IMPROVING THE STUDENTS' ABILITY IN WRITING SKILLS THROUGH TEXTLESS COMIC STRIP AT THE TEN GRADE OF SMA CERDAS MURNI IN ACADEMIC YEAR 2018/2019

SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU

Medan as a Partial Fulfillment of Requirements for the

(Degree of Sarjana Pendidikan) S-1 Program

BELIA NUZILA

34.15.4.207

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATERA MEDAN
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Assalamu'alaikum Wr. Wb.

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Judul : Improving The Students' Ability In Writing Skills Through Textless Comic Strip At The Ten Grade Of Sma Cerdas Murni In Academic Year 2018/2019

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

Wassalamu'alaikum Wr. Wb.

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini

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Menyatakan dengan sebenarnyaya bahwa skripsi yang berjuduldiatasbenar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah sayajelaskan sumbernya.Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 30 Juli 2019

Yang membuat pernyataan

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ABSTRACT

Belia Nuzila, IMPROVING THE STUDENTS' ABILITY IN WRITING SKILLS THROUGH TEXTLESS COMIC STRIP AT THE TEN GRADE OF SMA CERDAS MURNI IN ACADEMIC YEAR 2018/2019.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Tearchers Training, State Islamic University of North Sumatera, Medan 2019. Advisor 1: Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum . Advisor 2: Ernita Daulay, S.Pd, M.Hum

Keywords: Improving, Narrative Text, Textless Comic Strip

This research was aimed to improve the Students'in writing narrative text by using textless comic strip and to find out if there was the significant improvement of the students' ability in writing narrative text.The sample of this study was tenth grade students of SMA Cerdas Murni which consist of 29 students in academic year 2018/2019. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection.

The result of data analysis showed that there was an improvement on the students' ability in writing narrative text in each cycle. The mean of students' score in pre test was 60.52, in the post test I was70.52, and the post test II was 79.1

In the pre test there were 34.5% (10 of 29) students who passed minimum score achievement. In the post test I there were 55.2% (16 of 29 students) who passed minimum score achievement; The improvement from pre test to post test I were 16.52%. In post test II there were 82.5% (24 of 29 students) who passed minimum score achievement. The improvement from post test I to post test II were 14.26%. Based on the data, it was concluded the students' ability in writing narrative text was improved by using textless comic strip. It indicates that using textless comic strip can improve the students ability in writing narrative text.

ACKNOWLEDGEMENT

Alhamdulillahirabbil‘alamin, all praise and thanks be to Allah SWT, because through His grace and guidance the writer can finish this proposal entitled“Improving Students’ Ability In Writing Skills Through Textless Comic Strip At The Ten Grade Of Sma Cerdas Murni In Academic Year 2018/2019”.

Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science. Completion of this thesis is not easy. It needs so much time, energy and money. Without the help from many people, this thesis might not be complete on time. So that I would like to express my sincere gratitude to:

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2. **Dr. Amiruddin Siahaan**, as the Dean of Faculty of Tarbiyah Scince and Teachers Training State Islamic University of North Sumatera.
3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M. Hum** as the head of English Department and my first advisor who has given me support, suggestion and advice to complete this thesis.
4. **Ernita Daulay, S.Pd., M.Hum**., as the second advisor who has given me advice and suggestion to complete this thesis.
5. Whole lecture who have guided and delivered variety of the knowledge during I studied as a student of Department of English Education.
6. My beloved family who have been patiently given me love, prayer, spiritual and financial support. So I can finish my study. My beloved sister and brother, I dedicated this thesis to all of you.
7. All my close friends and all my classmates of PBI-1 Department of English Education. I hope we can achieve success and realize our dreams.

Although this proposal has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it. Therefore, suggestions and criticism from the readers is so expect to the development in the future. The writer's hope, this thesis may be useful for the writer and the readers as well as for the development of education in the future to be better. Amiin.

