difference of 0.265 and a significance of $p < 0.00$ was lower than 0.05. The similarities from this study and the researcher's study is a quantitative study where pre-test and post-test by two classes (experimental and control) is used to know how significant this study. This study is using comic strips as a medium to helps the students learning process, same with the researcher's study. The differences is this study focused on students' reading comprehension but on the researcher's study is focused on students' writing of the descriptive text.

The last journal is from Yasmine Liong Pui Kwan Abdullah (2019)⁴⁴ showed that the use of pictures in improving students' writing. This research is quantitative research with experimental study. It is to investigate the effectiveness of pictures in helping students generate ideas to construct sentences using the English language. The independent variable of this study, pictures, and the dependent variable is improving students' writing. Purposive sampling is used in this study. The respondents of this study were 34 students 6 Year from a suburban primary school in Seremban then they are divided into experimental class and control class. The instruments used in this study were two writing tasks of

⁴⁴ Yasmine Liong Pui Kwan Abdullah, *The Use of Pictures in Improving Students' Writing*, (Malaysia: *Modern Journal of Language Teaching Methods*, 2019)

pre-test and post-test as well as a Likert scale questionnaire. Findings of the research have validated that pictures are useful in helping students generate ideas to construct sentences using the target language. Data has been analysed using frequency count. Findings are presented in a table and a chart. The similarities of this study and the researcher study are the topic of study is about improving students' writing using teaching-learning media, also this study is quantitative study where pre-test and post-test by two classes (experimental and control) are used to know how significant this study. The differences this study are given to 6 year old student on elementary school and the researcher's study is given to the next level. This research also used questionnaire to the respondents and the researcher's study is not.

B. Theoretical Review

1. Teaching Writing for EFL Young Learners

a. Definition of Writing

Writing is one of the skills that have to be mastered by students who learn English. According to Olson (1982: 4), writing is turning people's minds inside out. Writing is the process when people put their thoughts and feelings into words that are put down into paper.⁴⁵ Furthermore, writing is not as easy as it seems. When we write something, it must make sense to others. Writing is a kind

⁴⁵Olson, M.C., *et al..Composition and Applied Grammar 7 the Writing Process.* (Boston: Allyn and Bacon Inc:1982) page 4

of communication. It means that writing is communicating thoughts and ideas to other people. The thoughts and ideas are presented in the form of letters and symbols.

Brown (2000: 335) said that writing skill is a written product which is completed after the process of thinking, planning, drafting, also revising. Moreover, when people write something, they have to consider some aspects such as content, organization, originality, style, fluency, accuracy, and the appropriate use of rhetorical forms of discourse. In addition, Harmer (2004: 7) said that writing is the only skill that can produce a real product that can be touched, be read, and can be kept for long time. In writing, people must write in a correct way to avoid confusion and misinterpretation among readers.⁴⁶

According to McCharty (2000: 25), when people write something, there are two aspects that we have to consider; they are cohesion and coherence. Cohesion is the surface links between clauses and sentences of texts, while coherence is the feeling that the element of the text are tied together to make sense. Those two will determine the quality of the structure and the flow of the ideas of what we want to put in the paper. In addition, Oshima and Hogue (1999: 40) states that to be able to have coherence in

⁴⁶Harmer, J., *How to Teach Writing*. (Harlow: Pearson Education Ltd. 2004) page 7

writing, a writer needs to focus on the sentence movements. The sentences should flow smoothly.⁴⁷

b. Characteristics of Written Language

According to Brown (2001: 141-142), there are seven characteristics of written language as stated below:⁴⁸

1) Permanence

When something is written down in its final form and delivered to the audience, the writer can't revise his written work and revisions must be made before submitting the final product.

2) Production time

Using time effectively is needed when people do their writing because the time provided to make a written work is usually limited.

3) Distance

Writers have their perspective when they write a text that perhaps different from the readers' point of view, therefore they need to be able to predict the audiences' general knowledge in interpreting what they have written.

⁴⁷Oshima, A., and Hogue, A. *Writing Academic English 3th Edition*, (New York: Longman, 1999) page 40

⁴⁸Brown, H.D..*Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*.(New York: Pearson Education: 2001) page 141

4) Orthography

If the students are non-literate in the native language, the teacher should help the students to know about the alphabets used in the written text of the English language.

5) Complexity

Writers should learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, and so on.

6) Vocabulary

Good writers have to master much vocabulary because written language has strong demand on the vocabulary use.

7) Formality

Writers have to pay attention to the rules in creating written language especially when they write an academic writing.⁴⁹

c. **Writing Process for EFL Young Learners**

According to Harmer (2004: 4-6), there are four stages in the writing process, namely planning, drafting, editing, and the final version. The stages are stated as follows:⁵⁰

1) Planning

Planning is related to what we are going to say. It also deals with what message we want to deliver, and what

⁴⁹Brown, H.D..*Teaching by Principles: An Interactive Approach to Language*

Pedagogy 2nd Edition,... page 142

⁵⁰Harmer, J.,*How to Teach Writing*; ...page 4-6

information we want to tell to others. When we are planning, we have to consider the purpose of the writing, the audience, and the structure of writing.

2) Drafting

Drafting is the skeleton or the raw writing which has to be fixed and revised before the final product is completed.

3) Editing

Editing is also called revising. McDougal states that editing or revising is the evaluation stage of the writing process. There are three areas of editing namely ideas, form, and mechanic.⁵¹

a) Revising for ideas

Revising ideas is needed when people think that ideas are not clearly expressed. They need to rethink our topic. They have to decide whether our focus is clear or not.

b) Revising for form

When people revise for form, they have to make sure our draft is unified. It means that they have to check how the ideas are connected and organized.

c) Revising for mechanic (Proofreading)

Revising for mechanic or proofreading is the final step of the revising process. At this process, people have to read their draft closely to find and correct errors in mechanism

⁵¹McDougal, L., *Building English Skills: Orange Level*. (Illionis: McDougal Littell Company, 1989) p.80-81.

(punctuation, capitalization, spelling, grammar, and usage). The process will help them prepare the final copy of the writing product that they want to share with the audience.

4) The final version

The final version is the final writing which is ready to be delivered to the audience. The final version is the last stage making texts.

2. Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is one of the English genres that are taught in Senior High School. A description is writing about the characteristic features of a particular thing. It uses kind of text which describes a specific person, place, or thing. According to McDougal (1989: 80-81), descriptive as an adjective here meant saying what somebody or something is like.⁵² It could be said that descriptive text has role to describe someone or something including its physical appearances and characters.

According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and / or sounds. Besides, a good description is like a “word picture”; the reader can imagine the object, place, or person

⁵²Furaidah, *Advanced Writing*, (Jakarta, Universitas Terbuka, 2008), p.21

in his or her mind of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.⁵³

In descriptive text, it usually uses the simple present tense. The structure of a text is called generic structure, and descriptive text consists of identification and description. One way in understanding the descriptive text is by identifying the generic structure, social function and language features of that text.

By the explanation above, descriptive text is one of the English genres which describe a particular person, place, or thing that including the physical appearances and characters which consist of identification a description as the generic structure.

b. Features of Descriptive Text

1) Social Function

The Purpose of descriptive text is to describe a particular person, place, or thing.⁵⁴

2) Generic Structure

The generic structure of descriptive text divided into two elements, they are:

⁵³Oshima, A. & Hogue, A. *Introduction to Academic Writing (2nd Edition)*. (New York: Addison Wesley Longman, Inc, 1997) p.26

⁵⁴Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.40.

a) Identification

This part identifies phenomenon to be described. Identification usually answering the following questions: what is the topic of the text? What is the text about?⁵⁵

b) Description

This part described parts, qualities, and characteristics.⁵⁶For example: describes beautiful woman, tiger, or Jakarta.

3) Language Features

Language features on the descriptive text as following:⁵⁷

- a) Focus on specific participants
- b) Use of attributive and identifying process
- c) Frequent use of ephitets and classifier in nominal groups
- d) Use of Simple present

3. Comic Strips

a. Definition of Comic Strip

Comic Strip is a series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence (Encyclopedia Britannica).⁵⁸ Words may be introduced within or near each image, or they may be dispensed

⁵⁵Furaidah, *Advanced Writing*, ... p.21

⁵⁶Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.40.

⁵⁷Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, ... p.40.

⁵⁸ Britannica.com/art/comic-strip accessed on 15 December 2018 08.00 p.m

with altogether. If words functionally dominate the image, it then becomes merely an illustration of a text.

According Will Eisner (1985:5) states that comic strip is sequential art as a means of creative expression, a distinct discipline, an art and literary form that deals with the arrangement of picture or images and words to narrate a story or dramatize an idea.⁵⁹ According to McCloud (2008:3), the comic is literature of drawings. Comic strip is a composition or other images in purposeful sequence and they have an aim to convey information and visual response in the view.

b. Advantages and Disadvantages of Using Comic Strip in Teaching

Will Eisner (1985:38) says that the fundamental function of the comic strip to communicate ideas or stories utilizing word and picture involves the movement of specific images (such as people and things) through space.⁶⁰Based on Morrison, Bryan, and Chilcoat (2002:59) assumptions, there are some reasons why comics have more strength rather than other teaching materials as follows:⁶¹

⁵⁹Will Eisner, *Comics & Sequential Art* (Florida: Poorhouse Press,1985) p. 5

⁶⁰Will Eisner, *Comics & Sequential Art*;...p. 38

⁶¹Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, Using Student generated Comic Books in the Classroom, (*Journal of Adolescent and Adult Literacy*, 2002), p. 59.

