



**IMPROVING THE STUDENTS' WRITING SKILLS OF NARRATIVE TEXT
THROUGH TEXTLESS COMIC AT SMK TRITECH INFORMATIKA MEDAN**

(A Classroom Action Research at SMK Tritech Informatika Medan)

A THESIS

*Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic University North
Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan.*

By

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

2019



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Assalamu'alaikum Wr. Wb.

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul di atas benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang membuat pernyataan

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ABSTRACT

IMPROVING THE STUDENTS' WRITING SKILLS OF NARRATIVE TEXT THROUGH TEXTLESS COMIC AT SMK TRITECH INFORMATIKA MEDAN

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Keywords: Writing Narrative Text, Textless Comic Classroom Action Research,.

This research was aimed to find out the usability of textless comic to improve the students skill in writing narrative text. This research was conducted by using Classroom Action Research (CAR). The method of this research was conducted by using quanlitative data and quantitative data. The subject of this research was tenth grade of SMK Tritech Informatika Medan in academic year 2018/2019 which consisted of 30 students. The objective of this research to describe the implementation of textless comic to improve students writing skill of tenth grade students of SMK Tritech Informatika Medan. This research was conducted in two cycles which each consists' of planning, action, observation, and reflection. The result of this research showed that there was increasing of students in writing. The mean of pre-test was 48,06. The mean of post-test 1 was 62,86. the mean of post-test 2 was 75,1. It indicated that the scores and the mean in second cycle were better than the first cycle. In other words, the students' are more interest and motivate in writing narrative text during teaching and learning process. The students could make narrative text organizely. Using textless comic, the students were eager to study English. By using textless comic the students could compose narrative text systematically.

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The undergraduate thesis with entitled “**Improving The Students’ Writing Skills of Narrative Text Through Textless Comic at SMK Tritech Medan**”, completed to obtain the sarjana degree at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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Medan, 09 Oktober 2019

The Researcher

Mutia Olivia Indriastuti

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CHAPTER I

INTRODUCTION

A. The Background of Study

Language is a crucial tool in communicating language. It means that the speaker's spoken language once communicating to indicate self-identity, through our language may also show our purpose of view, our understanding of things, the origin of the nation and state, our education, even our nature. English is the only mandatory foreign language subject taught in Indonesia. The prominent position of Bahasa Indonesia against the vernacular languages has been proved since the beginning of the selection of a national language. Based on the census and survey conducted in 1980, 1990, 2000.¹

English is taught in Junior High School from the first year to the third year, and one of its goals is to develop oral and written communication competence in the four language skills namely listening, writing, reading, and speaking. The four basic competences especially in writing have the benefit of training the students to show their ideas to other people logically. The level of difficulty is more significant in writing skills, compared to the other three skills; listening, speaking, and reading, because it encompasses problem-solving and deploying strategies to achieve a communicative goal.²

Harmer stated writing can help the learners to express themselves. Writing needs centered on information and thinking. To write, students should have one

¹ Rini, Julia Eka, *English in Indonesia: Its position among other languages in Indonesia*. Petra Christian University.

²Fithriani,Rahma. *Writing Skill in Indonesia Academic Setting*. State Islamic University of North Sumatra

thing specific in written kind. Therefore, students should get and gift the facts of content, generalizations, and concepts) after they write short essay sorts.

According to Wulan Rahmatunisa on her research, the students in Indonesia, get difficulties in writing classified by three categories, there are:³ linguistics problems, cognitive problems, and psychological problems. In reality, the students in Indonesia, had a problem with their writing skill and difficulties to get and organize their concepts within the written form. The problem may be caused by some aspects: The idea becomes a barrier when a writer cannot find it. The problems can be identified by these several indicators, related with their writing skills such as The idea itself is life in writing so that the absence of ideas can be a classic reason for someone not to write. The next obstacle students might encounter is the difficulty of putting it in words. Not mastering the topic to be written is also an obstacle for students in writing.

Considering the issues, this problem also exists in this school. The psychological problems which included laziness, egoism, bad mood, and difficulties to start writing are also faced by the students' of SMKS Tritech Informatika Medan. Therefore, the researcher is fascinated by doing her analysis here and conclude that they felt bored throughout the learning method in writing. The researcher tries to introduce a brand new media to show English in that school, particularly in writing. So, teaching and learning method would be a lot of varied.

³ Rahmatunisa, Wulan, *Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay*. Department of English Education, University of Kuningan, Indonesia

Based on those reasons, the researcher desires to solve the problems with a media. The problem will solve by using text less comic. Hillman states “Textless comic is pure comic or picture series that contains very minimal text”. Comics are unique media by combining text and images in a creative form.⁴ Teachers can use comics in an effort to arouse reading interest, develop vocabulary and skills. Comics that in their daily use of language and equipped with interesting images make it easy for students to understand the material being studied.

From the description above textless comic is often utilized by the teacher as stimulating learning various, specifically by creating the topic matter into an image story. To learn well, active learning with lots of reading helps improve students' ability to grasp the topic matter. In active learning the most necessary factor for students is resolution their own problems, finding examples, attempting skills and performing tasks that depend on the knowledge students need to improve learning activities so learning objectives will be achieved. This research also discusses about the advantages and disadvantages for the use of textless comic as a learning media.

Based on the background above, the researcher is inquisitive about creating an attempt to know whether the utilization of textless comic will improve students' writing ability and conduct the research “Improving Students' Writing Skill through Textless Comic (A Classroom Action Research tenth Grade Students of SMK Tritech Informatika Medan in the Academic Year of 2019/2020”

B. The Identification of Study

⁴ Hillman, J, (1995), *Discovering children's literature*. (Englewood Cliffs, NJ: Prentice) Hall.

Based on the background of study, The Researcher identifies the following problem in improving students' skill in writing narrative text through textless comic, they are:

1. The students get difficulties to organize their concepts within the written form.
2. Students might encounter the difficulty of putting it in words.
3. The students do not mastering the topic to be written is also an obstacle for students in writing.

C. The Formulation of Study

The formulation of the problem is formulated as follow:

1. Can textless comic improve the student's writing skills of narrative text at SMK Tritech Informatika Medan in the academic year of 2019/2020?

D. The Objective of Research

The objectives of the research are:

1. To describe the improvement of the students skill in writing narrative text of the tenth grade students of SMK Tritech Informatika Medan

E. The Significance of Study

1. Theoretical significance
 - a. To provide new knowledge in teaching foreign language, like English, particularly on writing narrative text by using textless comic as a teaching media.
 - b. To become a reference for next researchers whether or not with the similar or completely different approach.
2. Practical Significance

- a. To the English teachers, the output of the study can facilitate them to seek simpler ways on a way to improve their teaching competencies and teaching designs (especially in teaching narrative text). Identifies students' necessities and issues and provides solutions.
- b. To the students, the results of the study are useful significantly students of the tenth grade in SMK Tritech Informatika as changing into freshmen. To facilitate in organizing their ideas or information integrated in writing narrative text.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

This chapter is presented in order to give some clearer concept being applied in this study that is improving students skill in writing narrative text through textless

comic. To support the ideas of this research, some theories and some information will be included to help the writer design this research.

1. Writing as a Language Skill

1.1 Writing Definition

Besides knowledge of the language, the learners need skills of writing. Writing has more than one kind of skills.⁵ Hammer states that writing is a process of sharing information, message, or ideas in grammatically correct sentences. The data, ideas, and message are wrapped within the style of the text, that conventionally in agreement by the language user community concerning some criteria with them. They are: (1) Purpose, (2) Rhetorical structure, (3) Linguistic realization or grammatical structures. So as that, like ideas, data, or message is transferred effectively, the researcher ought to remember of the context of situation and also the context of culture.

Harmer mentioned that writing involves planning what we are going to write. Writing is an activity that takes time and cannot be treated as a one-step affair⁶. Learning to write covers six content areas, they are: (1) spelling, (2) punctuation, (3) usage (including grammar), (4) sentence structure, and (6) organization.⁷ They additionally recognize that readers expect far more than simply correct grammar; they expect fascinating, clearly written, and well organized content. The essential rule of writing says that you just must give some

⁵Santoso, Didik, 2019, *Developing Writing Materials for Learners of English Education Department Based on Accelerated Learning Approach*. Pertanika Journal of Social Science and Humanities.

⁶ Harmer, Jeremy, 2004, *How to Teach Writing*, (New York: Longman).

⁷ Fithriani, R. & Suhendi, A. (2015). *Learning to Write for Beginners*. Yogyakarta: Naila Pustaka

thought to what you're going to write before you write and re-evaluate your writing some times before sending it out or publishing it. This can be as a result of the act of writing is a difficult task that involves several thought processes all occurring directly. So as to provide writing more with efficiency, these processes are countermined into stages.

In the holy Al-Qur'an writing is also important skill should be learned. (By the pen) The apparent meaning is that this refers to the actual pen that is used to write. This is like Allah's saying,

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ - الَّذِي عَلَّمَ بِالْقَلَمِ - عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

(Read! And your Lord is the Most Generous. Who has taught by the pen. He has taught man that which he knew not.) (96:3-5) Therefore, this statement is Allah's swearing and alerting His creatures to what He has favored them with by teaching them the skill of writing, through which knowledge is attained. Thus, Allah continues by saying,

وَمَا يَسْطُرُونَ

(And by what they Yastur.)Ibn `Abbas, Mujahid and Qatadah all said that this means, "What they write." As-Suddi said, "The angels and the deeds of the servants they record." Others said, "Rather, what is meant here is the pen which Allah caused to write the decree when He wrote the decrees of all creation, and this took place fifty-thousand years before He created the heavens and the earth." For this, they present Hadiths that have been reported about the Pen. IbnAbiHatim recorded from Al-Walid bin `Ubadah bin As-Samit that he said, "My father called

for me when he was dying and he said to me: `Verily, I heard the Messenger of Allah say,

إِنَّ أَوَّلَ مَا خَلَقَ اللَّهُ الْقَلَمَ فَقَالَ لَهُ: اكْتُبْ، قَالَ: يَا رَبِّ وَمَا أَكْتُبُ؟ قَالَ: اكْتُبِ الْقَدَرَ وَمَا هُوَ كَائِنٌ إِلَى الْأَبَدِ

(Verily, the first of what Allah created was the Pen, and He said to it: "Write." The Pen said: "O my Lord, what shall I write" He said: "Write the decree and whatever will throughout eternity.")⁸

From the description above, every writer follows his or her own writing method. Usually the method is a routine that comes naturally and is not in small stages guide to that writers refer. Being attentive to your own writing process is particularly useful once you find yourself scuffling with a very tough piece.