Medan, July 2019

Belia Nuzila

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CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

Learning English means learning language components skills. Grammar, vocabulary, pronunciation, and spelling are language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, writing is often considered as the most difficult skill to be learned by the students. Writing is as a means of communication. Writing involves transferring a message from our thoughts using language in the written form and it is a communicative competence. According to Schulman,recited in Marsudiono, states that writing is an individualized process. No to writers do, or should be asked to do, no one writing process could be said more effective than any other. [1]

Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills. To write well, people should have good writing capabilities too. Moreover, someone who wants to write essay or story must know in writing process and the aspects of writing skills.

Considering the researcher's observation at the ten grade of SMA Cerdas Murni as the subject of research, the writer found some problems in teaching English lesson especially in writing process. The teacher still taught by using conventional method to her/his students in teaching writing. Besides, students of

[1] Marsudiono, (2004*), Writing Academic English*, Ponorogo : Universitas Muhammadiyah Ponorogo, p. 24

ten grade of SMA Cerdas Murni had no more interesting English lesson because the school had lack of facility to make students more creative in learning that's make the students are not motivated in learning English. The problem of the teacher seems to be how to approach it and what is the best way to teach it. Usually for writing process, teacher gives an explanation before students do the assignment. Teacher does not correct and explain to all students in front of class, so they do not understand about their mistakes during writing. Students' understanding about vocabulary is less, so they sometimes get difficulties to write. They just write the word from dictionary without understand about concept of writing so that they tend to forget the vocabularies . This condition makes students bored because teacher just talking in front of class and teacher does not know what the students need and interest in.

Based on the problems above researcher conducted the study in order to improve the matter by using text less comic strips. A comic text less is defined in this study as series of pictures inside boxes that tell a story. While text less books are collection of stories that have picture consist of one or more titles as themes. A comic text less usually contributes to understanding by being a part of a context. Comic as a sufficient essential visual aids can be used as a tool of communication between teacher and pupils in teaching learning process. The researcher tries to investigate whether picture media could also be used in teaching writing there was significant writing skill. Vocabulary is very important thing in writing. The students cannot write if they do not know the vocabulary.

Based on the background above, it is necessary to conduct Classroom Action Research at this school to make the students interested in English and improve their skill especially in writing. So the possible way is by creating a different method which is easy, fun, effective and interesting for students. Therefore the researcher may use textless comic strip in writingat English class and will be conducted the research entitled " IMPROVING THE STUDENTS' ABILITY IN WRITING SKILLS THROUGH TEXTLESS COMIC STRIP ATTHE TEN GRADE STUDENTS OF SMA CERDAS MURNI IN ACADEMIC YEAR 2018/2019".

1.2 The Identification of the Problem

a. The students still have lack of vocabularies in put the words together in the sentence.
b. The students are less interested in writing process
c. The students are less motivated in writing process
d. The students tend to forget what they had learned after learn it.

1.3. The Limitation of the Study

Based on the identification of study above, the writer limits and focuses the study on the student's ability at writing narrative text and using the textless comic strip.

1.4 The Formulation of the Problem

Based on the limitation of the study above, the formulation of the problem are formulated as follow :

a. How does textless comic strip improve students writing skill of the tengrade students?
b. Is there significant improvement of student's ability in writing narrative text after using textless comic strip?

1.5 The Objectives of the Study

Based on the formulation of the problem above, the objectives of the study are formulated as follows:

a. To describe the improvement of the students' writing skill through text less comic strip for the ten grade students of Cerdas Murni.
b. To find out the significant improvement of student's ability in writing narrative text after using textless comic strip.

1.6 The Significance of the Study

The researcher expects that this research would give several benefits, both theoretically and practically.

a. Theoretical Benefits

1) To produce a new knowledge in teaching foreign language, like English especially on writing descriptive text by using textless comics as a teaching media.

2). Becomes a reference for next researchers whether with the similar or different approach.

b. Practical Benefits

1). To the students, the result of the study will be helpful particularly students of the ten grade of SMA Cerdas Murni will become freshmen. Get an easy way in organizing their idea(s) or information(s) integrated in writing narrative text.