- 1) Comic is familiar to and popular with middle and high school students.
- 2) It is a form of literature that students enjoy.
- 3) Students engage in greater literacy, due to comics popular and easily accessible format.
- 4) Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.
- 5) Such methodology helps enliven a classroom that can prevent historical content from being dull and meaningless, as it often is in typical classrooms.

From Morrison, Bryan, and Chilcoat's assumption above, the researcher finds other advantages from comic strips for the students in the learning process:

- 1) Help the students to understand the content and context that teacher can teach easily.
- 2) By using comic strips, hope that it can motivate students to read and pay attention to the material and learning English fun.
- 3) A comic can help the readers to get the right visualizations. It is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are un familiar.

- 4) It motivates students because they have pictures and stories that can entertain students in the learning process.
- 5) It improves children's creative working skills.
- 6) Children are encouraged to express their creativity
- 7) It grabs the attention of reluctant readers.

From those reasons, it can be concluded that comic has important role in education, especially in teaching-learning activity between the teacher and students in the classroom. By using a suitable medium like comic, it absolutely can encourage students' desire to learn English subject with pleasure in the school.

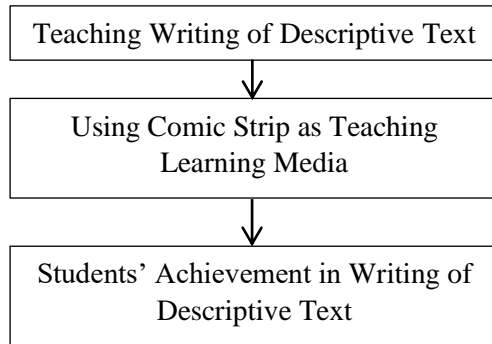
Not only advantages, but comic strips also have disadvantages that must be considered by teacher to use comic strips to teaching medium in the classroom. The disadvantages of comic strips as follows:

- 1) Students need computer access.
- 2) Limited range of facial expressions.
- 3) Need more time to search or to make it.

From the statements above, the teaching writing of descriptive text by using comic strips can help to increase the EFL young learners' interest in writing activities and improve their writing performance.

C. Conceptual Framework

Figure 2.1 : Conceptual Frame work



The research's conceptual framework was formed based on the theoretical reviews and the theories of the research. The research took place in MTS NU 05 Sunan Katong Kaliwungu Kendal, particularly in class VIII because the students had low ability in writing descriptive texts. In the writing descriptive texts, the researcher used comic strip which useful to increase the students' ability to write descriptive texts because it is easier for the students to get the idea of what they want to write.

The researcher used comic strip provide conversation or dialogues in the bubbles text which represents what the characters say. The point is in the bubbles text have adjective which describes person/ character on the comic strip. It means that by using comic strips can help the students to know what is actually in writing descriptive text. Using comic strip also makes the students get the idea of that they are going to write easily.

D. Hypotesis

Hypothesis is a temporary answer of the research question which has reputed as the most impossible level of the truth. There are two hypotheses of this research, they are:

1. Alternative hypothesis (H_a): Teaching writing of descriptive text text using word comic strip is effective.
2. Null hypothesis (H_o): Teaching writing of descriptive text using comic strip is not effective.

The researcher of this researcher decided alternative hypothesis (H_a) as the hypothesis of the research.

CHAPTER III

RESEARCH METHOD

This chapter focused on some methods of research. It includes research design, place and time of the study, population, and sample of the study, variable and indicator of the study, data collection technique, the analytical technique scoring of writing recount text, and hypotheses.

A. Research Design

In this study, the method used is an experimental study. The purpose is to find the causal relationship between two factors.⁶² An experimental study typically involves two groups: an experimental group and control group which receive different treatment. In this research, the researcher focuses on student's writing of descriptive text and treat the experimental group using comic strips and treat the control group with using medium that usually teacher gives such as picture of person.

This research is aimed to explain the effectiveness of using comic strips in teaching writing of descriptive at Eighth Grade of MTs NU 05 Sunan Katong Kaliwungu Kendal in the academic year of 2019/2020 by using Comic Strips as a teaching medium. Two groups are decided as experimental and control classes. The students of VIII-

⁶²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, dan R&D*, (Bandung: Alfabeta.2011), p.72

A were chosen as the experimental class while that of VIII-B was chosen as the control class of this research. Pre-test was given to the both control and experimental group to measure the condition before treatment. Next, the treatment was given to the experimental group while the control class was used method that teacher on this school usually used with different treatment. After finishing the treatment test was given to both the experimental group and the control group.

Table 3.1

Pre-test Post-test Control group design Pattern :

R (Experimental)	O ₁	x	O ₃
R (Control)	O ₂	-	O ₄

In which :

O₁ :-pre-test for experimental group

O₂ :-post-test for experimental group

O₃ :-pre-test for control group

O₄ :-post-test for control group

The subject of the research was classified as an experimental group and a control group. Both the experimental group and control group were given pre-test (O₁ dan O₂) to measure the quality of them. Then, the experimental group was given treatment (X) in teaching writing of descriptive text by using comic strips as a medium, While, the control group was taught with a picture of the character that never

they know before. After that, post-test (O3) and (O4) were given to both the experimental group and the control group.

B. Setting of the Research

1. The Location of the Research

The location of the research is in MTs NU 05 Sunan Katong Kaliwungu Kendal. It is located in Klaseman, Kaliwungu, Kendal, Central Java. The research was conducted in Class VIII of MTs NU 05 Sunan Katong Kaliwungu. The subject of this research was the eighth-grade students of MTs NU 05 Sunan Katong Kaliwungu in the academic year of 2019/2020, specifically in class VIII that consists of 2 classrooms, they are VIII-A, and VIII-B, This study was conducted in the first semester.

2. The Time of the Research

The research was conducted in the first semester of the academic year 2019/2020. The time of the research was conducted from July to August 2019.

3. Planning and Procedures of the Research

In collecting data, there were some procedures of the research, the steps were:

a. Preliminary visit

The researcher visited the school to get more information about the headmaster, teacher, class and students etc. To gain the information, the researcher asked the administration officer.

- b. Contact the Headmaster
Having got the information about setting and participant. Then, the researcher met the headmaster of MTs NU 05 Sunan Katong Kaliwung Kendal by giving permission.
- c. Contacted the English Teacher
After receiving research permission from the headmaster of the school, the researcher met the English teacher, asked him for the data of students, also asked guidance from the researcher conducted the research. The researcher explained the test, material, and teaching style that were given to the students, then the researcher observed with the teacher.
- d. Give the Pre-Test
In this session, the researcher gave the pre-test to the experimental and control class. In this case, the pre-test was conducted at different times, because the schedule of the experimental and control class was not the same. This test ensured that both two classes (class VIII-A as experimental and VIII-B as control) were the same understanding of writing descriptive text.
- e. Give the Post-Test
Giving the test is the last activity that was done by the researcher both experimental class and control class. In this session was done to measure students' writing descriptive text after treatment was given.

C. Population, Sample and Sampling

1. Population

Population is a generalization area consisting of object/ subject / having quality and certain characteristic that is chosen by the researcher being studied and concluded. Arikunto in Encyclopedia of Educational Evaluation population is a set of all elements processing one or more attributes of interest.⁶³

The researcher applied this research at MTs NU 05 Sunan Katong Kaliwungu Kendal in the academic year 2019/2020. This experimental study applied at the VIII grade of MTs NU 05 Sunan Katong Kaliwungu Kendal. The researcher took two classes of eight grade of MTs NU 05 Sunan Katong Kaliwungu Kendal, they were experimental and control class.

Table 3.2

The Number of Population at Eight Grade Students of MTs
NU 05 Sunan Katong Kaliwungu Kendal

No.	Class	Population
1.	VIII A	31 Students
2.	VIII B	31 Students
Total		62 Students

⁶³Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, dan R&D*,...p.80

2. Sample

Sample is some elements of the population that are used as an object of research. The researcher used all members as populations.⁶⁴ In this research, the researcher took two classes, class VIII-A as experimental and VIII-B as control. Each class consists of 31 students. As an experimental class, there's class VIII-A that consists of 31 students. Therefore, class VIII-B consists of 31 students, as the control class. These classes gave the same material of writing that was descriptive text but with different methods. VIII-A as the experimental class used comic strips as medium and VIII-B as the control class used conventional method in other words, teachers only used monotonous methods which is explaining, giving example, and drilling. To fulfill the requirement as the object of the research, the researcher gave a pre-test. The pre-test was used to know the experimental class and control class derived from the same starting point.