1.2 Criteria of Effective Writing

According to Dr. Stephen Wilbers there are five elements of creative writing, they are:

1. Central Idea

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

Checkpoints:

- a. Purpose or central idea is sufficiently limited for meaningful discussion.
- b. Central idea is clearly stated, normally in the opening.

⁸ Hadith Imam Ahmad

- c. All subordinate ideas relate clearly to the central idea.

2. Organization

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

Checkpoints:

- a. Introduction orients the reader to the central idea and the line of reasoning.
- b. Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- c. Transitions are clear and helpful.
- d. Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

3. Supporting Material

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

Checkpoints:

- a. Examples are relevant, specific, detailed, sufficient, and persuasive.
- b. Quotations support the argument.

4. Expression, Word Choice, and Point of a view

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

Checkpoints:

- a. Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon.
- b. Sentences are free of wordiness and ambiguity.

5. Spelling, Grammar and Punctuation

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

Checkpoints:

- a. Spelling, including technical terms and proper names, is correct.
- b. Correct words are used to convey the intended meaning.
- c. Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- d. Punctuation, particularly comma placement, reflects standard usage.
- e. Copy is free of mechanical errors and mistakes in proofreading.

1.2 Writing Instruction in Indonesian EFL Context

Indonesia Curriculum in 2013 a form of integrated work between reconstruction of passing grade competence, suitability and adequacy,

expansion, advancement of the materials, learning revolution and evaluation reform. For English Subject, Hermawati Syarif explained materials learned are stressed on language competence as a means for communicating ideas and knowledge, learned are trained to read and comprehend the text presented, summarize, and present it with their own words.

On this curriculum, learners are also introduced the suitable rules of texts to avoid confusion in the process of arranging text (based on situation, condition: who, what and where). Beside that, learners are made used to expressing themselves and their knowledge using spontaneous good language.

Focusing to the School Level Curriculum itself, the government had introduced what is called Genre-Based Approach where the types of text (genres) developed into transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greetings, etc.), monologues and essays of certain genres.

In addition, curriculum of teaching writing will be another important factor to consider as well as research and practice in teaching writing. Based on comparison to many theoretical concepts from various researchers, it shows that most of Indonesian students still struggle to figure out their problems of grammatical area.

1.3 Narrative Text as a genre in EFL Writing

Etymologically, the word 'genre' is derived from the French language meaning 'form' or 'type'. Then, originally, the word 'genre' which is also used in Biology science means 'genus' referring to the classification of flora and fauna. This means that the early concept of genre is to classify the species into a certain class due to its typical similar characteristics.⁹

It seems that genre and genre approach in writing is relatively new in teaching and learning English. Genre in writing is a part of genre in language use. Genre covers three main aspects namely writing style, readers, and goal (goal oriented).

Narrative text, is one of the genres taught for the eighth and ninth grade students at Junior High School and at tenth grade students of Senior High School.

2. Narrative Text

A narrative text is a text which tells a story.¹⁰ Narrative text is an imagination or a complicated event which directs to a crisis that finds a solution at last. According to Bach and Browning, narrative is a continuous account of an event or a series of events. Based on that explanation, it is stated that the point of narrative text is its series of events. The purpose of narrative texts is to entertain and to inform the reader or listener. The social function of narrative genre is to tell

⁹Dirgeyasa, Wy. I, 2015, What and How to Assess a Genre-Based Writing. Proceeding of *4th International Conference on Language Education*, 2015, State University of Makassar South Sulawesi Indonesia.

¹⁰Anderson, A. and Anderson, K, 1997, *Text Types In English 2*, (South Yara: MacMillan Education Australia PTY LTD).

a story. The story is commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called a crisis or climax in the story. The story then stages a solution to the problem in the climax. A narrative ends with a solution, either with a happy or sad ending. Society is dynamic in the sense that the society is faced to evolution where things happen and the happenings become the causes to the next events and so forth. The events attract attentions of human beings as members of the society. As a way of preserving the events, human beings record them either in oral or written mode and stage them in stories called narratives.

The narratives are passed on from persons to other persons, from one generation to other generations and from one time to another. Consequently, there have been, are and will be stories or narratives in the society. As the stories form in the society, they reflect socio-cultural heritages. The value of narratives is that they indicate views, attitudes or aspirations of the society. In this way, narrative is regarded as the preservation of culture. Thus, they prevail, remain and maintained in the society.

According to Anderson, there are five steps for constructing a narrative text, like the following:

1. Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
2. Complication: sets off a chain of events that influences what will happen in the story.

3. Sequence of events: where the characters react to the complication.
4. Resolution: in which the characters finally sort out the complication.
5. Coda: provides a comment or moral based on what has been learned from the story (optional).

The example of narrative text:

A Hungry Crocodile

Orientation

One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

Complication

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the

tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the

way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?"

And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck".

The crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo."

The crocodile laughed at the buffalo.

Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you."

The buffalo said, "I'm not telling a lie. I can prove it."

Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?"

Crocodile said, "Okay, it is easy, but after that I will eat the buffalo."

Kancil said, "Okay, deal."

Resolution

The buffalo laid the big branch at the former position, upon the crocodile's neck.

After that suddenly kancil said, "Lets run buffalo, lets run!"

The buffalo and kancil run as fast as possible and the crocodile had realized

that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

Taken from: <https://gudangpelajaran.com/contoh-narrative-text/>

3. Teaching and Learning Media in Indonesian EFL Writing Instruction

In Indonesia, English is taught from Elementary to University level. There are four basic language skills: writing, speaking, listening, and reading. In this case, writing becomes one of the most important aspects of the language skills because the students are helped to expand the other language skills through the teaching of writing skill by the teacher.¹¹

Unlike the previous curriculum, the latest curriculum which is Curriculum 2013 has shown its existence even though there are so many schools which still use the School Level Curriculum. In Curriculum 2013, grammar is not emphasized too much but tends to be more focused on the spontaneity of communication in the classroom. In short, the students are required to be accustomed to using language spontaneously.¹² In addition to this curriculum, the students have to be active in participating in the classroom activities while the teacher should act as a facilitator who is given discretion to involve cultural environment related to any field such as culture, sport, etc. to the school syllabus.

At the present time, the teacher is encouraged to use various models of teaching writing methods to enable the students to improve their writing skill. In this case, the teacher must be active to develop his writing materials and how to

¹¹Dantes, et al, 2013, *The Investigation of the Teaching of Writing at the Tenth Grade of Senior High School SMAN 1 Aikmel in East Lombok*, E-Journal of Graduate Program of Pendidikan Ganesha University, 1.

¹² Kemendikbud, 2014, *Paparan Menteri Pendidikan dan Kebudayaan RI*. In Press Workshop: Implementasi Kurikulum 2013, Jakarta: Kemendikbud.

deliver them to the students. The teacher should understand that writing includes the activities of practicing, having guidance and also feedback from the teacher. What happens in the world of teaching writing is that the teacher asks the students to complete the writing in one meeting.

That reason can be another factor that influences the result of the students' writing because the students have to finish their task in a short period of time. Moreover, the same case happens in midterm and final tests where the students sit in the classrooms to do these tests since they are sort of formal examinations held by the faculty . In this research, the researcher used textless comic as learning media. The importance of media in the classroom engages students in learning and provides a richer experience. This access to period data permits teachers to guide discussions and assign projects concerning current events, that are considerably less tedious than having students find and bring current newspapers to class. Recent reports indicate the majority of students view media as exciting learning aids, creating learning entertaining and fewer monotonous.

4. Textless Comic as Media

4.1 Textless Comic

a. Comic and Textless Comic

The educational potential of comics is an issue worth researching. From the early 40's many educators in USA such as W. W. D. Sones and others conducted a series of studies on using comic books in education, providing data for its usefulness. Comics-supported curriculum appeared, while the

Journal of Educational Sociology devoted the 1944's Volume 18, Issue 4 to the topic.

On the other hand other educational scientists regarded comics harmful for literacy and eventually the impetus of pro-comics educators stopped. In the 1970's teachers dared to use comic books again such as R. W. Campbell, R. Schoof, B. Brocka. The milestone was set in 1992, when Art Spiegelman's comic book "Maus" about Holocaust experience won a Pulitzer Prize, proving that comics can be artistically mature and literate work. Many educators discussed its educational added value eg, English professor R. Versaci, Physics professor J. Kakalios, N. Williams of the American Language Institute of New York University. Today, educators at all levels are designing new ways of teaching through comics. Keogh and Naylor use concept Cartoons to extend the range of pedagogical strategies, presenting a set of alternative ideas about a scientific concept in visual form. They use cartoons in the classroom to support teaching and learning by generating discussion, stimulating investigation and promoting learner involvement and motivation.¹³

Scott McCloud stated comic is a book (often shortened to simply comics and sometimes called comic paper or comic magazine) is a magazine or book of narrative artwork and (virtually always) dialog and descriptive prose. Comics are a medium used to specific ideas by pictures, usually combined with text or alternative visual information. Comics frequently takes the shape of close sequences of panels of pictures. Usually matter devices such as speech

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balloons, captions, and rhetorical device indicate dialogue, narration, sound effects, or other information.

Common forms of comics include comic strips, editorial and gag cartoons, and comic books. Panels are individual images containing a segment of action¹⁴, often surrounded by a border.¹⁵ The reader puts the pieces together via the process of closure by using background knowledge and an understanding of panel relations to combine panels mentally into events.¹⁶

Based on Derrick, there are some ways in using comics in writing. Those are¹⁷:

- a. Understanding visual symbols.
- b. Reading order in Comics.
- c. Comic jigsaw.
- d. Fill in the text.
- e. Putting panels in order.

The textless comic is “pure” comic or picture series that contains very minimal text. Textless comic can build student imagination and improve their writing skill. Most children and young, love comic because of its visual, attractive, humorous, and overall appeal. Comic is a popular reading for children.