2). To the English teachers, the output of the study will help them to seek more effective strategies on how to improve their teaching competencies and teaching styles (especially in teaching narrative text). Identifies students' necessaries and problems and gives solution(s).

3) To the school, the output of the study will help achieve higher quality of education, because of the well-trained teachers and good performance of the student.

CHAPTER II

THEORITICAL REVIEW

2.1 Theoritical Frameworks

Theories are necessary in conducting research and will be a good source of problem for research. A theory may be defined as a set of interrelated statements, principles and propositions that specify the relations among variable [2]. This theoretical framework, which is presented orderly, is supposed to give some clear concepts applied in this study about the improving writing skill through text less comic scraps . This concepts will lead to a much understanding and analysis of the variable chosen because they will help the researcher to limit the scope of the problem.

2.1.1The Concept of Writing

2.1.1.1The Definition of Writing

Hammer states that writing is a process of sharinginformation, message, or ideas in grammatically correct sentences. Theinformation, ideas, and message are wrapped in the form of text, whichconventionally agreed by the language user community about some criteriawith them. They are: (1) Purpose, (2) Rhetorical structure, (3) Linguisicrealization or grammatical structures. [3] In order that,such as ideas, information, or message can be transferred effectively, theresearcher should

[2]Ary, D. Jacobs,L.C. Sorence,(2010), *Introduction to Research in Educaion. Eight Edition*, Canada : Wadsworth, p. 45

[3]Harmer, Jeremy.(2004*). English Language Teaching*. New York: Longman, p.12

be aware of the context of situation and the context ofculture.Harmer mentioned that writing involves planning whatwe are going to write. First, drafting it. Then reviewing and editing that wehave written and producing a final version. Many people have thought thatthis is linear process but a closer examination of how writers of all differentkinds are involve in writing process. Suggest that we do all these thingagain and again. Thus, we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before we produce our version.It has been reported that writing is one of the crucial ways to deliver information[4].From the explanation above, it can be concluded that writing isprocess of creating written text that obtains ideas, feelings, thoughts, anddesire to other persons.[5]

In the holy Al- Qur'an, writing also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam:1

نٓ وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ ١

"*Nun,By the pen and by the (record) which (men) writes." [6]*

Based on those verses, Allah SWT explained that He taught human being by pen (qalam). Discovery of pen and writing are the greatest gifts from God. By writing , one generation can transfer their knowledge to the next generations. Anather verse that states the importat of writing that be stated in Al - Qur'an that is:

---

[4] Megawati, F., & Anugrahwati, M. (2010). *Comic strips: A study on the teaching of narrative texts to Indonesian EFL students*. TEFLIN Journal, 23, 183-205

[5] Harmer, (2007). *The Practice of English Language Teaching (Fourth Ed)*.London:Longman. p. 13

[6]Yusuf Ali. (1968). *The Holy Qur'an Text, Translation and Commentary*. Jeddah : Dar Al- Arabia. P. 1585.

Surah Al-Alaq : 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ(4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ(5)

Meaning:

Who has taught (the writing] by the pen (the first person to write was prophet enouch (idris))[4] Has taught man that which he knew not[5]"[7]

Based on the verses, Allah SWT explains that Allah has provided the pen as a means of writing, so that it becomes the link between humans even though they are far apart. Pen as a solid object that cannot move used as information and communication tools. With pen a lot of knowledge that can be by humans. With the knowledge that is given by Allah can be poured into a writing, so the writing can be useful for humans. This verse is supported by the hadist from Abu Hurairah radhiyallahu ,,anhu, he said : Rasulullah SAW said :

وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الآخِرِ فَلْيَصِلْ رَحِمَهُ

" "Whoever believes in Allah and the final day let him connect the relationship. (HR. Bukhari 6138).

This hadist explain how about the importants of connection from one to another. The connection of human being can be build by using the tools of writing. Writing something to say or to convey our masseges is the best way to connect the people around the world.