3. Technique Sampling

In this research, the object of the research uses saturation sampling. According to Arikunto (2012:104), the research can use saturation sampling when the population is less than 100 participants, then the total sample is taken as a whole. But, if the population is more than 100 participants, it can be taken 10%-15% or 20%-25% of the population.⁶⁵ It means that technique determining the sample if all

⁶⁴Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, dan R&D*, ...p.35

⁶⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2012), p104

members of the population are used as samples. This technique was used when the amount of population is relatively small. In this research, the population was less than 100 people or research which wishes to make generalizing with small mistakes. Where each classes consists of 31 students. As an experimental class, there's class VIII-A that consists of 31 students. Therefore, class VIII-B consists of 31 students as the control class.

D. Research Variable and Indicators

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways.⁶⁶ The most important classification was on the basis of their use within the research under the consideration, when they were classified as independent variables or dependent variables.

1. Independent variable (X)

An independent variable that consequence of or upon antecedent variable. The independent variable in this research was the use of comic strips in teaching writing descriptive text. The indicators from this variable are:⁶⁷

- 1) Students' work in a group
- 2) Using comic strip as media in teaching writing descriptive text
- 3) Teacher gives the worksheet

...p.38 ⁶⁶Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, dan R&D*,

...p.39 ⁶⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif,dan R&D*,

2. Dependent variable (Y)

A dependent variable is a variable that is presumed to be caused by or influenced by the independent treatment conditions and any other.⁶⁸ The dependent variable of this research was students' writing ability in descriptive text. It was effect, a consequence of, or response to, an independent variable. The dependent variable is a factor that is observed and measure to determine the effect of the independent variable that is factor appears, disappears, or varies as experimenter introduces, removes, or varies the independent variable. The dependent variable in this research was the student's writing skill of descriptive text.

Some indicators are as follows:

- 1) Identifying the social function of descriptive text.
- 2) Identifying the generic structure of descriptive text.
- 3) Identifying the language feature of descriptive text.
- 4) Using Simple present tense
- 5) Creating simple functional descriptive text.

⁶⁸Sugiyono, *Metode Penelitian Kuantitatif Kualitatif,dan R&D*,
...p.39

E. Data Collection Technique

1. Documentation

Documents are a readily accessible source of data in action research as many already exist in the institutional system. Documents accumulated during an inquiry can illuminate numerous aspects of practice. According to Anne Burns (1999:140), there is a wide range of documents that could be pertinent to the research focus, including student's portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletters, and previous test or examination papers.⁶⁹

Based on the theory above, the researcher used documentation as evidence to monitor a student's achievement. Besides that documents related to the object of research such as the list of students' names, student's numbers, and English subject schedules.

It refers to the archival, data that helps the researcher to collect the needed data. The researcher used the document related to the data of the research that are photos, the research data that are student names and the English subject schedule. Other data was the result of pre-test, post-test, and photos during research as documentation.

⁶⁹Anne Burns, *Collaborative Action Research for English Language Teachers*, Cambridge University Press, p140

2. Test

Test is a tool or procedure used to measure and assess.⁷⁰ This method is used to assess students' writing achievement in teaching writing both experimental class and control class. Two tests that were used by the researcher, namely pre-test and post-test. The pre-test and the post-test was implemented in the research. The pre-test gave both the experimental class and control class before carried out the teaching. The aim was to assess students' writing ability before doing treatment. The post-test was given to know differences in students' writing achievement after doing a treatment. In this case, two kinds of tests that were done by the researcher, those were as follows:

a) Pre-test

Pre-test that was given to all students of class VIII at MTs NU 05 Sunan Katong Kaliwugu Kendal. The test was conducted to know the students' writing ability in descriptive text before conducting the treatment. In this pre-test, the researcher gives a pre-test in the control group and experimental group. After giving a pre-test, the researcher determined the materials and lesson plans for learning activities. The pre-test

⁷⁰Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2009), p.66

conducted to both groups to know that two groups were normal and homogeneous.

b) Post-test

Post-test was given to all students of class VIII at MTs NU 05 Sunan Katong Kaliwugu Kendal to measure the students' writing ability in the descriptive text which using a comic strip. In this post-test, the researcher asked students both experimental and control classes to write a descriptive text. The experimental class was taught in writing descriptive text by using comic strip while the control class was not taught using this media.

3. Instrument of the Research

In this study, the researcher used a test as an instrument, it is used to assess students' writing achievement in teaching writing. The instrument of the study is a tool or facility that is used by the researcher for collecting data.⁷¹ Therefore, the instrument makes the data became accurate, and the study had the best result.

The instrument which was used in this study was a writing comprehension test, by used pre-test and post-test in the experimental class and control class. Pre-test and post-test were given with different topics. The students in the experimental and control class are taught by using different methods. The students in

⁷¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,... p 64

the experimental class learned descriptive text by using comic strips. Meanwhile, the students in the control class learned descriptive text without using comic strips. They get the same topic in the pre-test and post-test.

This study was focused on teaching the writing of descriptive text using comic strips. The population of this study is all students of the eighth grade of MTs NU 05 Sunan Katong Kaliwungu Kendal, where VIII-A (31 students) were chosen as the experimental class, and VIII- B (31 students) and were chosen as the control class.

a) Pre-test instrument

By teacher's explanation, students were able to write about a descriptive text without learning media by following rules below:

- 1) Write a short paragraph of descriptive text about fictional character that students know and then mention the generic structure of the text,
- 2) The paragraph consists of more than 70 words,
- 3) The students may open your dictionary,
- 4) Do it individually to produce a good written descriptive text,
- 5) The time allotment is (1x45 minutes).

b) Post-test instrument

By teacher's explanation, students were able to write a descriptive text by using the comic strip as learning media by following rules below:

- a) Choose one of the interesting comic strips,
- b) Write a descriptive text about a character stated in the comic strip then mention the generic structure of the text,
- c) The paragraph consists of more than 70 words,
- d) The students may open your dictionary
- e) Do it individually to produce a good written descriptive text,
- f) The time allotment is (1x45 minutes).

F. The Technique of Data Analysis

The writer analyzed the data by giving the test to the students, and it needed some steps in processing the data. They are:

1. The technique of scoring test

In this research, the writer used the test as an instrument. The instrument of the study was a tool used by the writer for collecting data to get a better result. To explain the effectiveness of using a comic strip to teaching writing of descriptive text, the writer gave a written test to the students. The written test did into two parts; they are pre-test and post-test. The form of written test was an instruction to make a recount text based on the students' experience.

Because it was a written test, the writer used a writing rubric to score the students' writing. It divided into five criteria, which are content, organization, vocabulary, the language in use (grammar), and mechanics. Furthermore, each measure rated into four scales of rating scores adapted from Sara Cushing Weigle. Then, to get the mean of

students' writing score, the researcher had to calculate all components of writing as follows⁷²

Table 3.3 : Assessing of Writing

Item analysis	Score	Criterion of scoring
Content	30-27	Excellent to very good: knowledgeable substantive, through the development of the thesis, relevant to the assigned topic.
	26-22	Good to Average: some knowledgeable of subject-adequate range, limited development of thesis: mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledgeable of subject-little substance, inadequate development of the topic
	16-13	Very poor: does not

⁷²Sara Cushing Weigle, *Assessing Writing* (New York: Cambridge, 2002).

		show knowledgeable of subject-non substantive, non-pertinent, or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression ideas clearly state; well organized; logical sequencing; cohesive.
	17-14	Good to Average: somewhat choppy loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent-ideas confused or disconnected
	9-7	Very poor: does not communicate-no organization
Vocabulary	20-18	Excellent to very good: sophisticated range-effective word/idiom choice and usage; the word from mastery; appropriate register

	17-14	Good to Average: adequate range occasional of word /idiom form, choice, usage, but the meaning is not obscure.
	13-10	Fair to poor: limited range-frequent errors of word/idiom form, choice, usage,meaning confused.
	9-7	Very poor: essentially translation-little knowledge of English vocabulary.
Language In use (grammar)	25-22	Excellent to very good: effective complex, few errors of agreements, grammar construction.
	21-18	Good to Average: effective but simple constructive in grammar.
	17-11	Fair to poor: a major problem is a simple/complex construction in grammar.

	10-5	Very poor: virtually no mastery of sentence construction rules
Mechanic	5	Excellent to very good: demonstrates mastery of construction
	4	Good to Average: occasional errors of spelling, punctuation, capitalization.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.
Total of score	1-100	

2. Pre-test

After assessing students' work, the next step to conduct data analysis. It did through some steps. The first one is the normality test. It used whether both groups had normal distribution or not. The normality test with Chi-square was used by the writer to find out the distribution data. The steps were as follows:

1. Determine the ranger (R) means the largest reduced the smallest.
2. Determine the many class interval (K) with the formula:

$$K = 1 + (3,30 \log n)$$

3. Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

4. Make a frequency distribution table
5. Determine the class boundaries (bc) of each class interval
6. Calculate the average Xi (\bar{x}), with the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

7. Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

8. Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

x = Limit class

\bar{x} = Average

s = Standard

9. Define the wide area of each interval

10 Calculate the frequency expository (E_i)

11. Make a list of the frequency of observation (O_i). With the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$
-------	----	---	---	---	----	----	-------------------------

12. Calculate the chi-square (x^2), with the formula:

$$x^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

x^2 = Chi-square

O_i = Frequency from sample

E_i = Frequency obtained from the sample

K = Number of class interval

13. Determine $dk = k - 1$, where k is the number of class interval and $\alpha = 5\%$

14. Determine the value of X_{table}^2

15. Determine the distribution normality

If $X_{count}^2 > X_{table}^2$ so the data was not normal distribution and the other way if the $X_{count}^2 < X_{table}^2$ so the data was a normal distribution.⁷³

The next step is the homogeneity test. It used to find whether the experimental group and control group taken from the population had relatively the same variant or not. The steps to measure homogeneity are as follows:

1. Count variants both experimental group and control group with the formula:

$$S_1^2 = \frac{\Sigma(x - \bar{x})^2}{n_1 - 1} \text{ and } S_2^2 = \frac{\Sigma(x - \bar{x})^2}{n_2 - 1}$$

Where:

S_1^2 = Variant of the experimental class

S_2^2 = Variant of the control class

n_1 = The number of students in the experimental class

n_2 = The number of students in the control class

2. Determine $F = \frac{Vb}{Vk}$

Where :

Vb: Bigger Variant

Vk: Smaller Variant

Determine dk = $(n_1 - 1) : (n_2 - 1)$

If $F_{count} > F_{table}$ the data was not homogenous and the other way, if the $F_{count} < F_{table}$ the data was homogeneous.⁷⁴

⁷³Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2004).