It is very popular because comic has interesting story and full of colors. From this

¹⁴ Lee, Stan (1978), *How to Draw Comics the Marvel Way*, (Simon & Schuster). ISBN 978-0-671-53077-8.

¹⁵ Eisner, Will (1985), *Comics and Sequential Art*, (Poorhouse Press), ISBN 978-0-9614728-0-1.

¹⁶ Duncan, Randy; Smith, Matthew J (2009), *The Power of Comics*, (Continuum International Publishing Group), ISBN 978-0-8264-2936-0.

¹⁷ Derrick Justine, 2008, *Using Comics with ESL/EFL Students*, Retrieved February 20,2019 from <http://iteslj.org/Techniques/Derrick-UsingComics.html>

statement the researcher applies the method of textless comic media in her classroom action research.

b. Teaching Procedure of Textless Comic Learning

Procedure of textless comic are planning, drafting, revising, and editing, according to Richards and Renandya.

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Planning also brings the students away to have many ideas to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as clustering, brainstorming and etc.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. They must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

c. Revising

The students review and re-examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of

checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, and accuracy of supportive textual material.

c. Roles of Textless Comic

According to Hillman textless comic have some roles in the class, they are:

- a. Comics can motivate students and make them want to pay attention and take apart.
- b. Comics contribute to the context in which the language is being used. They bring the words into the classroom.
- c. Comics can be described in objectives way or interpreted, or responded to subjectively.
- d. Comics can cue response to questions or substitution through controlled practice.
- e. Comics can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling.

From the points above it can be concluded that a teacher could use the potential of comic in motivating the students. The most role of comic book in

teaching is its strength in motivating the students' interest. It is better to mix the utilization of comic with a specific methodology of teaching. Therefore, the use of comic as a medium of teaching is more practical. An educator should facilitate the students to search out a good and enjoyable comic which is acceptable to the way the students assume and the students' age. additionally, a teacher should facilitate them get broader information and knowledge from the comic.

B. Related Studies

In this thesis, the research takes three previous studies that described about using comic as media of learning

1. Conducted by FerriPrastya Kristi (2011) entitled "The Implementation of Comic Strips as Media in Teaching Writing Narrative Text for the Tenth Grade of Senior High School". It was descriptive qualitative research. In her research, she focused on the implementation and students' composition after implementing the comic strips as a media in teaching narrative. The implementation of comic strips through Process-Genre based Approach can improve the students' ability in writing a narrative text, particularly in aiding the students to generate and organize ideas and select more appropriate grammar, vocabulary, and punctuation. The procedures of conducting the present study to improve the writing ability were generally divided into some tasks (taken from the result cycle II). In the training of writing process, the students worked in three ways, collaborative writing in group, in pair, and individual writing. All of the students of XII-language program can achieve the minimum passing criterion, 70.

Furthermore, the student's attitude towards writing activities had improved.

2. Conducted by Fika Megawati (July, 2011) entitled "Comic Strips: A Study on the Teaching on Writing Narrative Text to Indonesian Efl Students". This action research focused on the investigation of the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil. This research is aimed the use of comics strips for composing narrative texts through writing process in this study showed that the students' writing ability improved during the cycles conducted. Besides, the main scores of each aspects writing; content, organization, grammar, vocabulary, and mechanics also improved. All of the students of XII-language program can achieve the minimum passing, 70. Furthermore, the student's attitude towards writing activities had improved

From the two previous researchers above, have a similarity about some variable especially writing ability. The two previous above have differences in the research design. The first thesis uses descriptive qualitative design, but a second thesis use classroom action research. In this researcher takes the classroom action research and will focus on writing ability, and the subject of the research will be tenth grade students of SMK TritechInformatika Medan in this research.

C. Conceptual Framework

Writing is considered as the language skill which is least to be acquired. In way of life the requirement for longer, formal written -work appears to have lessened over the years, and this can be reflected in several classrooms -where

writing activities are perhaps less often found than those for the three other skills. Despite this, there may still be a number of good reasons why it is useful to students of English as a foreign language.

The biggest challenge is derived from the difference in cultural backgrounds between the students' mother tongue and English, so it is possible to know the production of their writing does not 'sound' well in an appropriate culture of English. Several problems also occur when the teachers have big classes to teach and the result of teaching writing to the students may be defeated. In this case, time also being a big challenge for the teachers to have the students' writing improves because to accomplish a good composition in English, it needs complex steps such as brainstorming, prewriting, drafting, and editing. However, new techniques in teaching writing are needed to develop the students' writing outcomes.

This research was aimed to improve students writing skill through textless comic as a new technique in teaching writing. The students can be helped to improve their writing skill and the teacher can be more active to teach writing to the student

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study applied the Classroom Action Research method. There are definitions of action research proposed by experts. Peter Reason & Hilary Bradbury define action research as a participatory, democratic process concerned with developing practical knowledge in the pursuit of worthwhile human purpose. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing

concern to people, and more generally the flourishing of individual persons and their communities.

Burns suggests the characteristics of action research¹⁸:

- a. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researcher.
- d. Changes in practice are based on the collection of information or data which provides the impetus for changes. While Kemmis and McTaggart in Nunan argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things.¹⁹

From the above definitions, it can be summarized that action research could be a systematic research done by teachers, researchers, principals, school counselors, administrator or other academic professionals to resolve problems in that arise in class as well as a tool for in-service training, where teachers use skills and new methods and sharpen their analytical abilities. Furthermore, as a tool for

¹⁸Burns, A, 1999, *Collaborative Action Research for English Language*. (London: Cambridge University Press).

¹⁹Kemmis, S. and R. McTaggart (eds.), 1982, *The Action Research Planner*, (First Edition. Geelong, Victoria: Deakin University Press)

creating innovative learning, as a tool to improve communication between teachers and researchers, and as a tool that provides alternatives to problems that happens in class in order to urge better improvement. The researcher aims to overcome the students' problem in improving their writing ability.

B. The Subject of Research

The subject of this research is the students of tenth grade of SMKS Tritech Informatika Medan in X AK I. There is 30 students consist of 21 male and 9 female. The researcher was selected X AK I, because in syllabus of tenth grade students they are learning narrative text. The researcher implemented textless comic as a teaching media to improve students' writing ability, especially in writing narrative text.

C. The Location and Time of Research

1. Place

This research was conducted in SMKS Tritech Informatika Medan. It is located on Jl. Bhayangkara No.484, Indra Kasih, Medan Tembung, Kota Medan, Sumatera Utara.

2. Time

This research implemented to improve students' writing skill using textless comic. The researcher implemented the teaching and learning activity

using textless comic in two cycles to teach writing focus on narrative text. The research was done from 7 august until 24 august 2019.

D. The Procedure of Research

This research follows the steps of action research designed by Kemmis and McTaggart in Burns there are Planning, Action, Observing, and Reflecting. The steps of the research are represented based on the following chart:

The researcher used classroom action research approach taken from Hopkins .

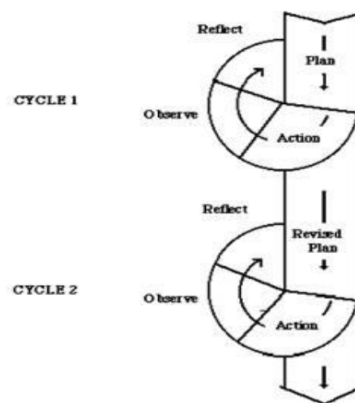


Figure 1: Classroom Action Research Concept by Kemnis in Hopkins (1993)

The researcher carries out an action research with the following steps:

a. Cycle I

1. Planning

In this step, the researcher made new technique in improving students writing skill. It was the used of textless comic as a learning media. The following activities in this action were: 1) The action was based on the lesson plan apply in the class. Therefore, the researcher were designed the lesson plans including specific instructional objectives, the instructional materials and media, procedure

of textless comic, the writing test and procedure of assessment. 2) Preparing textless comic for students and exercise in each session to improve the students' writing skill in narrative text. 3) prepared post-test material that should be given in each cycle. 4) Preparing questionnaire for the students.

2. Action

This step was the implementation of the used of textless comic as teaching and learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the use of textless comic in the class can promote students writing skill. To obtain the purpose, the teacher had to create the classroom atmosphere as well as possible. In this case, the teachers took roles as a controller of the students' activities and also provide helps when they get difficulties in doing the tasks.

The researcher conducted the research in two cycle and each cycle consist of 4 steps thy were: planning, acting, observing, and reflecting. The planning stage done by doing those activities, as follow: 1) The action was based on the lesson plan apply in the class. Therefore, the researcher were designed the lesson plans including specific instructional objectives, the instructional materials and media, procedure of textless comic, the writing test and procedure of assessment. 2) Preparing textless comic for students and exercise in each session to improve the students' writing skill in narrative text. 3) prepared post-test material that should be given in each cycle. 4) Preparing questionnaire for the students.

The second stage was action, in this step the students was taught how to write narrative text by using textless comic. The activities in this stage, they were:

opening activity, core activity, and closing activity. In the opening activity the researcher had done some activities, as follow: 1). Teacher greet the students and check attendance list. 2) Teacher stimulated the students about past tense and narrative text . 3) Teacher motivates the students to learn. 4) Teacher explains the objective of learning narrative text.

In the core activity, that was teaching learning process, the steps were: 1) The teacher taught the students and introduced the textless comic regarding with the material had been prepare with the teacher by using textless comic. 2) the teacher explained what happen on the picture of textless comic. 3) The teacher let the students practice their writing skill of writing narrative text by giving them a textless comic about ‘panggilan jiwa’.

In the closing activity, the activities done by the researcher were : 1) The students and teachers provided feedback on the process and learning outcomes, and the teacher and students together conclude the subject matter that has been learned. (2) the teacher give closing greetings

3. Observing

The teacher is actively involved in this step. The teacher is not only the participant in the class but also as the observer. The researcher observes the student participant in the class. The students writing skill improvement was observed directly by the researcher through observing their active participation in discussion, doing exercise, and test result.