[7] M,Taqi-ud-din and M,Muhsin, (1993), The Nobel Qur'an in The English Language, Delhi: Maktaba Darul Qur'an, p.960 2

Another explanation based on hadist conveys the important of writing as following :

لُيَقُوْةَرَيْرَهُبَااَعْتُ:

اِسَلَّمَمِنِّىوَاِللهصَلَّىاُللهعَلَيْهِلِسُوْرَسَلَّمَسَمِدِيْثًاعَنْوَاِللهصَلَّىاُللهعَلَيْهِلِسُوْبِرَصْحَااَحَدٌمِنْاَلَيْسَ

يِلترمذروا ها(كُتُبُاَكُنْتُلاَوَكُثَرَحَيَكْتُبُنَاَلاَّعَبْدَاِللهبْنَعَمْرٍفَاِنَّهُكَا

The meaning:

The meaning “No one from a the Prophet sallallaahu 'alaihi wa sallam‟s friends the most (narrated) hadith from him (sallallaahu' alaihi wa sallam) besides me, except from Abdullah bin Amr, because he wrote first while I do not write. (HR. Al- Bukhari no. 113).

It shows the tool of writing and writing itself have important roles.Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signson a surface. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work.[8]

From some definition above, it can be concluded that writing is a system of human communication which represents symbol. By writing, wecan share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to

[8] Alan Mayers,(2005), *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay,* New York: Longman,p.17

focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2.1.1.2 The Process of Writing

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions.[9]Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.[10]

a. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader) , and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce , the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that

[9] Allce Oshlma and Ann Hogue, (2007),*Introduction to Academic Writing*, USA: Person Education Inc,p.15

[10] Jeremy Harmer, (2007),*How To Teach Writing (England Person Education Limited*, London : Longman,p.4

the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader. [11]This stage is often called by pre-writing process which can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering. Brainstorming is a quick ways to generate a lot of ideas on a subject. [12]Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Because you do not judge your ideas as the emerge,you free yourself if come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.[13]

Brainstorming, also called listmaking, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned. So brainstorming is the way to get the ideas creation engine running. Just down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, whit one member acting as scribe. Don't worry about editing or through out what might not be a good idea. Simply write

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[11] Martin H. Manser, (2006),*The Facts on File Guide To Good Writing*,(USA: Acid Free Paper, p.36

[12] Karen Blanchard and Christine Root, (2003),*Ready to Write*, (New York: Person Education Inc,p. 41

[13] Douglas Brown, (2001),*Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York :Addison Wesley Longman, Inc), p. 349

down a lot of possibilities. If you are searching for a topic, look at the items on your list that seem most promising and try to develop one or two further, either by additional list making or by using one of the techniques below:[14]

1) Writers must begin with a broad topic

2) Writers must write down as many ideas about the topic as writer can do in five minutes.

3) Writers can add more items to their list by answering the question what, when, where, why, and how.

4) Writers group similar items on the list together.

5) Writers can cross out items that do not belong.

Clustering is a strategy which allows you generate ideas you might to explore the relationships between those ideas. Clustering taps your intuitive and creative or connective mind. There are five steps that must be done by writers to cluster:

1) Put the subject in the center of a fresh page.
2) Free associate and generate more ideas, writing them down as quickly as you think of them. Circle each new idea and then link it to you central circle with a line.
3) keep going as you rapidly develop additional thoughts, write them down where they seem to belong, circle them, and connect them with a new line to either the original central circle or whatever circle ides.[15]

[14] Utami Dewi, (2010), *How To Write*, Medan: La-Tansa Press,p.17-18.
[15] *Ibid*, p.19-20

b. Drafting

The drafting stage is where your really begin writing. The most important thing here is to get words onto paper.[16]After you have finished in planning, you can continue to the next step(drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

1) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
2) Stick the topic does not include information that does not directly support the main idea.
3) Arrange the sentences so that the other ideas make sense
4) Use signal words to help the reader understand how the ideas in yourparagraph connected.

c. Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The writer can consider some steps for editing, those are follows:

1) Add new ideas to support the topic.