The last step is conducting test of the average. It has the function to examine students' average score in the experimental and control group

3. Post-test

After analyzing the result of the pre-test, the next step is analyzing data in the post-test. The steps were used the same as the analysis in the pre-test; they are normality, homogeneity, and average test.

4. Hypothesis test

The last step in analyzing data was the hypothesis test. It means to examine the average score of whether the experimental and control class have a different average. The resulting test was analyzed statistically. In this research, the writer used t-test to differentiate if the students' result of using comic strip and without using comic strip was significant or not, and the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

⁷⁴Sudjana, *Metode Statistika* (Bandung: Tarsito, 1996).

Where:

S = Standard deviation

\bar{x}_1 = The mean score of the experimental group

\bar{x}_2 = The mean score of the control group

n_1 = The number of experimental group students

n_2 = The number of control group students

S_1^2 = The standard deviation of the experimental group

S_2^2 = The standard deviation of both groups

If the score obtained was higher than the t-table score by using $\alpha = 5\%$ of significance, H_0 was rejected. It means H_a was accepted.⁷⁵

G. Statistical Hypothesis

Here, the writer proved the hypotheses, the data obtained from the experimental class, and the control class calculated by using the t-test formula with the assumption as follows:

If $t_{\text{count}} > t_{\text{table}}$, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) rejected. It meant that there was an effect and significant difference between the result of using comic strip and without using comic strip in teaching descriptive text at the eighth grade of students MTs NU 05 Sunan Katong Kaliwungu Kendal.

If $t_{\text{count}} < t_{\text{table}}$, the hypothesis (H_a) rejected, and the null hypothesis (H_0) was accepted. It means that there was no effect

⁷⁵Sugiyono, *Statistik Untuk Penelitian*(Bandung:Alfabeta, 2004).

and significant difference between the result of using comic strip and without using comic strip in teaching descriptive text at the eighth grade of students MTs NU 05 Sunan Katong Kaliwungu Kendal.

CHAPTER IV

RESEARCH FINDING

In this chapter, the writer presents the data which is taken from MTs NU 05 Sunan Katong Kaliwungu Kendal eighth grader in the academic year of 2019/2020. There are 62 students as the sample of this research that decided to be two classes, one class as an experimental class (31 participants) and a control class (31 participants). The data collected from tests and documentation.

A. Description of the Research

The research had been conducted since July 22nd, 2019 to August 1st 2019 in MTs NU 05 Sunan Katong Kaliwungu Kendal. This thesis research had been carried through 4 steps or 4 meetings. They involved pre-test-, two times of treatment, and post-test. To find the difference between the students who were taught descriptive text through comic strip and the students who were taught using a method that usually teacher used with treatment, the researcher conducted of quantitative data in MTs NU 05 Sunan Katong Kaliwungu Kendal in the academic year 2019/2020.

In this section, the writer presents the students' writing achievement before and after being taught by applying comic strip. As mentioned before, the researcher uses a test as the instrument in collecting data. The test is administered to class VIII-A as an experimental class and VIII-B as control class The researcher presents

and analyzes the data through two kinds of tests, they are pre-test and post-test. Those tests were conducted to the two classes, VIII-A as an experimental class that consists of 31 students, and the VIII-B consists of 31. The pre-test was given before being taught by applying comic strip and the post-test is given after being taught by applying comic strip. The collected data are described in the form of a table that includes the pre-test and post-test scores in the single-group. To measure the writing test the writer used the analysis method. According to H.D Brown analytic scoring test in writing test. There are five major items in categories. They are grammar, vocabulary, content, organization, and mechanic, scale is defined into five categories: they are excellent, good, average, poor, and very poor.

The last, the researcher got class VIII-A which consists of 31 students as experimental group and class VIII-B which consists of 31 students as a control group. The number of students was gained from the documentation of the related to school with the help of the English teacher. Then, the researcher gave a pre-test on 23th July 2019 in the control group and experimental group. After giving a pre-test, the writer determined the materials and lesson plans for learning activities. Pre-test conducted to both groups to know that two groups were normal and homogeny.

After knowing the control group and experimental group had the same variant, the researcher conducted treatment in control and experimental class on 26th July until 30th of July 2019 The control

group was not taught using comic strip; just explaining about the material of descriptive text and letting the students to write the formula and the example of descriptive text. The treatment for the experimental class used comic strip which appropriate to develop student's active in a group. When students were joining in the activity of comic strip, they did it enthusiastically. Firstly, the teacher stimulated them by giving some questions. Then, the teacher allowed students to generate ideas. After that, the teacher facilitates students to apply comic strip in the groups.

After the experimental class and control class conducted the learning process, the researcher gave a post-test which applies the essay, they finished the questions on 30 minutes. Giving post-test on 31 th July 2019 both experimental and control groups.

The next step, both classes conducted pre-test, treatment, and post-test, the writer counted their work to get the result of this research and analyzed it to prove the truth of the hypothesis that has designed. Data processing begins with the first phase include analysis of normality, homogeneity, and test of average.

The result of students' pre-test and post-test in the table below:

Table 4.1

The Result of Students' Pre-test and Post-test

No	Source of Variance	Pre-test control	Pre-test experimental	Post-test control	Post-test experimental
1	N	31	31	31	31
2	Σ	1690	1688	1725	2027
3	Average	54.52	54.45	55.64	65.38
4	Variance (S^2)	86.66	77.26	65.70	7378
5	Std. Deviation (S)	9.31	8.79	8.11	8.59
6	Max	70	70	69	77
7	Min	40	40	42	49

1. Pre-test

a. Normality test

Firstly, the writer analyzed the normality test of the pre-test in control and experimental class to know the data normally distributed or not normal. To get distribution data, the writer used the normality test with Chi-Square.

H_0 : The data of normal distribution.

H_a : The data not normal distribution.

With criteria, H_0 accepted if $X^2_{count} < X^2_{table}$

Table 4.2

The Result of Normality Pre-test of Experimental and Control

Class

No	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Pre-test	7.45	11.07	Normal
2	Control	Pre-test	6.56	11.07	Normal

Based on the result of the table above, it revealed that X^2_{count} both of the classes were lower than X^2_{table} , so H_0 was accepted. It meant that the distribution of data experimental and control class were normal.

b. Homogeneity Pre-test

The homogeneity test did know whether the group sample that took from the population was homogeneous or not.

H_0 : Homogeny variance $\sigma_1^2 = \sigma_2^2$

H_a : Non-Homogeny variance $\sigma_1^2 \neq \sigma_2^2$

With criteria, H_0 accepted if $F_{count} < F_{table}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.3

The Result of Homogeneity Pre-test of Experimental and Control

Class

No	Class	Test	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	Pre-test	77.25	31	0.89	1.84	Homogeneous
2	Control	Pre-test	86.66	31			

Based on the result above, it showed that F_{count} was lower than F_{table} . So, H_0 accepted. It concluded that the data pre-test from

the experimental and control class had the same variance of homogeneous.

c. Test of the Average

To check the difference of average between experimental and control class, the writer used to t-test.

Table 4.4
The Average Similarity Pre-test of Experimental and Control Class

Source of Variance	Experimental	Control	Criteria
Sum	1688	1690	Identical
N	31	31	
Average	54.45	54.52	
Variance (S ²)	77.26	86.65	
Std. Deviation (S)	8.79	9.31	

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} = 9,053$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = -0,0281$$

H₀ accepted if t_{count} was lower than t_{table}. Based on the calculation above, by α = 5%, and df = 31+31-2= 60, t_{table} was obtained = 2,000 and t_{count} = -0.028. So, H₀ accepted. It meant that

there was no significant difference in the average pre-test between the experimental and the control class.

2. Post-test

It did saw students' achievement in writing after getting treatment and answering the hypotheses, the data from both classes were used by the writer, whether utilizing comic strip was effective to teach writing of descriptive text or not. The post-test analysis contained the normality test, homogeneity test, and hypothesis test.

a. Normality test

H_0 : The data of normal distribution.