4. Reflecting

After carrying out the teaching and learning activities that has been teach writing used textless comic, the researcher recite the occurrences in the classroom as the effect of the action. Then evaluate the process and the result of the implementation of textless comic in the class. The evaluation benefits to decide what the researcher should do in the next cycle. This step is analyzing the whole action that has been done. Based on the data that has been collected, teacher as collaborator and researcher discuss and make evaluation to determine the next cycle.

b. Cycle II

In the second cycle, it contains the revision that needed to be done after getting the conclusion in the first cycle. The second cycle has same steps like the first cycle; there are planning, action, observation and reflecting. The purpose of this cycle is to improve the data in the first cycle.

E. Technique of Collecting Data

According to Hopkins there are some technique to collect the data such as observation, interview, and test. In this classroom action research, the researcher collected data by using some technique of collecting data included; observation, interview, and test. In detail technique of collecting data was as follows:

1. Observation

According to Ridwan, observation is a data collection techniques²⁰, researchers conducted observations directly to the object of research for a close look at the activities carried out. The researcher would be an observation dealing

²⁰Ridwan. (2004), *BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitiPemula*, (Bandung : Alfabeta)

with the real situation of teaching and learning process. The purpose of the researcher does an observation because will be used to answer the problem statement of number 2 and for the reflection. The collaborators of researcher in this research are English teacher.

2. Interview

Wallace stated that interview is a way to investigate people's views, attitudes, and experiences in depth by asking questions orally²¹. Interviews involve researcher orally asking questions for individuals to answer orally. The researcher interview English teacher to obtain information which is related to subject matter of this research.

3. Test

According to Sudjana a test means some question to students to be answered. The test is used to compare the students' speaking achievements before conducting the research (pre-test) and after conducting the research (post-test). The form of the test can be grouped into three forms, namely: oral, written, and behavior form. In this research, the researcher conducts an oral test.

4. Researcher's Note

Researcher's note refer to qualitative notes recorded by researchers in classroom, during or after teaching process. The notes are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. Researcher's note allow the researcher to access the subject and record what they observe in an unobtrusive manner.

²¹ Wallace, Michael J.1998, *Action Research for Language Teacher*, (Singapore: Cambridge University Press)

F. Technique of Analyzing Data

In process analyzing the data, the researcher categorizes the data into two kinds of data are qualitative data and quantitative data.

1. Qualitative Data

Qualitative data is to analyze the data of observation and interview.

According to Miles and Huberman, there are three steps of analyzing data:

a. Data reducing

The data reduce by summarizing, choosing and focusing on the main data. There are many data which have been collected during the research. Besides that the researcher needs to reduce the data for analyzing the data. It makes easier for the researcher to find the data that she needs.

The data that was needed by the researcher, was collect after the research done. The researcher reduce syllabus and English score in tenth grade of SMKS Tritech Informatika Medan.

b. Data display

After reducing the data, the next step is displaying the data. Displaying the data helps the researcher to understand what is happening and to do some things further analysis on that understanding. The first, the researcher take syllabus that relates to speaking skill, and the second, the researcher take the data in English score just in writing skill.

c. Conclusion/verification

The last step of analysis that drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition.

After the process of data qualitative analysis was finished, the researcher ensure the trustworthiness at the data analysis by using peer de brief, member check, and interrater reliability. In peer debriefing, also called analytic triangulation, is the process whereby a researcher calls upon a disinterested peer a peer who is not involved in the research project to aid in probing the researcher's thinking around all or parts of the research process. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The analyzing of qualitative data was checked by the lecturer who expert in analyzing qualitative data. The process of peer debrief the researcher consulted to the lecturer.

The second is member check. the researcher was re-check the data that already got from the students or the English teacher as the collaborator, to help improve the accuracy, credibility, validity, and transferability (also known as applicability, internal validity, or fittingness) of this research.

The last is inter rater reliability. In inter rater reliability, the researcher need help from English teacher to checked the students work with the rubric assesment as the guideline in order to avoiding the gap of score among the students. The score must be objective.

2. Quantitative Data

In analyzing the quantitative data, the researcher used the mean's formula by M.Toha Anggoro²²:

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : The mean of the students

$\sum x$: The total score

N : The number of the students

The score will get from the two cycles will conduct in the research. Mean of score from first cycle will be compared with mean of second cycle. It is to know how far the progress of students in this research.

a. Evaluation Criteria

The way of scoring the students' writing skill is based on the scoring rubric adapted from O'Malley²³ which could be described:

The performance indicators of the improvement of the students' ability in writing narrative text are:

1. The students can achieve the passing grade of the writing test of 70
2. At least 85% of students in the class have passed the minimum mastery criteria of writing skill
3. The students' participation during teaching and learning process at least 75% of students in the class active in doing the class.

²² Toha Anggoro. *Metodologi Penelitian*. (Jakarta: Universitas Terbuka.2007)

²³O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*.Massachussets: Addison-WasleyPublishing Company, Inc.

Test item which is used here is students are asked to make narrative text based on the students' imagination, idea, and interpretation of the textless comic given.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and photograph. The quantitative data was taken from the mean of the students score in taking test. The research was conducted in SMK Tritech Informatika Medan from 7 august until

24 august 2019. The research was conducted in two cycles, first cycle consists of three meeting and second meeting consists of two meetings. The test were given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle. The last meetings of each cycle the researcher conducted post-test to know the improvement of the students' writing ability. For obvious explanation can be seen from:

1. Preliminary of Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was intended to know the students' writing narrative text, before they were using Textless Comic. In the preliminary study, the researcher used writing test to know result of the score students' writing narrative text before using textless comic. The total score of pre test was 1442 and the mean of students score 48,06.

The quantitative data above indicates that the students' writing narrative text was low. It can be seen from the mean score of the students was 48,06. To support quantitative data it can be seen from the qualitative data that is taken by using interview was done before conducting cycle I. It was shown from the result with English teacher as follow:

“In my opinion, student writing is still low. Could be seen from the responses of students who are not good and not conducive when I'm teaching them about the lesson”.

Interview's Transcript

Most of the group didn't know the meaning of the word in English and low in grammatical and they were cheating to their friends. Beacuse of that, the

atmosphere of the class is not conducive and chaos. There were some students did not do the task that the researcher given and playing games on their phone.

Field Notes 2, see appendix

In interview's transcript on August 10th 2019, the researcher found that the result of interview done before conducting cycle I, many students were not focused on the lesson could be seen from the response of the students, and not conducive in learning english subject.

The result of the data also could be seen on field notes 2, was done on August 10th 2019, most of the students can not mastery the meaning of the word in english. The researcher found that the students did not do the task.

Meanwhile the quatitative data was taken from pre-test. The improvement of the students' score can be seen by giving them the test in every cycle. The pre-test was conducted on Saturday, August 10th, 2019. The students was asked to write down the narrative text based on three types, there is legend, fable, and fairy tale.

Based on the result of pre-test, the data showed that the mean score of pre-test was 54,5 and the percentage of the students who passed the test was 10%. There were 3 students who derived the score above the Standard Minimum Score (KKM-Kriteria Ketuntasan Minimal) that was 75. Meanwhile, 27 students were under the standard minimum score. The lowest achievement gained 0 score. By the analysis of the result, it could be seen that almost of the students can not understand about narrative text.

Based on the data above it can be seen that the students score in writing narrative text was low. the researcher would like to continue to the first cycle. therefore, through textless comic, the students' expected to be able to improve the studens' skill in writing narrative text.

2. Reports of Cycle I

There were four steps in cycle I such as planning, acting, observing, and reflecting. This cycle was conducted in two meetings and the test was given in the end of learning process. The result from this phase divided in two also, that were qualitative data and quantitative data.

There are two kinds of collecting the data in this cycle, they are qualitative data and quatitative data. The quantitative data was analyzed from observation shhet and interview sheet. The qualitative data was taken from the mean of the students' score.

2.1 Qualitative Data

The finding of the implementation Textless Comic at SMK Tritech Informatika Medan will be discussed as follow:

a. The implementation of Textless Comic in Cycle I

The cycle I was conducted in two meetings. Every meeting had the same steps in implementing the textless comic. Before the researcher entering the core activity, the researcher did the opening activity first. Those activities were: 1).

Teacher greets the students and check attendance list. 2). Teacher asks the students whether they know about narrative text or not. 3). Teacher motivates the students to learn. 4). Teacher explains the objective of learning narrative text.

In implementing action, the researcher was as a teacher. The researcher did the teaching and learning process in textless comic. The activities in class consisted of three activity. They are pre activity, main activity, and post activity. The pre activity includes (1) opening the teaching and learning process, such as greeting, checking attendance, giving motivation and praying. Further, the researcher did apperception to the students or questions related to the material.

In the main activity, there were some activities had done by the researcher, they were: (1) the researcher explained about narrative text. It consists of generic structure, language feature, and social function of narrative text. (2) The next activity, the researcher asked the students some questions dealing what they did this morning. It was to stimulate them about simple past tense, one of the important features on narrative text. The researcher asked the question what did you do yesterday then the students answer in various answers. (3) The teacher was applied textless comic to improve their skill in writing narrative text, (5) The teacher ask the students to write narrative text in paper. (6) teacher gives an opportunity to the students' ask about misunderstanding of material.

The aim of the researcher to apply textless comic to the students, the students' to be expected can improve their writing skill in narrative text. There were three steps in implementing the core activity of the plan in every meeting.

1. The researcher Explain About the Material that Need to be Learn

The researcher explained about what the material that would be studied and they would use textless comic media. Textless comic was a media that help the students to generate idea. In teaching writing narrative text through textless comic each students were given a paper contained a series of picture which was told a story of a certain narrative text. There the students had to fill the blank dialog in the picture. The picture represented the scenes in the story.

After that, the researcher explained about narrative text. It consists of generic structure, language feature, and social function of narrative text. The next activity, the researcher asked the students some questions dealing what they did this morning. It was to stimulate them about simple past tense, one of the important features on narrative text. The researcher asked the question it canbe seen from the data below:

The Researcher	: what did you do yesterday?
Student I	: i am watching tv miss
Student II	: i study miss
Student III	: i swimming miss.

Field Notes 2, see Appendix

From their answer, it indicated they forgot about the simple past tense material. Then the teacher gave the explanation that example of the question and answers were form of simple past tense sentence. The teacher continued the lesson by explaining Simple Past Tense. The teacher explained the function and the pattern of Simple Past Tense. Besides, the teacher also explained the form of Verb2 which consist of regular and irregular verb.