[16] Cristine Brown and Susan Hood, (1993),*Writing Matters Writing Skills and Strategies For Students Of English*, USA: Cambridge University Press,p. 14.

2) Cross out sentence that do not support the topic.
3) Change the order of the sentences.
4) Using the following checklist to revise your paragraph;
    a) Make sure you have a topic sentence
    b) Cross out sentences that do not relate to the main
    c) Check to see if the sentences are in right order
    d) Add new ideas if the support the topic sentences
    e) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

d. Final Version

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

1) Bloggers need to upload, format and post their piece of completed work.
2) Students need to produce a final copy of their work, in the correct format.
3) Is often means adding a biblliograhy, ensuring that citations are correct, and adding details such as your student reference number Journalist need to submit their piece (usually called “copy”) to an editor. Again, three will be a certain format for this.
4) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow

them. If you have written a novel, look for an agent who represent your genre.[17]

2.1.1.3 Genre in Writing

Genre is also a useful concept when writing to look for inspiration in the texts you have read. Genre in writing as a new approach to teaching and learning truly combines two things-the product of the writing and the way or technique or strategy of how the product is produced.

According to IWy.Dirgeyasa, there are some genre of text in writing, they are:

a. Descriptive Text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

b. Recount Text

Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past.

c. Narrative Text

A narrative text is a meaning full sequence of even told in words. It is sequential in that the events are ordered, not maerely random. Sequence always involves an arrangement in the time (and usually other as well). A streinght forward movement from the first even to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the

[17] Utami Dewi, (2010),*How To Write*,Medan: La-Tansa Press p.18-19

events in another order; for example, a story may open with the final episode and the flas back to all that preceded it.[18]

Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.[19]According to Porter Narrative is a first and foremost a prodiginous variety of genre, themselves distributed among different sebstances as though any material were fit to receive man's stories. Able to be carried by articulated language, spoken or written, fixed or moving images, gesture, and the ordered mixture of all these history, tragedy,drama, comedy, mime,painting,stained glass window,cinema, comic, news items, conversation. [20]

d. Procedure Text

Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.

e. Report Text

Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena.

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[18] Thomas S. Kane.(2000), *The Oxford Essential Guide to Writing*, New York: Berkley Books,P.366

[19] Mislaini,(2015), *Improving students' Reading Comprehension of Narrative Text by Using Fable,* Indonesia: Journal of English Education, Accesses on 3 February 2019

[20] H. Porter Abbott, (2002), *Cambridge University Introduction to Narrative*, United Kingdom :Cambridge University Press, p. 1

f. Explanation Text

Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works.

g. Discussion Text

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view.

h. Hortatory Exposition Text

Hortatory exposition is a type of English text that belongs to the class of argumentation.

i. Analytical Exposition Text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

j. News Item Text

News item is a text that informs the daily and real factual happenings in human life.

k. Spoof Text

Spoof text is text that tells a funny incident or event that has happened in the past

l. Anecdote Text

Anecdote is a text that shares with others an account of an unusual or amusing incident.

m. Commentary Text

Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas.

n. The Review Text

Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

o. The Critical Review Text

Critical review is the summarization and evaluation of the ideas and information in an article.[21]

2.1.1.4The Criteria of Good Writing

According to Harris , there are five criteria of good writing, they are:

a. Content: writing must convey the main idea or an attentive readershould be able to grasps the writer purpose.

b. Form: writing should contain logical or associative connection and transition which clearly express relationship of the idea described.

c. Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical form and synthetic pattern.

d. Style: writing should engage its reader through original insight andprecise.