H_a : The data not normal distribution.

With criteria, H_0 accepted if $X^2_{count} < X^2_{table}$

Table 4.5

The Result of Normality Post-test of Experimental and Control

Class

No	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Post-test	4.26	11.07	Normal
2	Control	Post-test	4.13	11.07	Normal

Based on the result of the table above, it stated that X^2_{count} both the classes were lower than X^2_{table} , so H_0 was accepted. It summed that the distribution data post-test of the experimental and control class was normal.

b. Homogeneity test

H_0 : Homogeny variance $\sigma_1^2 = \sigma_2^2$

H_a : Non-Homogeny variance $\sigma_1^2 \neq \sigma_2^2$

With criteria, H_0 accepted if $F_{count} < F_{table}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.6

The Result of Homogeneity Post-test of Experimental and Control Class

No	Class	Test	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	Post-test	73.78	31	1.12	1.84	Homogeneous
2	Control	Post-test	65.70	31			

Based on the result above, it obtained that F_{count} was lower than F_{table} . So, H_0 accepted. It meant that the data post-test from the experimental and control class had the same variance of homogeneous.

c. Test of the Average

This test made to know whether there was a difference average on the post-test of the experimental and control class. The data used to test the hypothesis was the post-test score from both classes. To check the difference on average, the writer used the t-test.

Table 4.7
The Average Similarity Post-test of Experimental and
Control Class

Source of Variance	Experimental	Control
Sum	2027	1725
N	31	31
Average	65.38	55.64
Variance (S ²)	73.78	65.70
Std. Deviation (S)	8.59	8.11

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} = 8,351$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} = 4,593$$

H_a accepted if t_{count} was higher than t_{table}. Based on the calculation above, the result from the average post-test of the experimental class, which was taught by using comic strip was 65.38. While the average post-test of the control class, which learned without using comic strip was 55.64. With df 25+20-2 = 43 and α = 5%, so t_{table} was obtained = 2.000. and t_{count} = 4.593. So, H_a accepted. It means that there was a significant difference between the experimental and control class.

3. Hypothesis

A hypothesis test intended to process the data that had collected from the experimental and control class after getting treatment. The purpose hypothesis proved the acceptance or rejection of the assumption that had been planned by the writer. To prove it, the writer used the t-test.

Based on the final data calculation of the average difference test showed that the average post-test score of the experimental class was 65.38., while the average post-test from the control class was 55.64. The final result after calculating by using the t-test revealed that $t_{count} = 4.593$. and $t_{table} = 2.000$. *If $t_{count} > t_{table}$ with $df = n_1 + n_2 - 2$ and $\alpha = 5\%$ means H_0 was rejected and H_a was accepted.* It means that there was significantly different between the experimental and control class.

For answering the research question, how is the effectiveness of the teaching writing of descriptive text by using the comic strip, there was a difference score between experimental with control class. The result of the post-test of the experimental class was 65.38. which was higher than the control class 55.64. It meant that using comic strip is an effective way to teach descriptive text.

1. The students' achievement of pre-test

Based on the result of the pre-test, both experimental and control classes are normal distribution and homogeneous. Also, the result of the calculation of the pre-test obtained $t_{count} -0.028$., while $t_{table} 2.000$. Because $t_{count} < t_{table} -0.028. < 2.000$.) It means that there was

not different average, both experimental and control class before the treatment.

2. The students' achievement of the post-test

Based on the result of the calculation showed that obtained $t_{\text{count}}4.593$.while $t_{\text{table}}2.000$. Because $t_{\text{count}}>t_{\text{table}}$ ($4.593.>2.000$). It means that there was a difference in the post-test average between experimental class, which has been taught by using comic strip and control class, which studied without the comic strip.

From the result above, the writer summed up that utilizing the comic stripas a medium that is an effective way to teach writing descriptive text.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the study of teaching writing descriptive text using comic strip (an experimental study with the eighth grader of MTs NU 05 Sunan Katong Kaliwungu Kendal in the academic year of 2019/2020), the researcher concluded that the students' writing ability of descriptive text before being taught by using comic strip was shown by the pretest score of the control class which was 54.52 and of the experimental class which was 54.45. The students' writing ability of descriptive text in experimental class after being taught by using comic strip were higher than the result of control class. It was shown by the posttest score of the control class which was 55.64 and of the experimental class which was 65.38. There were significant differences of score between experimental and control classes. Based on the result of calculation showed that obtained t_{count} 4.593. while t_{table} 2.000. Because $t_{\text{count}} > t_{\text{table}}$ (4.593. > 2.000). It means that there was a difference in the post-test average between experimental class, which has been taught by using comic strip and control class, which studied without the comic strip.

B. Suggestion

The finding of the research score shows that there is significant difference of students' writing achievement before and after taught using comic strip. Therefore, the writer gives some suggestions as follows:

1. For students

To get good score in English, especially in writing skill is not easy. It needs a long process. Writing skill is important for the students both in their native language and also in English. If they want to be master in English, especially in writing, they should do the process seriously. Writing is easy if the students do the process. By writing they can express and share their ideas through writing. So, don't say that writing is difficult before you try to write. Students will be usual with writing if they have built their own writing habits.

2. For Teacher

The teacher should be creative in conducting the teaching and learning process. There are many media or techniques which can be used in teaching English, especially writing. Sometimes teachers only concern toward students writing product and ignore the process. The comic strip allows teacher to move from the traditional media. The teacher can use the comic strip as tool in teaching writing especially in teaching descriptive text. So,

it can develop the learning models that are effective, efficient and able to engage students active in learning English.

3. For the future researchers

The researcher knows that this research is far from being perfect. So, it is suggested for the future researchers to conduct further research on the similar area, but with different emphasis or aspect.

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Appendix I

Name of Control Class (VIII-B)

No	Name	Code
1	Ahda Naila Fauziah	C-1
2	Amat Nur Ali	C-2
3	Andryan Ganis Saputra	C-3
4	Bulan Rengga Renata	C-4
5	Dedi Prayoga	C-5
6	Fery Ardiansyah	C-6
7	Fino Bastian Alamsyah	C-7
8	Ifa Safitri	C-8
9	Ilman Shidiq	C-9
10	Khaerul Dionprawito	C-10
11	M. Agus Isro' Istiawan	C-11
12	M. Fikri Abdillah	C-12
13	M. Riyan Danil Wafa	C-13
14	Mauqiyatul Mukarromah	C-14
15	Muhammad Elyasa	C-15
16	Muhammad Ilham Abdullah	C-16
17	Mukhammad Zidan Arrafa	C-17
18	Rahma Salsabila Agustin	C-18
19	Rahma Sarita	C-19
20	Riffan Arja Putra	C-20
21	Rizky Amelia	C-21
22	Salman Al Farizi	C-22
23	Syava Azzahra	C-23
24	Mohammad Abdul Hamid Mubaroq	C-24
25	Sakinah	C-25
26	Muhamad Andi Habibi	C-26
27	David Febrianto	C-27
28	Faqih Ichza Romadhon	C-28
29	Ilma Fatcha Sari	C-29
30	Azka Al Ma'arif	C-30
31	Radist Wahyu Dzulhaj	C-31

Appendix II

Name of Experimental Class (VIII-A)

No	Name	Code
1	Aditya Dwi Ardhiyansyah	E-1
2	Agil Alibi Rachman	E-2
3	Anvia Rastia Windiani	E-3
4	Arina Aisyah Khasana	E-4
5	Brilianto Saputro	E-5
6	Dwi Laela Safitri	E-6
7	Istimatul Khasanah	E-7
8	Lailatul Mafiroh	E-8
9	M. Nur Safik	E-9
10	Moh. Mustofa Khafifi	E-10
11	Muhammad Nurussyifa	E-11
12	Muhammad Fikrul Haq	E-12
13	Muhammad Iqbal Jazuli	E-13
14	Muhammad Kafa Abid	E-14
15	Muhammad Labibuddin	E-15
16	Mukharomah	E-16
17	Mukhlis Ibnu Sabil	E-17
18	Najmudin	E-18
19	Nauval Panji Haidar	E-19
20	Rafli Akbar Firdaus	E-20
21	Rahmat Nur Soleh	E-21
22	Rita Laili Aseh	E-22
23	Robiah Nurhafy	E-23
24	Wulan Dwi Rizqiana	E-24
25	Zaenabil Abiqoh	E-25
26	Khansa Salsabila Syano	E-26
27	Shinta Rahmawati	E-27
28	Lievyana Aisyah Ridwan	E-28
29	Almas Rihadatul 'Aisy	E-29
30	Rahma Dwi Yanti	E-30
31	Nilam Septingtyas	E-31

Appendix III

Pre-Test of Control Class

No.	Code	Score
1	C-1	54
2	C-2	64
3	C-3	42
4	C-4	52
5	C-5	40
6	C-6	64
7	C-7	46
8	C-8	62
9	C-9	40
10	C-10	44
11	C-11	46
12	C-12	42
13	C-13	56
14	C-14	68
15	C-15	56
16	C-16	54
17	C-17	50
18	C-18	66
19	C-19	68
20	C-20	64
21	C-21	58
22	C-22	54
23	C-23	48
24	C-24	64
25	C-25	70
26	C-26	54
27	C-27	62
28	C-28	48
29	C-29	44
30	C-30	64
31	C-31	46