2. Applying Textless Comic in Writing Class

Learning to write narrative text through textless comic made students easier to make a sentence or a story of narrative text. It can be seen from the result of the students' writing of narrative text before treatment in pre cycle was showed an improvement in Cycle I but still can not reached KKM. In the first cycle the researcher planned to introduce Textless Comic and implemented it to the students' in writing teaching and learning process.

There were some activities that the researcher had done, as follows: first, the researchers explained what is textless comic and it is procedure. Second, the researcher gave the students a paper of textless comic title "Panggilan Jiwa" and asked the students to make the story based on textless comic given. For the first cycle, so the researcher also explain them the picture of textless comic step by step. It was showed as follow:

- The Researcher : belajar membuat cerita pakai textless comic gampang tidak?
- Student I : lumayan gampang miss, karena sudah ada gambarnya jadi lebih mudah merangkai ceritanya.
- Student II : ya benar miss. Menurut saya kalau pakai textless Comic lebih terstruktur mau buat cerita apa miss.
- Student III : ya benar agak sedikit lebih mudah sih miss. Tapi Agak susah kalau gak tau mengartikan ke bahasa Inggrisnya miss.

Translation

- The researcher : it's difficult or not, learn to make a story using textless comic?
- Student I : pretty easy to me miss, because it's already the picture makes it easier to compose the story.

Student II : yes, right miss. In my opinion if used textless Comic the story we made it will be more Structured.

Student III : yes right it's pretty easy. But, it is still difficult to Translate the english word.

(interview transcript)

3. Presenting the Result of Textless Comic in front the Class

After the students made a story based on textless comic, the researcher asked one of the students to present the result of their writing. This activity was aim to build the confident of the students to speak up in front of the small group like a class by using the vocabulary that they got according to the context. But in the first cycle the researcher found that only one student who wanted to speak up in front of the class and explain the result of their result. It is because english language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. It also supported by the researcher's note mentioned that:

When the researcher asked the students to present in front of the class, no one wants to present. Finally the researcher choose one students to present in front of the class.

Field Notes 2, See Appendix

After that the teacher and the students discussed about their answers whether it is correct or false. The researcher also explained to the students that they are not

necessary to shy express their feeling in writing. The researcher gave the students motivation to learn more of narrative text at home.

b. The Problems Faced by the Researcher After Implementing Textless comic in Cycle I

After the researcher was implementing textless comic to improve the students' skill in writing narrative text in cycle I, the researcher found some problems that faced in learning process in the class. Some problems faced by the researcher while implementing textless comic in the class were:

1. Students Become Too Dependent on the Teacher

Part of learning anything means figuring out how to solve problems on your own. The students always asks the teacher with every little problem s/he runs into, then the students will never be able to learn the textless comic on their own. The students need to be reassured that they actually can with positive feedback and encouragement. The situation was illustrated in the note below:

The students always asking every meaning of the english word. And some students still asking the meaning of the word just to make sure if it is true or not. The students has a problem with trust -- and the person he has trouble trusting is himself.

Field Notes 2, see Appendix

The researcher found that is difficult to checked each group and answering their question one by one. So, the researcher asked the students to bring their dictionary for the next meeting.

2. The students lack of vocabulary

This problem happened when the researcher asked the students to make a story based on the picture of textless comic. The students keep asking the vocabulary to the teacher. When the researcher asked them to open dictionary, but no one of students who brought the dictionary. The situation was illustrated in the note below:

Most of the group didn't know the meaning of the word in English and low in grammatical and they were cheating to their friends.

Field Notes 2, see Appendix

During the teaching and learning process, the researcher observed every student to know the problem faced by the students. Most of the group didn't know the meaning of the word in English and low in grammatical.

2.2 The Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in every cycle.

The researcher gave a test. The test was given for the students before treatment of using textless comic. The researcher noted that the score which passed of 75 was success depending on minimum mastery criteria- Kriteria Ketuntasan Minimal (KKM) in the school. It was found that the mean of students

score was kept improving from pre-test until post-test of first cycle. Here the students score of Post Test I in cycle I as follow:

Table 3.1 The Students' Score of Pre-cycle and Cycle I

NO	Cycle	Mean Score	Percentage
1	Pre-cycle	48,06	10%
2	Cycle I	62,86	30%

From the table above it is the comparison between the result of students' writing test in pre-cycle and cycle I. as we can see the result of the students' writing test was higher than pre-cycle test. It can be seen from the mean of the students was 62,85 and the percentage of the students' score was 30% and the number of the students who did the test were 30 students.

2.3 Reflection

Based on the results of the action carried out by the researcher it can be concluded that the result of the test score of 21 of 30 students still has not been said to be successful. This is because they are still having problems with transferring text, do not have idea to be write in dialogue and especially grammar used and vocabulary into text. This is seen from errors in using Past tense, and limited word dictionaries for them to write. Then, it was a few students who were cheating to other friends and opened translate tool, they seemed to haven't much attention because they had sits in the back.

To correct deficiencies and maintain the advantages that have been achieved in the first cycle, then the implementation of the second cycle can be made as follows:

- 1) Researchers are expected to give motivation to students so they can be more active and motivated in learning.
- 2) Researchers are expected to be more sensitive in guiding students who have difficulty in learning.
- 3) Researchers are expected to be able to maintain and improve management in learning activities that have been achieved in the first cycle.

3. Report of Cycle II

The researcher gave test in post-test II in cycle II, In cycle II, In the first cycle, there are shortcomings or weaknesses and the achievement of student score results has not been reached KKM. So, the researchers decided to continue to cycle II. Cycle II was purposed to solve the problem that occurred in cycle I or in the other words there were some solution to the problem in cycle I. the researcher still used Textless Comic as the method to improve the students' writing skill of narrative text. There are two kinds of data, they are: qualitative data and quantitative data. The qualitative data was taken from the observation sheet, interview and researcher's note. While the quantitative data was taken from the students' score of narrative text test that has give in last meeting of cycle II.

3.1 Qualitative Data

The finding of the implementation Textless Comic in improving students' writing skill of narrative text will be discussed as follow:

a. The implementation of Textless Comic in Cycle II

The implementation of the cycle II was held on in two meetings. They were on August 24th, 2019 and August 28th, 2019. The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' writing skill of narrative text.

there were some activities were done in cycle II, such as: introduction activity, core activity, and post activity. In introduction stage, the researchers prepared lesson plans, instruments, handouts, and worksheets dealing with the teaching strategy of textless comic to students. The test was given in the end of learning process. In core activity, 1) teacher stimulates to the students by asking cartoons or fable 2) teacher explained understanding of how narrative text it is 3) teacher gives an example of story narrative text and its structures 4) teacher gives a chance to students asking from material who had explained 5) teacher show an example story narrative text using textless comic to students 6) teacher gives review narrative of content comic story material to students 7) teacher distributing a worksheet and provided textless comic to students 8) teacher ask to students see the picture of textless comic first and understand the picture of story 9) teachers ask to composing a story on worksheet based on story picture on textless comic into text be complete 10) teacher gives an opportunity to the students' ask about misunderstanding of material. There were two steps in implementing the core activity of the plan in last meeting.

1. Using Textless Comic

In this step, the researcher asked the students to fill the blank of textless comic that was given by the researcher. It was the story of “melawan diri sendiri”. Then the researcher asked the students to write the story individually based on their imagination on the textless comic that was given by the teacher. During the post test, the researcher observed every student. Time was up the researcher collected the students’ worksheet.

On that day, the researcher gave post-test 2. The test was to know the improvement of students’ writing ability. The result of the students’ writing score was increased. The situation of the meeting in cycle 2 was quite enough. It can be seen from the result of the interview with the one of the student:

- The Researcher : Apakah kamu mudah memahami dalam mencari ide utama dari teks yang kamu tulis?
- Student I : Ya, karena sudah ada gambar comic jadi Mudah miss.
- Student II : Iya, saya sangat memahaminya karena miss karena lebih gampang kalau ada gambar.
- Student III : Mudah, karena sudah dijelaskan miss.
- Student IV : Ya, karena miss menjelaskan secara detail.
- Student V : Iya, saya mudah memahami dan lebih terinspirasi nggak tau kenapa mudah aja gitu kalau pakai comic. Mungkin miss, comic ada gambarnya jadi lebih mudah memahami sesuatu kejadian untuk di buat suatu cerita miss.

Translation

- The Researcher : Are you easy to understand in finding the main idea of the text you write?

- Student I : Yes, because there is already an image so it's easy to miss.
- Student II : Yes, I understand it very well. because it's easier when there are pictures.
- Student III : Easy, because it has been explained miss.
- Student IV : Yes, because miss explains in detail.
- Student V : Yes, I am easy to understand and more inspired I don't know why it's easy to use comics. Maybe miss, there is a picture in comic so it's easier to understand something happening to make a story miss.

(Interview Transcript, see Appendix)

From the data above, it indicates that almost of all the students were more active and can understand about applying textless comic than in cycle I because they had already interested in comics. Based on the result from post test I to post test II showed the improvement. The researcher concluded that the researcher found the students score improved after checked the students test, and the researcher's ability in teaching writing narrative text showed the improvement too.

The researcher motivated the students, it made the students score improved. Most of students score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students score in the second cycle had improved than in the first cycle through textless comic.

2. Teacher gives an opportunity to the students' ask about misunderstanding of material

At this activity, the students discussed about narrative text together. The researcher would help the students if they got difficulties in writing narrative text through textless comic. This activity also helped the students to elaborate the definition of the vocabularies that they got. So they are easier to build their word from their inspiration. It can be seen from the appendix XII, the result of the interview showed that:

The Researcher : Apakah kamu mudah memahami dalam mencari ide utama dari teks yang kamu tulis?

Student V : Iya, saya mudah memahami dan lebih terinspirasi nggak tau kenapa mudah aja gitu kalau pakai comic. Mungkin miss, comic ada gambarnya jadi lebih mudah memahami sesuatu kejadian untuk di buat suatu cerita miss.

Translation

The Researcher : Are you easy to understand in finding the main idea of the text you write?