[21]IWy.Dirgeyasa.(2014), *Collage Academic Writing*: *A Genre-Based Perspective.* Medan: Unimed Press, p. 3

e. Mechanic: writing must use good spelling and punctuation. From the explanation above, it can be concluded that criteria of goodwriting are content, form, grammar, style, and mechanic.[22]

2.1.2The Writing Skill

In learning language, include English and other ones, the students have to require four language skills, such as reading, speaking, listening and writing which each skill connect one another. From all those skills, writing is the most difficult one. The reason is cultural differences. The writers have to understand about cultural and socialcontext of using the language according to its background.

In this case, English cultural context create several text, called as genre, which has their own characteristic and purpose. According to Ministry of National Education it is mentioned that standard of competence for writing skill is expressing the meaning by developing the right rhetorical in writing text as narration, explanation, discussion, commentary, and review with variation structures of modification. In writing a readable and logical text, students have to apply several strategies bellow:

a. Reading for many kinds of text.

b. Brainstorming to collect ideas.

c. Using semantic mapping to find out specific ideas in writing.

d. Viewing the ideas in writing from any directions.

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[22] Harmer, Jeremy. (2004). *How to Teach Writing*. New York: Longman,p.136

e. Making the lists.

f. Correcting the result.

g. Using vocabulary which found from any sources (Ministry of NationalEducation).

Brown stated the process approach to writinginstruction. The instructions are mentioned below:

1) Focus on the process of writing that leads to the final written product.

2) Help students write to understand their own composing process.

3) Help them to build repertoires of strategies for pre-writing, drafting, and re-writing.

4) Give students time to write and re-write.

5) Place central importance on the process of revision.

6) Let students discover what they want to say as they write.

7) Give students feedback through the composing process (not just on the product) as they attempt to bring their expression closer and closer to intention.

8) Encourage feedback from both instructor and peers.

9) Include individual conferences between teacher and students during the process of composition.

10)In short, writing competences is the target of learning process of writingin making effective written text. The competence includes the ability to make

grammatically and rhetorically structured text the appropriatecommunicative context.[23]

2.1.3The Concept of Comics

2.1.3.1The Definition of Comics

Although rigid definitions of comics are often controversial, in general, their exploration is likewise an important and worthwhile exercise because they offer us the opportunity to identify, categorize, evaluate and interpret comics as far as education is concerned. There are many definition of comics. According to Kunzle proposes the following definition " Acomics consist in a sequence of separate images with a preponderance of image over text that appears (and was originally intended to appear) in a mass medium and telss a story which is both moral and topical". [24]

Based on Eisner as cited in Retalis sayas that comic is sequential art, thus emphasizing that comics is a form of art, method or expression. In his book " Understanding Comics" , Scott McCloud cited that comics is juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer". [25]However, David Carrier argues for three essential features of the comic, there are speech balloon, the closely linked narrative, and the book-size scale. And according to Hayman and Pratt propose

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[23] Brown, H. Douglas.(2001). *Teaching by Principles An Interactive Approach to Language Pedagogy. Second Edition*. San Francisco State University:Longman.p. 31

[24]Retalis, R, (2008), *Using Web Comics in Education. Journal in Education.*p.14. http://educomics. Retrivied January 24, 2019.

[25]*Ibid,* p. 15

the following definition " a sequence of discrete, juxtaposed picture that comprise a narrative, either in their own right or when combined with text.[26]

2.1.3.2 The Textless Comic

Comic and Textless Comic Scott McCloud stated comic is a book (oftenshortened 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. The style was introduced in 1934. Despite the term, comic book do not necessarily features humorous subject-matter, in fact, it is serious and action-oriented.[27]

Comic typically appear in three or four square-shape cells, calledpanels. The panels are arranged in row and are red from left to right (rightto left for Japanese manga). Comics are booklet-length comics that aremore stylized and tell a more involved story. They can be written in thesame style as comic strips, but they also feature panels of different shapesand sizes and are read both horizontally and vertically.[28]Comic books are booklet that come in varying size, and are mostoften in color. The lengths of comic books allow them to tell more involvedstories than comic strips can. The design of panels can also differ fromcomic strips, which nearly always consist of three or four equally sizedsquare