Appendix IV

Pre-Test of Experimental Class

No.	Code	Score
1	E-1	40
2	E-2	42
3	E-3	62
4	E-4	60
5	E-5	56
6	E-6	58
7	E-7	64
8	E-8	60
9	E-9	44
10	E-10	42
11	E-11	52
12	E-12	50
13	E-13	40
14	E-14	50
15	E-15	56
16	E-16	70
17	E-17	64
18	E-18	56
19	E-19	60
20	E-20	40
21	E-21	58
22	E-22	62
23	E-23	68
24	E-24	62
25	E-25	56
26	E-26	66
27	E-27	54
28	E-28	52
29	E-29	44
30	E-30	54
31	E-31	46

Appendix V

Post-Test of Control Class

No.	Code	Score
1	C-1	54
2	C-2	62
3	C-3	44
4	C-4	52
5	C-5	46
6	C-6	65
7	C-7	57
8	C-8	62
9	C-9	42
10	C-10	44
11	C-11	47
12	C-12	44
13	C-13	60
14	C-14	62
15	C-15	54
16	C-16	54
17	C-17	52
18	C-18	69
19	C-19	66
20	C-20	64
21	C-21	58
22	C-22	56
23	C-23	48
24	C-24	69
25	C-25	67
26	C-26	55
27	C-27	60
28	C-28	52
29	C-29	48
30	C-30	64
31	C-31	48

Appendix VI

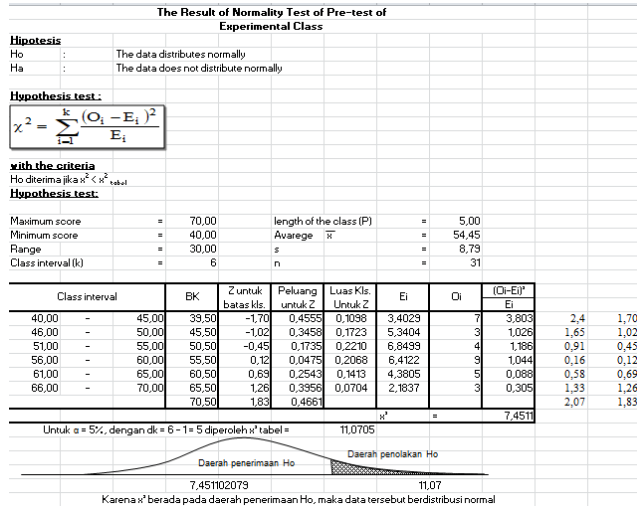
Post-Test of Experimental Class

No.	Code	Score
1	E-1	55
2	E-2	53
3	E-3	73
4	E-4	73
5	E-5	73
6	E-6	69
7	E-7	71
8	E-8	67
9	E-9	56
10	E-10	57
11	E-11	63
12	E-12	63
13	E-13	51
14	E-14	58
15	E-15	67
16	E-16	77
17	E-17	77
18	E-18	65
19	E-19	76
20	E-20	49
21	E-21	69
22	E-22	69
23	E-23	77
24	E-24	71
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28	E-28	59
29	E-29	55
30	E-30	65
31	E-31	56

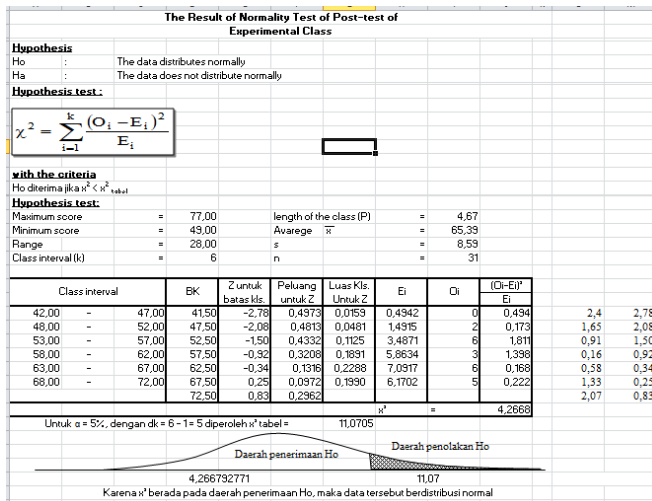
Appendix VII

Normality test of Pre-test and Post-test of Experimental Class

A. Normality test of Pre-test of Experimental Class



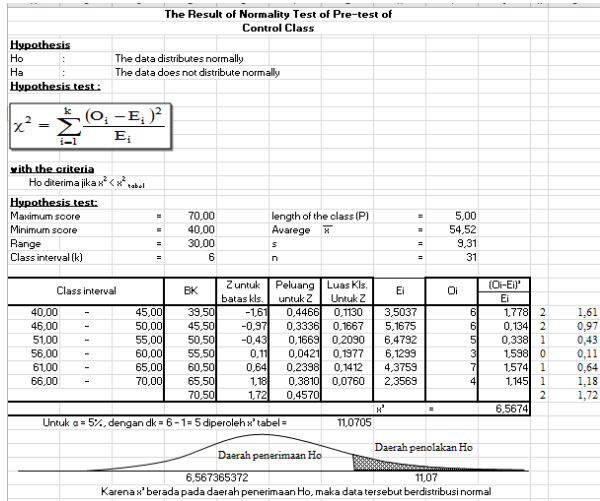
B. Normality test of Post-test of Experimental Class



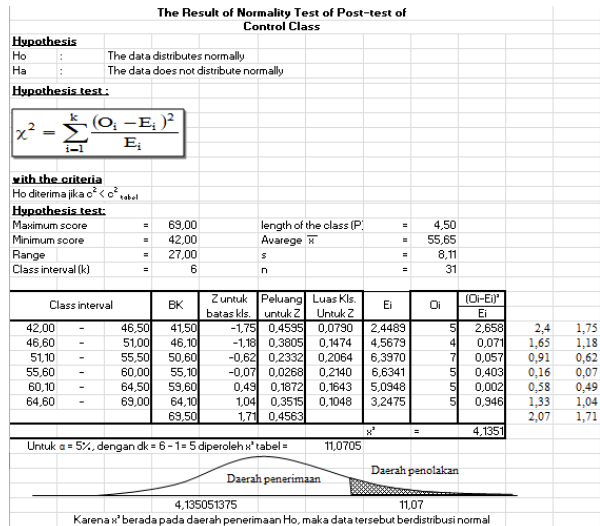
Appendix VIII

Normality test of Pre-test and Post-test of Control Class

A. Normality test of Pre-test of Control Class



B. Normality test of Post-test of Control Class



Appendix IX

Lesson Plan For Control Class

LESSON PLAN

Sekolah	:	MTs NU 05 Sunan Katong Kaliwungu Kendal
Mata Pelajaran	:	Bahasa Inggris
Kelas/semester	:	VIII/ 1 (satu)
Materi Pokok	:	Writing (Descriptive Text)
Alokasi Waktu	:	2JP (2 x 40 menit)

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan tempat / bangunan bersejarah
2.	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks descriptive tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

C. Tujuan Pembelajaran

Tujuan diberikan Teks Deskriptif siswa dapat:

1. Brain storming tentang berbagai hal tentang teks deskriptif
2. Membaca dengan nyaring teks fungsional pendek tentang teks deskriptif secara jelas
3. Menjawab pertanyaan tentang isi teks deskriptif
4. Menyebutkan tujuan komunikasi teks deskriptif
5. Menjawab pertanyaan tentang isi kebahasaan teks deskriptif

D. Materi Pembelajaran

1. The definition of descriptive text

A written text in which the writer describes an object such person, animal, things, or place

2. Social function of descriptive text

To describe particular person, place, or things

3. Generic Structure

- a. Identification : Identifying phenomenon of the subject that will be described
- b. Description : Describing the parts, qualities, features, behavior and the character of the subject

4. Language features

- a. Focus on specific participant
- b. Use of attributive and identifying processes
- c. Use of Simple present
- d. The example of descriptive text

e. Adjectives to describe place

- 1) Alive
- 2) Dry
- 3) Creepy
- 4) Interesting
- 5) Noisy
- 6) Pleasant
- 7) Ugly
- 8) Windy

E. Metode Pembelajaran

Pendekatan : Scientific Approach

F. Media dan Sumber Pembelajaran

1. Media :

- Worksheet
- Board marker
- White board

2. **Sumber Pembelajaran**

- English book (Bupena)
- Materials and Media in English Language Teaching

- Sari KD, English book (Bupena) for SMP/MTs VII, p 82-125, 2014

G. Langkah-langkah Kegiatan Pembelajaran

Uraian Kegiatan	Alokasi waktu
Kegiatan Awal	10 menit
<ol style="list-style-type: none"> 1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen. 2. Mengkonfirmasi kesiapan siswa 3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya. 4. Apersepsi : Guru memberi stimulus kepada siswa dengan bertanya jawab. 5. Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut 6. Kompetensi yang harus dikuasi siswa 	
Kegiatan inti	60 menit
<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mendengarkan penjelasan guru tentang teks descriptif dan generic structure pada descriptif teks 2. Peserta didik mengamati descriptif teks pada paper yang dibagikan guru 3. Peserta didik menganalisis teks dan menemukan 	

kosakata sulit pada descriptif teks tersebut

Menanya

1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan deskriptif teks
2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana.