Student V : Yes, I am easy to understand and more inspired I don't know why it's easy to use comics. Maybe miss, there is a picture in comic so it's easier to understand something happening to make a story miss.

(Interview Transcript, see Appendix XII)

After that the researcher gave every student opportunity to present their result of textless comic. This way purposed to make the students more confident to speak English in front of the class. The result showed that in this cycle the

students more active. This thing is supported by the English teacher (see appendix X) that stated:

The researcher :Bagaimana hasil belajar para siswa dalam writing setelah menggunakan textless comic?

The collaborator : Ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing- masing. Antusias mereka juga sangat tinggi dalam belajar writing dengan menggunakan textless comic ini.

(Interview Transcript, see Appendix X)

Based on the data above, it can be concluded that the students had been improve their writing skill of narrative text through textless comic. It is because they got motivation, enjoy, pay attention, and become more active in their group during teaching and learning process. After the implementation of textless comic, the situation of the X AK I class is more conductive. There were some changes in the class situation. The students' attention to the teachers' explanation is increased. Therefore, the student is more active. In addition, the students have focused to the lesson. All of the changes make the class situation more interesting than before.

b. The Problems Faced by the Researcher After Implementing Textless Comic in Cycle II

After the researcher implementing Textless Comic in cycle II to improve the students' vocabulary mastery. The researcher found one problem, it was: In the teaching and learning process, some students still felt shy to express their idea

in narrative text. Some of them still difficult to compose sentences because they didn't know the vocabularies they intend to write. It can be seen from field notes at the second cycle.

But, the students still felt shy to express their inspiration in narrative text. Some of them still search the words from google translate just to make sure the words is right or not.

Field notes 04, see Appendix

To solve this problem the teacher gave motivation to the students that they do not need to feel shy to express their idea and keep practice at home.

3.2 Quantitative Data

The researcher chose to continue the research in cycle two. The aim was to improve the students score in writing narrative text after doing post-test in the first cycle. Here the students score of post-test in the second cycle.

Table 3.2 Comparison the results of observation on pre-cycle, cycle I, and cycle II

NO	Cycle	Mean Score	The Percentage
1.	Pre-cycle	48,06	10%
2.	Cycle I	62,86	30%
3.	Cycle II	75,1	80%

From the table above, we can see the comparison between pre-cycle, cycle I and cycle II. In pre-cycle test, the number of students' who passed the test was 3 out of 30 students (10%). The students who got point up 75-82 were 9, and 21 students unsuccessful in cycle I (30%). And in cycle II, there were 23 of 30 students who passed the test (80%). The researcher note that standard minimum score (KKM) is 75. From the data of post-test II, the students that got success the test were 23, and the students did not get success were 7. The total score of the students was 2253 and the number of students who took the test was 30. It means that the score was categorized success.

From the data, it indicated that using textless comic in learning narrative text in writing through textless comic was effective, and the data above can be concluded that the students achievement in writing narrative text have been increased by using textless comic.

B. Discussion

After analyzing the data which were gathered from several sources such as writing score, observation, interview, and writing test, the researcher presents the answers of problems statements as follows:

Hillman stated that Textless comic is “pure” comic or picture series that contains very minimal text. Textless comic connect visual literacy (learning to interpret images), cultural literacy (learning the characteristics and expectations of social groups) and literacy with print (learning to read and write language). After the use of textless comic media to teach writing on narrative text there was improvement in the students score.

Based on the results of research that has been carried out student learning outcomes increase from before and after the researcher gives action. Before the researcher gave action through textless comic in writing narrative text, the researcher gave post test I to students with the aim to see students' initial abilities before being given action through textless comic. It could be seen from the tables that showed us the improvement of students score from pre-test, post-test of cycle I and post-test of cycle II. The improvement because of the teacher knew how to control the class. Besides that, textless comic helped the students to understand the subject easily.

Based on quantitative data could be seen the students achievement in writing narrative text improved and become well in the first meeting to the next meeting. Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. And the students were enthusiastic and interested in learning English. Then, there was the improvement of the researcher in teaching English especially writing narrative text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students score improved and achieved the target (KKM). It indicated that the implementation of textless comic can help the students in writing narrative text.

From the explanation above, the research could be concluded that the implementation of textless comic can improve the students in writing narrative

text. It could be seen from quantitative data which the students score got better in every test: pre test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class better and the students were active and interested in learning English and easy to in writing narrative text.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

Based on the result of the research, it could be concluded that teaching writing narrative text through textless comic could improve the students achievement in writing narrative text. Based on writing test of the students in narrative text by using textless comic could improve the students achievement in writing narrative text. It could be seen that the higher score of writing test was 80. Before using textless comic technique the students achievement in writing narrative text was low. It could be seen that 3 students who passed the test and 27 students unsuccessful..

Because textless comic was effective and efficient to the students in improving their achievement in writing narrative text. This technique was effective because textless comic have some roles in the class, they are (1) Comic can motivate students and make them want to pay attention and take apart; (2) Comic contribute to the context in which the language is being used. They bring the words into the classroom.; (3) Comic can be described in objectives way or interpreted, or responded to subjectively.; (4) Comic can cue response to questions or substitution through controlled practice.; (5) Comic can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling. In conclusions textless comic was good to teach writing especially on narrative text because it can motivate students and make them want to pay attention and this technique was succeed.

Comic media is one form of media and learning resources that can help students and can replace the teacher position in learning activities both in class and outside the classroom. Comic media can be used in a two-way learning process, namely as a learning tool and as a medium of learning that can be used alone by students. From field observation that the learning of PAI in the form of learning comic has never been utilized. So that the presence of learning media in the form of comics is expected to help teachers or lecturers in the process of learning in the classroom to run in an effective and efficient quality. Comic media can be applied to convey messages in various sciences, and because of its attractive appearance. This media is very interesting in students' lives and is

widely available in reading stores as well as the fact that some of the students recognize and memorize the characters of the comics they see.

B. Implication

Based on the conclusion of this study, after implementing textless comic, there were improvements in the students' writing ability. The use of textless comic could be an interesting media which could help students in writing. Textless comic was used as media to attract the students interest in learning process. The media used by the teacher was based on the purpose of the related lesson, the characteristic of the students and the capability of the teacher. Implementing suitable media could attract the students interest. When the students enjoy in learning activity, they would get better understanding of the material they learn.

C. Suggestion

The researcher would like to give some suggestion to some parties, as follows:

1. Teachers are expected to be able to use Textless comic as media creativity in carrying out learning activities to create alternative learning alternatives in improving writing narrative text.
2. For students, the importance of writing in academic processes, more practicing, and more motivated in writing process.
3. To researchers who want to carry out research with the same object in order to pay attention to the weaknesses in this study, so that further research is expected to be better.
4. For the next researcher who conducts research in other schools on different material, it is expected to be used as a comparison material to improve the quality of education.

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Appendix I

LESSON PLAN (CYCLE I)

School	: SMKs Tritech Informatika
Class / Semester	: X / I
Subject	: English Language
Text Type	: Functional Text
Aspect / Skill	: Writing (Narrative Text)
Time Allocation	: 3 x 40 minutes (three meetings)

A. Core Competence

KI 1: Living and practicing the teachings of the religion he adheres to.

KI2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of solutions to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, as well as applying the knowledge of pros edural in the field of study that is specific according to his talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence

1.1 Being grateful for the opportunity to learn English as the language of instruction in international communication

2.3 Develop responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication.

3.10 Analyzing social functions, text structures, and linguistic elements in simple narrative texts, according to the context of their use.

4.15 Capturing the meaning of oral and written narrative texts in the form of simple short stories.

C. Learning Objectives

At the end of learning, students can

1. use verbs in past tense in sentences correctly
2. Using verbs to write narrative texts
3. Identifying structures of narrative
4. texts Writing narrative texts using textless comics

D. Character of expected students

Active, feeling respect and attention, diligent, help each other.

E. Learning Materials

1. Simple past tense
2. Narrative text
3. Textless comics

4. language feature narrative text
5. Some narrative short texts

F. Learning Methods

Three phase techniques

G. Steps of Activity

1. Preliminary Activities

Greetings, prayers, attendance

Apperception: Questions and answers about activities carried out in the past

Motivation: Explain the importance of the material to be studied along with competencies that must be mastered by students

2. Core Activities

a. Exploration / Building knowledge of the field

Students answer questions about activities carried out in the past

b. Elaboration

1) Modeling of the text

- The teacher facilitates students to learn Simple Past Tense.
- Students work on practice questions by changing Simple Past sentences into positive, negative and interrogative sentences
- Students answer teacher questions based on comics without text given orally.
- Students discuss their answers

2) Joint construction of the text

- The teacher facilitates students to learn functions, structures, and tenses used narrative texts

- Students complete sentences with the right verbs in the form of Simple Past in groups
- Students write narrative texts based on comics without text that given in groups
- Teachers and students discuss student work results.

3) Independent construction of the text

- Students write narrative texts based on comics without text given individually.

c. Confirmation

- The teacher provides positive feedback and reinforcement on student success.
- Facilitating students to reflect on learning experiences that have been done.
- Students ask questions that have not been understood by students.
- Teachers and students ask questions to correct misunderstandings, provide reinforcement and conclusions.

3. Closing Activities

- Students and teachers make lesson summaries / conclusions
- Assess / reflect on lessons that have been carried out

H. Learning Resources

1. Relevant Text
2. Textless Comic

I. Scoring Rubric

Score Domain	Content
15-20	Focuses on central ideas with an organized and elaborated text.