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[26]*Ibid,* p. 22

[27] Scott McCloud.(1934). *Understanding Comics: The invisible Art.* Newyork: KitchenSink, p. 68

[28]Nur Hamidah, (2015) *Improving Writing Skill Of The Eight Graders Through Comic Strip,*e-Journal of English Language Teaching Society (ELTS) Vol. 3 No. 2 2015 – ISSN 2331-1841

panels per strip. In comic books, the number of panels on each pagecan differ, as can their size and shape. Sometimes one scene can occupyan entire page.Based on Derrick, there are some ways in usingcomics in writing. Those are:

b. Understanding visual symbols.

c. Reading order in Comics.

d. Comic jigsaw.

e. Fill in the text.

f. Putting panels in order.[29]

Textless comic is "pure" comic or picture series that contains very minimal text Textless comic connect visual literacy (learning t interpret images), cultural literacy (learning the characteristics and expectations of social groups) and literacy with print (learning to read and write language).[30]

Most children and young love comic because of their visual, attractive, humorous, and overall appeal From this statement the researcher applied this textless comic media in the eighth grade of junior high school in her classroom action research.[31]

2.1.3.3 The Roles of Textless Comic

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

a. Comics can motivate students and make them want to pay attention and take apart.

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[29] Derrick Justine.(2008).*Using Comics with ESL/EFL Students.* Retrieved February20,2019 from http://iteslj.org/Techniques/Derrick-UsingComics.html

[30] Hillman, J. (1995). *Discovering children's literature. EnglewoodCliffs*, NJ: Prentice Hall.p.7

[31] Ibid, p.66

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 controlledpractice.

e. Comics can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling.[32]

From the points above it can be concluded that textless comic is veryuseful in learning the English language. Teacher and learners are helpedby using this media to achieve the learning goals. It can solve the problemfaced by the students in the process of writing especially in writingnarrative text and caused them concentrade more on the orderlyarrangement of story by paying attention to the textless comic and thelanguage they use.

2.1.3.4The Comic Strips

Comic strip is one of visual media that can be used as a media in language learning and language teaching. Gonzales Espada defines comic strip as the sequence of panels where the story is presented, usually by dialogue, narration or

[32]*Ibid*, p. 167-169

purely visual symbols. Most of children and young adult love comic which is why comic stripare easier can be applied in classroom. [33]

` Comic strips are easier to read and more understandable than any article in newspaper or books. It will be help student who lack the ability to capture the message on the test. Comic strip provides a good way of communication because it consist of story that has beginning , middle, and end. Research shows that the use of comic strip made the student give full attention to the learning process

By using textbook, students will feel uncomfortable because article or texts in the textbook are more difficult to be understood. Unlike textbook, comic strip are friendlier for the students and more casual so it will make students enjoy the learning process and they do not perceive comic strip as a treat as Yang states that one of the strongest benefit of comic strips to teach is he ability to motivate students since it brings a cheerful atmosphere into class. If the classroom is enjoyable and attractive, the students will learn preferable.

Tatalovic likens comic strips to book illustrations rather than comic books because in strips words and image are more independent of each other than they are in comic books and they thereby read differently from comic book. [34]

2.1.4 The Evaluation of Criteria

The way of scoring the students' writing skill is based on the scoring rubric adapted from O'Malley which could be described in the following tables :[35]

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[33] Gonzales,Espade,(2003),*Integrated Physical Science and Grafic Arts with Scientifically accurate comic strip, Implementation,* (vol.2,pp.58-66) USA: Arkansas Tech University

[34] Tatalovic,(2008), *Science Comic and Tools for science education and communication: abrief* (http://journal.uny.ac.id/index.php/c/p/article/view/2385/pdf)