Mengeksplorasi

1. Peserta didik berdiskusi secara berkelompok
2. Peserta didik dibagi menjadi beberapa kelompok,tiap kelompok berisi empat siswa
3. Guru memberikan worksheet kepada siswa dan membimbing siswa untuk membuat descriptive teks tentang Justin Bieber dan Bromo

Mengamati

1. Peserta didik mendengarkan penjelasan guru tentang teks descriptive melalui comic strip yang diberikan guru
2. Peserta didik mendengarkan teks descriptive yang dibaca oleh guru

Kegiatan Penutup	10 menit
<ol style="list-style-type: none"> 1. Guru mengkonfirmasi pemahaman siswa. 2. Menanyakan kesulitan siswa selama KBM 3. Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan. 4. Guru memberikan motivasi kepada siswa untuk belajar lebih giat 	

H. Instrument

Please write a descriptive text based on Justin Bieber picture!

I. Penilaian

Form : Written test

Technique : Writing a descriptive text

Aspects : Content, organization, language use, vocabulary, mechanic

Element of writing	Score
1.The content mastery	25%
2.The organization mastery	25%
3.The vocabulary mastery	20%
4.The grammar mastery	25%
5.The mechanic mastery	5%
Total of score	100%

Explanation:

Content :The substance of writing, the ideas expressed

Organization :The organization of the content

Vocabulary :The choice of idioms, words, and lexical item to give a particular tone or flavor to writing

Grammar :The employing grammatical and syntactic forms

Mechanic :The use of graphic convention of the language.

Scoring Guidance and The explanation of Criterion

Item Analysis	Score	Criterion of Scoring
Content	30-27	Excellent:knowledgeable substantive etc.
	26-22	Good :some knowledgeable of subject-adequate range.
	21-17	Fair:limited knowledgeable of subject-little substance
	16-13	Very poor:does not show knowledgeable of subject-non substantive

Organization	20-18 17-14 13-10 9-7	Excellent:fluent expression-ideas clearly stated Good :somewhat choppy-loosely organized but main ideas stand out Fair:not fluent-ideas confused or disconnected Very- poor:does not communicate no organization
Vocabulary	20-18 17-14 13-10 9-7	Excellent:sophisticated range effective word/idiom form, choice, choice, usage. Good:adequete range-occasional Fair:limited range-frequent errors of word/idiom form, choice, usage. Very poor: essentially translation-little knowledge of English vocabulary

Grammar	25-22	Excellent:effective complex grammar construction
		Good:effective but simple constructive in grammar
	21-18	Fair:a major problem is simple/complex construction in grammar
	17-11	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing
	7-9	
Mechanic	5	Excellent:demonstrates mastery of conventions;few errors of spelling, punctuation, capitalization, Paragraphing.
	4	Good to average occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to poor: Frequent errors and

	2	spelling, punctuation, capitalization, paragraphing; poor handwriting , meaning confused Very poor: no mastery of conventions; dominated by errors of spelling;punctuation, capitalization, etc. paragraphing;
Total	1-100	

WORKSHEET

1. Please make a simple descriptive text based on Justin bieber picture you get!

Kendal, 22 Juli 2019

Guru Bahasa Inggris

Guru Praktek

SUPRIYADI, S.Pd.

NUR M. DJAUHAN F.

Appendix X

Lesson Plan For Experimental Class

LESSON PLAN

Sekolah	:	MTs NU 05 Sunan Katong Kaliwungu Kendal
Mata Pelajaran	:	Bahasa Inggris
Kelas/semester	:	VIII/ 1 (satu)
Materi Pokok	:	Writing (Descriptive Text)
Alokasi Waktu	:	2JP (2 x 40 menit)

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan tempat / bangunan bersejarah
2.	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks descriptive tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

C. Tujuan Pembelajaran

Tujuan diberikan Teks Deskriptif siswa dapat:

1. Brain storming tentang berbagai hal tentang teks deskriptif
2. Membaca dengan nyaring teks fungsional pendek tentang teks deskriptif secara jelas
3. Menjawab pertanyaan tentang isi teks deskriptif
4. Menyebutkan tujuan komunikasi teks deskriptif
5. Menjawab pertanyaan tentang isi kebahasaan teks deskriptif

D. Materi Pembelajaran

1. The definition of descriptive text

A written text in which the writer describes an object such person, animal, things, or place

2. Social function of descriptive text

To describe particular person, place, or things

3. Generic Structure

- b. Identification : Identifying phenomenon of the subject that will be described
- b. Description : Describing the parts, qualities, features, behavior and the character of the subject

4. Language features

- f. Focus on specific participant
- g. Use of attributive and identifying processes
- h. Use of Simple present
- i. The example of descriptive text

j. Adjectives to describe place

Blonde	Fat	Attractive	Small
Brown-eyed	Thick	Masculine	Well-built
Blue-eyed	Short	Feminine	Good-looking
Rosy	Tall	Petite	Handsome
Heavy	Muscular	Tiny	Beautiful

E. Metode Pembelajaran

Pendekatan : Scientific Approach

F. Media dan Sumber Pembelajaran

1. Media :

- Worksheet
- Board marker
- White board

2. **Sumber Pembelajaran**

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- Sari KD, English book (Bupena) for SMP/MTs VII, p 82-125, 2014

G. Langkah-langkah Kegiatan Pembelajaran

Uraian Kegiatan	Alokasi waktu
Kegiatan Awal	10 menit
<ol style="list-style-type: none">1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen.2. Mengkonfirmasi kesiapan siswa3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya.4. Apersepsi : Guru memberi stimulus kepada siswa dengan bertanya jawab.5. Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut6. Kompetensi yang harus dikuasi siswa	
Kegiatan inti	60 menit
Mengamati <ol style="list-style-type: none">1. Peserta didik mendengarkan penjelasan guru tentang teks descriptive melalui comic strip yang diberikan guru2. Peserta didik mendengarkan teks descriptive yang dibaca oleh guru	

Menanya

1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan
2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana.

Mengeksplorasi

1. Siswa secara individu membuat teks deskriptif sesuai gambar yang ada dalam comic strip dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan

Mengasosiasi

1. Siswa memperoleh umpan balik dari guru tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan

Mengkomunikasikan

1. Siswa menyampaikan hasil deskriptif teks yang dibuat nya 2.Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi

Kegiatan Penutup	10 menit
<ol style="list-style-type: none"> 1. Guru mengkonfirmasi pemahaman siswa. 2. Menanyakan kesulitan siswa selama KBM 3. Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan. 4. Guru memberikan motivasi kepada siswa untuk belajar lebih giat 	

H. Instrument

Please make a descriptive text based on Comic strip : sofi!

I. Penilaian

Form : Written test

Technique : Writing a descriptive text

Aspects : Content, organization, language use, vocabulary, mechanic

Element of writing	Score
1.The content mastery	25%
2.The organization mastery	25%
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Total of score	100%

Explanation:

Content :The substance of writing, the ideas expressed

Organization :The organization of the content

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Scoring Guidance and The explanation of Criterion

Item Analysis	Score	Criterion of Scoring
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Organization	20-18 17-14 13-10 9-7	Excellent:fluent expression-ideas clearly stated Good :somewhat choppy-loosely organized but main ideas stand out Fair:not fluent-ideas confused or disconnected Very-poor:does not communicate no organization
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Grammar	25-22	Excellent:effective complex grammar construction
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Mechanic	5	Excellent:demonstrates mastery of conventions;few errors of spelling, punctuation, capitalization, Paragraphing.
	4	Good to average occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to poor: Frequent errors and

	2	spelling, punctuation, capitalization, paragraphing; poor handwriting , meaning confused Very poor: no mastery of conventions; dominated by errors of spelling;punctuation, capitalization, etc. paragraphing;
Total	1-100	

WORKSHEET

1. Please make a simple descriptive text based on comic strip :
Sofi you get!

Kendal, 22 Juli 2019

Guru Bahasa Inggris

Guru Praktek

SUPRIYADI, S.Pd.

NUR M. DJAUHAN F.

Appendix XI

Procedure of the Research

NO	DATE	ACTIVITIES
1	Monday, 22 July 2019	Preliminary visit
2	Tuesday, 23 July 2019	Pre-test both experimental class and control class
3	Friday, 26 July 2019	1 st Treatment for experimental class
4	Monday, 29 July 2019	1 st Treatment for control Class
5	Tuesday, 30 July 2019	2 nd Treatment for experimental class
6	Tuesday, 30 July 2019	2 nd Treatment for control Class
7	Wednesday, 31 July 2019	Post-test for Experimental Class
8	Thursday, 1 August 2019	Post-test for Experimental Class

Appendix XII

Instrument of Experimental Class



Please make descriptive text about Sofi based on comic strip above!