10-15	Central ideas, but not evenly elaborated and some deviations.
5-10	Not a focused idea or more than one idea, unclear elaboration and many deviations.
1-5	Not clear ideas, little or no elaboration, and many deviations.
Score Domain	Vocabulary
15-20	Purposefully chosen vocabulary, sentence variety, information and voice to affect reader.
10-15	Less precise vocabulary and less purposeful information
5-10	Basic vocabulary and not purposeful selected; flat and inconsistent tone.
1-5	Not controlled vocabulary, flat tone, closed or choppy sentence
Score Domain	Syntax(Word Order)
15-20	Standard word order, encryption number (run on sentence), completeness (no sentence fragments), standard modifiers and coordinators and effective transitions .
10-15	Mostly standard word order, some enjambment (run-on line) or sentence fragment.
Score Domain	Syntax(Word Order)
5-10	Some non-standard word orders, encryption, run-on line, and word omissions (eg verbs)
Score Domain	Syntax(Word Order)
1-5	Frequent non-standard word orders, enjambment (run-on line) and word omissions.
Score Domain	Grammar
15-20	Standard inflection (eg plurals, possessives, -ed, -ing, with verbs, and with -ly adverb), subject-verb agreement, and standard word meaning.
10-15	Mostly standard infections
5-10	Some errors with infection, agreement and word meaning.
1-5	Shift from one tense to another, error in conventions (them / those, good / well, double negative, etc).
Score Domain	Mechanic
15-20	Effectiveuse of capitalization, punctuation, spelling, and paragraph of by indenting (formatting).
10-15	Mostly effective use of mechanic; error does not detract from meaning.

5-10	Some errors with spelling and punctuation that detract from meaning.
1-5	Misspell even simple words; little formatting evident.

Medan, 2019

English Teacher

Mutia Olivia Indriastuti

LESSON PLAN (CYCLE II)

SchoolSchool : SMKs Tritech Informatika
 Class / Semester : X / I
 Subject : English
 Text Type : Functional Text
 Aspect / Skill : Writing (Narrative Text)
 Time Allocation : 2 x 40 minutes (two meetings)

A. Core Competencies

KI 1: Living and practicing the teachings of the religion he adheres to

KI2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology , arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the cause of fen omena and events, as well as applying procedural

knowledge to the field of study that is specific to their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence

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4.15 Capturing the meaning of oral and written narrative texts in the form of simple short stories.

C. Learning Objectives

At the end of learning, students can

1. use verbs in past tense in sentences correctly
2. Using verbs to write narrative texts
3. Identifying structures of narrative
4. texts Writing narrative texts using textless comics

D. Character of expected students

Active, feeling respect and attention, diligent, help each other.

E. Learning Materials

1. Simple past tense
2. Narrative text
3. Organization of narrative text

- a. Orientation / exposition

The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

- b. Complication / Rising Action

The complication is pushed along by serious events, during which we usually expect some sort of complication or problem to arise. It just would not be interesting if something was unexpected to not happen. This complication will involve playing and temporally toward them from reaching their goals.

- c. This sequence of events / Climax

The narrator tells how character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audiences are given the narrator's point of view.

- d. The resolution / falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is possible) How 'do it end'?)

- E. Reorientation

It is an optional closure of events.

4. Textless comics

5. Some narrative short texts

F.Learning Methods

Three phase techniques

G. Steps to Activity

1. Preliminary Activities

Greetings, prayers, attendance

Apperception: Questions and answers about activities carried out in the past

Motivation: Explain the importance of the material to be studied along with competencies that must be mastered by students

2. Core Activities

a. Exploration / Building knowledge of the field

Students answer questions about activities carried out in the past

b. Elaboration

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- Students write narrative texts based on comics without text given in groups

- Teachers and students discuss student work results.

3) Independent construction of the text

- Students write narrative texts based on comics without text given individually.

c. Confirmation

- The teacher provides positive feedback and reinforcement on student success.
- Facilitating students to reflect on learning experiences that have been done.
- Students ask questions that have not been understood by students.
- Teachers and students ask questions to correct misunderstandings, provide reinforcement and conclusions.

3. Closing Activities

- Students and teachers make lesson summaries / conclusions
- Assess / reflect on lessons that have been carried out

H. Learning Resources

1. Relevant Text
2. Textless Comic

I. Scoring Rubric

Score Domain	Content
15-20	Focuses on central ideas with an organized and elaborated text.
10-15	Central ideas, but not evenly elaborated and some deviations.
5-10	Not a focused idea or more than one idea, unclear elaboration and many deviations.
1-5	Not clear ideas, little or no elaboration, and many deviations.

Score Domain	Vocabulary
15-20	Purposefully chosen vocabulary, sentence variety, information and voice to affect reader.
10-15	Less precise vocabulary and less purposeful information
5-10	Basic vocabulary and not purposeful selected; flat and inconsistent tone.
1-5	Not controlled vocabulary, flat tone, closed or choppy sentence
Score Domain	Syntax(Word Order)
15-20	Standard word order, encryption number (run on sentence), completeness (no sentence fragments), standard modifiers and coordinators and effective transitions .
10-15	Mostly standard word order, some enjambment (run-on line) or sentence fragment.
Score Domain	Syntax(Word Order)
5-10	Some non-standard word orders, encryption, run-on line, and word omissions (eg verbs)
Score Domain	Syntax(Word Order)
1-5	Frequent non-standard word orders, enjambment (run-on line) and word omissions.
Score Domain	Grammar
15-20	Standard inflection (eg plurals, possessives, -ed, -ing, with verbs, and with -ly adverb), subject-verb agreement, and standard word meaning.
10-15	Mostly standard infections
5-10	Some errors with infection, agreement and word meaning.
1-5	Shift from one tense to another, error in conventions (them / those, good / well, double negative, etc).
Score Domain	Mechanic
15-20	Effectiveuse of capitalization, punctuation, spelling, and paragraph of by indenting (formatting).
10-15	Mostly effective use of mechanic; error does not detract from meaning.
5-10	Some errors with spelling and punctuation that detract from meaning.
1-5	Misspell even simple words; little formatting evident.

English Teacher

Mutia Olivia Indriastuti

Appendix II

Pre-Test

Name :

Class :

Day/Date :

Instructions !

Write narrative text with theme *Cinderella*

Appendix III

Post-Test I

Name :

Class :

Day/Date :

Instructions !

Please fill the blank dialogue in the text then after that compose a simple narrative text. The paragraph of narrative text should be consist of 5 until 10 sentences.



Appendix IV

Post-Test II

Name :

Class :

Day/Date :

Instructions !

Please fill the blank dialogue in the text then after that compose a simple narrative text. The paragraph of narrative text should be consist of 5 until 10 sentences.

CERITA & GAMBAR : TONGGA70 " MELAWAN DIRI SENDIRI "



Appendix V

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle I

No	Point Observation	1	2	3	4
1.	Beginning Activities : - Teacher comes on time - Teacher greets the students - Teacher absents the students - Teacher motivate the students in learning				✓
2.	Main Activities :				✓

	<ul style="list-style-type: none"> - Teacher explain about writing narrative text - Teacher give example - Teacher give oppurtunities for students to ask if they not understand - Teacher uses teaching media 				
3.	Organizing time, students and learning resources : <ul style="list-style-type: none"> - Teacher pairs the students - Teacher give task to the students - Teacher monitors all group - Teacher organizing the students - Teacher manage and use learning sources 				✓
4.	Doing assessment process and result : <ul style="list-style-type: none"> - Teacher doing assessment process during learning process - Doing assessment in the last learning process 				✓
5.	Last Activities : <ul style="list-style-type: none"> - Teacher concludes the material - Teacher provide to follow up 				✓

Note :

Put checklist (✓) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Observer

Mutia Olivia Indriastuti

Appendix VI

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle II

No	Point Observation	1	2	3	4
1.	Beginning Activities : - Teacher comes on time - Teacher greets the students - Teacher absents the students - Teacher motivate the students in learning				✓
2.	Main Activities : - Teacher explain about writing				✓

	narrative text - Teacher give example - Teacher give oppurtunities for students to ask if they not understand - Teacher uses teaching media				
3.	Organizing time, students and learning resources : - Teacher pairs the students - Teacher give task to the students - Teacher monitors all group - Teacher organizing the students - Teacher manage and use learning sources				✓
4.	Doing assessment process and result : - Teacher doing assessment process during learning process - Doing assessment in the last learning process				✓
5.	Last Activities : - Teacher concludes the material - Teacher provide to follow up				✓

Note :

Put cheecklist (✓) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Observer

Appendix VII

OBSERVATION SHEET

The Observation Sheet of Students' activity in Cycle I

No	Point Observation	1	2	3	4
1.	Students comes to the class on time				✓
2.	Students answer the teacher's greeting				✓
3.	Students are enthusiastic in learning learning process				✓
4.	Students listen to the students explanation attentively				✓
5.	Students do all the task cooperatively		✓		
6.	Every group always using English in group discussion		✓		
7.	Students are actively involved in the class				✓
8.	Students actively give their opinion			✓	
9.	The students ask question if they do not know				✓

10.	Student's pay attention to the teacher explanation			✓	
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Note :

Put checklist (✓) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Observer

Mutia Olivia Indriastuti

Appendix VIII

OBSERVATION SHEET

The Observation Sheet of Students' activity in Cycle II

No	Point Observation	1	2	3	4
1.	Students comes to the class on time				✓
2.	Students answer the teacher's greeting				✓
3.	Students are enthusiastic in learning learning process				✓
4.	Students listen to the students explanation attentively				✓
5.	Students do all the task cooperatively		✓		
6.	Every group always using English in group discussion		✓		
7.	Students are actively involved in the class				✓

8.	Students actively give their opinion			✓	
9.	The students ask question if they do not know				✓
10.	Student's pay attention to the teacher explanation			✓	

Note :

Put cheecklist (✓) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Observer

Mutia Olivia Indriastuti

Appendix IX

The Result of Interview before First Cycle with Teacher

The researcher : Menurut ibu, bagaimana kondisi siswa selama proses pembelajaran bahasa inggris di kelas ?

The collaborator : kurang aktif dalam pembelajaran writing

The researcher : Bagaimana kemampuan siswa ibu dalam pelajaran bahasa inggris terutama menulis (writing) ?

The collaborator : Menurut saya, writing siswa itu masih rendah. Dapat terlihat dari respon para siswa yang kurang baik dan tidak kondusif ketika saya sedang mengajarkan mereka tentang pelajaran tersebut

The researcher : Ketika menulis teks bahasa inggris, kesulitan apa yang

sering dialami siswa ?

The collaborator : kesulitannya itu ketika mereka menulis tidak tahu arti dari tulisan mereka, kurangnya vocabullary dan kurang inspirasi dalam menuliskan sesuatu

Appendix X

The Result of Interview in the Second Cycle with Teacher

The researcher : Selain pemahaman siswa, apakah dalam siklus II ini ada hal lain yang menunjukkan peningkatan dalam writing mereka?

The collaborator : Iya ada, keaktifan siswa sangat meningkat pada siklus II ini.

The researcher : Apakah siswa semakin tertarik untuk mengikuti proses pembelajaran writing dengan textless comic ini?

The collaborator : Iya, yang tadinya hanya sebagian siswa yang tertarik dengan strategy ini, pada siklus II ini lebih banyak siswa

yang tertarik mungkin karena efek gambar yang ada di comic ini.

The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?

The collaborator : Tentu, hampir seluruh siswa berpartisipasi aktif dalam proses pembelajaran, mereka memperhatikan saat guru menjelaskan materi.

The researcher : Bagaimana hasil belajar para siswa dalam writing setelah menggunakan textless comic?

The collaborator : Ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Antusias mereka juga sangat tinggi dalam belajar writing dengan menggunakan textless comic ini.

Appendix XI

The First Interview with Students

The researcher : Apakah kamu suka dalam belajar writing?

The student I : Suka, karena saya suka menulis.

The students II : Kurang suka, karena saya kurang tau bagaimana caranya menulis dalam bahasa Inggris.

The student III : Tidak suka, karena bahasa Inggris sangat sulit.

The student IV : Tidak, karena belum terbiasa dan kurang inspirasi jadi tidak semangat

The student V : Kadang, karena tidak suka sama pelajarannya.

Appendix XII

The Last Interview with Students

The Researcher : Apakah kamu mudah memahami dalam mencari ide utama dari teks yang kamu tulis?

The student I : Ya, karena sudah ada gambar comic jadi mudah miss.

The student II : Iya, saya sangat memahaminya karena miss karena lebih gampang kalau ada gambar.

The student III : Mudah, karena sudah dijelaskan miss.

The student IV : Ya, karena miss menjelaskan secara detail.

The student V : Iya, saya mudah memahami dan lebih terinspirasi nggak tau kenapa mudah aja gitu kalau pakai comic. Mungkin miss,

comic ada gambarnya jadi lebih mudah memahami sesuatu
kejadian untuk di buat suatu cerita miss.

Appendix XIII

The Result of Students' Pre-Test, Post-Test I, Post-Test

II

Number	Name	Pre-test	Post-test I	Post-test II
1	APL	60	72	80
2	AYW	67	80	80
3	APU	50	70	78
4	AA	50	50	80
5	AP	72	75	75
6	DH	75	76	80
7	DI	70	75	75
8	DA	0	30	50
9	MA	47	70	73
10	MAP	45	79	80
11	MPA	30	70	79
12	MA	67	60	82
13	NIS	60	30	70
14	NAK	70	50	78
15	NF	0	75	80

16	MPA	63	75	79
17	MAS	30	70	80
18	NIS	0	67	80
19	NAK	30	50	80
20	NF	75	76	79
21	NMR	30	50	75
22	NP	72	70	72
23	NR	50	67	75
24	PR	67	70	75
25	RY	47	67	79
26	SA	60	60	72
27	S	30	30	45
28	SNA	50	67	75
29	SR	75	75	80
30	ZF	0	30	67
Total		1442	1886	2253
Mean (M)		48,06667	62,86667	75,1

Appendix XIV

Field Notes

No : 01
Topic : Observation
Day, Date : Wednesday August 7th 2019
Time : 13.40 pm – 15.00 pm

It was held on Wednesday August 7th 2016, 13.40 pm – 15.00 pm in X AK I class of SMKS Tritech Informatika Medan. The bell rang at 13.40 pm, the English begun. The researcher and Retno Handoko, S.S, came into X AK I class. Retno Handoko, S.S was as an observer. He was sitting at the backside of the class. Teaching and learning process was conducted by the researcher and the observer, Retno Handoko, S.S. after checking the students' attendance all of the students of class X AK I were present. The researcher started the class by greeting, praying, checking attendance, and giving motivation. Then the researcher explained about what the material that would be studied and they would use textless comic media. After that, the researcher explained about narrative text. It consists of generic structure, language feature, and social function of narrative text. The next activity, the researcher asked the students some questions dealing what they did this morning. It was to stimulate them about simple past tense, one of the important features on narrative text.

The researcher asked the question what did you do yesterday then the students answer in various answers. Then the researcher distributed the comic to the students, it was a familiar comic, it was sponge bob. After giving some questions to the students, the teacher wrote down the list of sentences. Here the sentences were the answers of the previous question given. After explaining narrative text, the researcher asked to the students whether there is any material that the students did not understand. The students answered that they understood. Before the researcher closed the meeting, the researcher and the students

concluded and reviewed the materials on that day. The bell rang at 15.00 pm and the researcher gave motivation to the students. Then the researcher asked the students to study more about narrative text at home. The researcher closed the meeting by saying hamdalah and salam

Field Notes

No : 02
Topic : Pre-test I (before treatment)
Day, Date : Saturday, August 10th, 2019
Time : 12.00 pm – 13.40 pm

Second meeting was held on Saturday, August 10th, 2019 . The researcher and the collaborator came to class X AK I at 12.00 pm. Then the researcher opened the meeting by praying together, greeting, and checking students' attendance. On that day, all of the students were present. First, the researcher and the students reviewed the last materials in first meeting about narrative text. Then the researcher gave example about language feature especially simple past tense. For checking the students understanding, the researcher asked the students to do the task by writing the answer in the black board one by one. Some of the students still had difficulties in understanding the used of simple past tense especially about to be. And then the researcher stimulated them about simple past tense. The researcher asked them about what did they do yesterday and some of them answerd they were watching tv, study, swimming and etc. From their answer, it indicates that they forgot about simple past tense material. The researcher explained again about to be, then gave the example again. After the students understood, the researcher told the students make a text to compose a simple narrative text.

The researcher help the students by asking the students about the comics. During the teaching and learning process, the researcher observed every student to know the problem faced by the students. Most of the group didn't know the meaning of the word in English and low in grammatical and they were cheating to their friends. The students always asking every meaning of the english word. And some students still asking the meaning of the word just to make sure if it is true or not. The students has a problem with trust -- and the person he has trouble trusting is himself. Because of that, the atmosphere of the class is not condusive and chaos. There were some students did not do the task that the researcher given and

playing games on their phone. The time was up. The task was collected. After that the teacher and the students discussed about their answers whether it is correct or false. The researcher asked the students to present in front of the class, no one wants to present. Finally the researcher choose one students to present in front of the class. After that, the researcher gave the students motivation to learn more of narrative text at home. Then the bell rang in the middle of discussion. The researcher ended the meeting by greeting and salam.

Field Notes

No : 03
Topic : Introduction Textless Comic Media
Day, Date : Wednesday, August 14th, 2019
Time : 13.40 pm – 15.00 pm

Third meeting was held on Wednesday, August 14th, 2019. The researcher and the collaborator came to class X AK I at 13.40 pm. Then the researcher opened the meeting by praying together, greeting, and checking students' attendance. On that day, all of the students were present. First, the researcher and the students reviewed the last materials in first meeting about narrative text. Then the researcher gave example about language feature especially simple past tense. For checking the students understanding, the researcher asked the students to do the task by writing the answer in the black board one by one. Some of the students still had difficulties in understanding the used of simple past tense especially about to be. The researcher explained again about to be then gave the example again. After the students understood, the researcher told the students about textless comic including the procedure to use textless comic. Then the researcher gave the textless comic of "hijabi girl".

After that, the researcher ordered the students to the task make a text based on the textless comic given. They had to fill the blank dialogue in the text then after that compose a simple narrative text. The researcher help the students by asking the students about the comics. During the teaching and learning process, the researcher observed every student to know the problem faced by the students. Most of them still didn't know the meaning of the word in English and need help from dictionary. The atmosphere of the class still practically under control compared with pre-test. The time was up. The task was collected. The researcher gave the students motivation to learn more of narrative text at home. Then the bell rang in the middle of discussion, it indicates that the time was ended. The researcher ended the meeting by greeting and salam.

Field Notes

No : 04
Topic : Post-test I
Day, Date : Wednesday, August 21th, 2019
Time : 13.40 pm – 15.00 pm

The third meeting was held on Wednesday, August 21th, 2019. The researcher and the collaborator entered the eighth H class. The researcher opened the meeting by praying together. After that the researcher checked students' attendance and gave motivation. All of the students were present. In that day, the students asked to do post test. Today, the researcher gave post-test 1. Before the researcher gave worksheet. The teacher explained again the textless comic about the story of hijabi girl in order the students the students had the clear understanding.

After that the researcher gave gave post test I to the students. The textless comic of "panggilan jiwa". After finish the students had to write the story by theirselves. During post test, the researcher observed every students. The class were condusive and under control. The researcher ask the students' about their obstacle in writing narrative text through textless comic. After finish the researcher collected the students' worksheet there were problems about grammar and punctuation. Then, the researcher explained it. So, the students more understood about the material.

Field Notes

No : 04
Topic : Post-test II
Day, Date : Saturday, August 24th, 2019
Time : 12.00 pm – 13.40 pm

The fourth meeting in cycle 2 was held on Saturday, August 24th, 2019. The researcher and the observer entered together in SMK Tritech Informatika Medan. In that day, all of the students were present. The researcher started the lesson by praying together and gave motivation. On that day, the researcher asked the students made narrative text. Today, the researcher gave post-test 2. Before the researcher gave students worksheet to make narrative text by using textless comic media, first the researcher explained again about narrative text in brief. Then gave example of textless comic entitled ‘snow white’. After that the researcher gave worksheet to the students. The researcher asked the students to gather in their group to work on the textless comic that was given by the researcher. It was the story of ‘melawan diri sendiri’.

In learning process, the students still felt shy to express their inspiration in narrative text. Some of them still search the words from google translate just to make sure the words is right or not. Then after they finish the worksheet. Then the researcher asked the students to write the story individually based on their imagination on the textless comic that was given by the teacher. During the post test, the researcher observed every student. Time was up the researcher collected the students’ worksheet. At 13.40 the bell was ringing. The researcher closed the meeting by saying hamdallah together. Besides that, the researcher reminded the students to always study hard and respect to others.

Appendix XV

DOCUMENTATION



The researcher explained about textless comic



The researcher explained the material to the students





The students was doing the test