Appendix XIII

Worksheet

A. Post-test Experimental Class Worksheet

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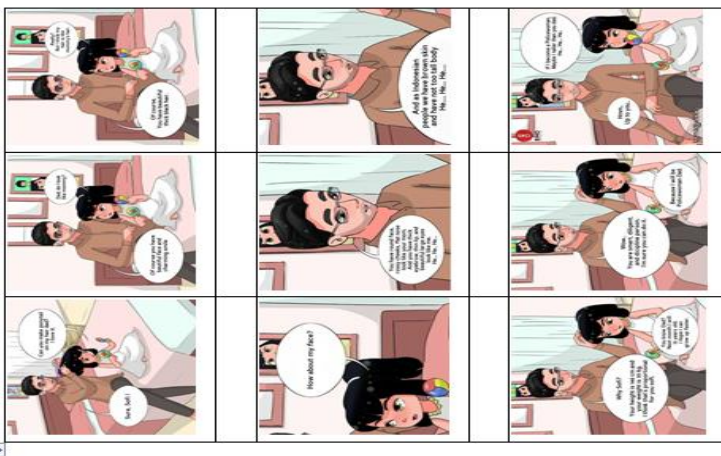
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Please make descriptive text about Sofi based on comic strip above!

B. Post-test Control Class Worksheet

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Please make descriptive text based on picture: Justin Bieber  a novel!

Appendix XIV

Student Worksheet

A. Post-test Experimental Class



Please make descriptive text about Sofi based on comic strip above!

Rohmah Nurhafiz
23
VIII - A

77

Sofi

Sofi is Mr. Sofi's sister. She is a young girl. She has long brown hair and candy. She wears a long white dress.

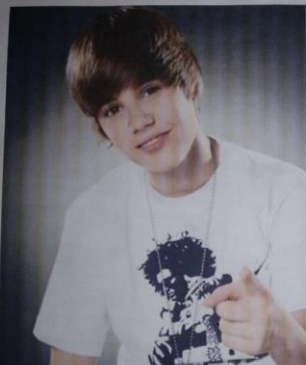
Sofi is her mother. She has beautiful face and charming smile. She has beautiful thick black hair.

She has rosy cheeks, flat nose. Sofi also has a father. She has thick eyebrows, thin lip, and beautiful large eyes. Sofi has brown skin.

Sofi is 14 years old. Her height is 145 cm and her weight is 35 kg. She is smart, diligent, and discipline person. and she want to be a doctor.

carbon : 25
 ink : 10
 voo : 15
 gram : 5
 total : 55
 77

B. Post-test Control Class



Please make descriptive text based on picture : Justin Bieber above!

Rizka Nurrahman Setiawan A
10
VIII - B

69

Justin Bieber

Justin Bieber is a famous singer. He was born on 1 March 1994. now he is 25 years old. He is from American.

Justin Bieber is handsome, he is tall. He has white skin, he has blonde hair. he has oval face and beautiful brown eyes. he also has sweet smile.

Justin Bieber wears white t-shirt and he using necklace.

pen : 20
 ink : 10
 voo : 15
 gram : 10
 total : 55
 69

Appendix XV

Documentation



Picture I : The Researcher conducted the research in control class



Picture II : The students did the task of descriptive text

Appendix XVI

Research Approval

LEMBAGA PENDIDIKAN MA'ARIF NU
MTs. NU 05 SUNAN KATONG KALIWUNGU
STATUS AKREDITASI A TAHUN 2016
NSM : 121 23 32 40 019 / NPSN : 20364503
Alamat : Jalan Raya 145 Kaliwungu Kendal 51372 Telp. (0294) 363126

SURAT KETERANGAN
No : Ts.36/43/SKR/012.2/VIII/2019

Yang bertanda tangan dibawah ini :

Nama : H. EDY KUSTIYONO, S.Pd.
Jabatan : Kepala MTs. NU 05 Sunan Katong Kaliwungu
Alamat Kantor : Jl. Raya 145 Kaliwungu Kendal

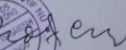
Menerangkan dengan sesungguhnya bahwa :


Nama : Nur M. Djauhan Fastaghfirullah
NIM : 1403046072
Semester : X
Fakultas/Jurusan : FITK / PBI
Judul Skripsi : TEACHING WRITING OF DESCRIPTIVE TEXT BY USING COMIC STRIP (AN EXPERIMENTAL STUDY ON EIGHTH GRADE STUDENTS OF MTs. NU 05 SUNAN KATONG KALIWUNGU KENDAL IN ACADEMIC YEAR 2019/2020)

Bahwa mahasiswa tersebut dia atas telah melaksanakan penelitian/riset di MTs. NU 05 Sunan Katong Kaliwungu pada tanggal 22 Juli sampai tanggal 1 Agustus 2019.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.


Kaliwungu, 1 Agustus 2019

Kepala Madrasah

H. EDY KUSTIYONO, S.Pd.



Appendix XVII

The Data Statistic



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aj Semarang, 50815 Telp. 024-7506786 Fax. 024-7510177 email : baikutem@yahoou.com

PENELITI : NUR M. DJAUHAN FASTAGHIFIRULLAH
NIM : 1403046072
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : TEACHING WRITING OF DESCRIPTIVE TEXT BY USING COMIC STRIP (AN EXPERIMENTAL STUDY AT THE EIGHT GRADE OF MTs NU 05 SUNAN KATONG IN THE ACADEMIC YEAR OF 2019/2020).

HIPOTESIS:

- a. Hipotesis Uji Homogenitas Data Tahap Awal
 - $H_0: \sigma_1^2 = \sigma_2^2$
 - $H_1: \sigma_1^2 \neq \sigma_2^2$
- b. Hipotesis Uji Homogenitas Data Tahap Akhir
 - $H_0: \sigma_1^2 = \sigma_2^2$
 - $H_1: \sigma_1^2 \neq \sigma_2^2$
- c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal
 - $H_0: \mu_1 = \mu_2$
 - $H_1: \mu_1 \neq \mu_2$
- d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir
 - $H_0: \mu_1 = \mu_2$
 - $H_1: \mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Pretest Experiment		Posttest Experiment		Pretest Control		Posttest Control	
Mean	54,45161	Mean	65,3871	Mean	54,51613	Mean	55,64516
Standard Error	1,578647	Standard Error	1,542709	Standard Error	1,671951	Standard Error	1,455836
Median	56	Median	67	Median	54	Median	55
Mode	56	Mode	73	Mode	64	Mode	54
Standard Deviation Sample	8,789534	Standard Deviation Sample	8,589441	Standard Deviation Sample	9,309031	Standard Deviation Sample	8,105753
Variance	77,25591	Variance	73,77849	Variance	86,65806	Variance	65,70323
Sum	1688	Sum	2027	Sum	1690	Sum	1725
Count	31	Count	31	Count	31	Count	31



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. Hamka Km.01 Ngaliw Temonk Aj Semarang, 50815 Telp. 024-7608786 Fax. 024-7019177 email : baik@ismu Muhammadiyah.com

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Control	Experiment
Mean	54,51613	54,45161
Variance	86,65806	77,25591
Observations	31	31
df	30	30
F	1,121701	
P(F<=f) one-tail	0,377586	
F Critical one-tail	1,840872	

Keterangan:

Sig. = 0.377 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Experiment	Control
Mean	65,3871	55,64516
Variance	73,77849	65,70323
Observations	31	31
df	30	30
F	1,122905	
P(F<=f) one-tail	0,376481	
F Critical one-tail	1,840872	

Keterangan:

Sig. = 0.376 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.

Uji Perbedaan Rata-rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	54,45161	54,51613
Variance	77,25591	86,65806
Observations	31	31
Pooled Variance	81,95699	
Hypothesized Mean Difference	0	
df	60	
t Stat	-0,02806	
P(T<=t) one-tail	0,488855	
t Critical one-tail	1,670649	
P(T<=t) two-tail	0,97771	
t Critical two-tail	2,000298	



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. H. Harko Kim-Di Ngaliyan Tambak Ajri Semarang, 50815 Telp. 024-7608780 Fax. 024-7619177 email : baikatim@yahoo.com

Keterangan:

Sig. = 0.977 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Uji Perbedaan Rata-rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	65,3871	55,64516
Variance	73,77849	65,70323
Observations	31	31
Pooled Variance	69,74086	
Hypothesized Mean Difference	0	
df	60	
t Stat	4,592693	
P(T<=t) one-tail	1,15E-05	
t Critical one-tail	1,670649	
P(T<=t) two-tail	2,29E-05	
t Critical two-tail	2,00298	

Keterangan:

Sig. = 2,29E-05 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Semarang, 26 Maret 2020

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

CURRICULUM VITAE

A. Identities

Name : Nur M. Djauhan Fastaghfirullah
Birth : Kendal, 25th of May 1995
Address : Kel. Trompo, RT 05 RW 02, Kec. Kendal
Kabupaten Kendal
Phone : 0895 1293 5696
Email : joehant25@gmail.com

B. History of Education

1. TK Pertiwi (1999-2000)
2. SD N 2 Pegulon (2000-2006)
3. SMP 1 Kendal (2006-2010)
4. SMK Penerbangan Semarang (2010-2013)
5. UIN Walisongo Semarang (2014-.....)

Kendal, 2020

The Writer,

Nur M. Djauhan Fastaghfirullah