Table 2.1 Analytic Scoring Rubric of Writing

Score Domain	**Content**
15-20	Focuses on central ideas with an organized and elaborated text.
10-15	Central idea, but not as 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 idea, 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, halted or choppy sentence
Score Domain	**Syntax (Word Order)**
15-20	Standard word order, no enjambment (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
5-10	Some non-standard word order, enjambment, (run-on line), and word omissions (e.g. verbs)
1-5	Frequent non-standard word order, enjambment (run-on line) and word omissions
Score Domain	**Grammar**
15-20	Standard inflection (e.g. plurals, possessives, -ed, -ing, with verbs, and –ly with adverb), subject-verb agreement, and standard word meaning

[35] O'Mallay, J. Michael and Lorraine Valdez Pierce. (1996). Authentic Assessment forEnglish Language Learners, Practical Approaches for Teachers.Massachussets: Addison-Wasley Publishing Company, Inc.

10-15	Mostly standard inflection
5-10	Some error with inflection, 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	Effective use of capitalization, punctuation, spelling, and formatting (paragraph noted by indenting).
10-15	Mostly effective use of mechanic; error do not detract from meaning
5-10	Some error with spelling and punctuation that detract from meaning
1-5	Misspell even simple words; little formatting evident.

The next step of analyzing was classifying the students' score into thecategories. The measurement of the students' achievement, which was statedby Haris was interpreted as follows:

Table 2.2 : The Criteria of the Students' Achievement

Criteria of Mastery (Total Score)	Grade
91-100	Exellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
40-50	Very Poor

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

a. The students can achieve the passing grade of the writing test of 70

b. Al least 85% of students in the class have passed the minimum masterycriteria of writing skill

c. The students' participation during teaching and learning process at least75% of students in the class active in doing the class.Test item which is used here is students are asked to make narrative textbased on the students' imagination, idea, and interpretation of the textless comic strip given.

2.2The Previous Study

A previous research has been conducted previously by Ferri Prastya Kristi (2011) entitled "The Implementation of Comic Strips as Media inTeaching Writing Narrative Text for the Tenth Grade of Senior High School". Itwas a descriptive qualitative research. In her research, she focused on theimplementation and students' composition after implementing the comic stripsas a media in teaching narrative. The implementation of comic strips throughProcess-Genre based Approach can improve the students' ability in writing anarrative text, particularly in aiding the students to generate and organize ideasand select more appropriate grammar, vocabulary, and punctuation.

Theprocedures of conducting the present study to improve the writing ability were generally divided into some tasks (taken from the result cycle II). Firstly, the student's background knowledge about a narrative text and its language features was activated by analyzing a model text given. Secondly the students were given comic strips which were related to the story. Thirdly, the students were given a task a practice to convert the form of verbs from the verb 1 into the verb 2 and to change the Direct speech in the comic strips into Direct

speech. Fourthly, the students were asked to make sentences based on information in narrative scaffold. Next, the students arranged the sentences into a narrative text. At last, the students revised, edited, and wrote the final writing products before publishing it in the class. 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.

Other previous research has been 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 inthis study showed that the students' writing ability improved during the cyclesconducted. Besides, the main scores of each aspects writing; content,organization, grammar, vocabulary, and mechanics also improved. All of thestudents of XII-language program can achieve the minimum passing 70. Furthermore, the student's attitude towards writing activities had improved.

From the two previous researcher above, have a similarity about some variable especially writing ability. The two previous above have a differences about the research design. The first thesis used descriptive qualitative design, but a second thesis used classroom action research. In this research, researcher takes

the classroom action research and will focus on writing ability, and the subject of the research will be ten grade students of SMA Cerdas Murni Tembung.

2.3The Conceptual Frameworks

From the previous theories, the writer concluded that writing is a process to put ideas, opinion and combination of meaningful of letter into written form. Through writing, people could share and conveyed their ideas to another. Writing gives us ability to record and communicate our experiences and knowledge. Writing achievement is the writing ability that can be seen from the scores of the students writing test. the score of writing test students can be obtained after doing the process of learning to write. so the students' writing achievement results from what students have gained during the learning process.

Students writing achievement is ability of the students in write a text and understand of what they write. One of the type text is narrative text. Narrative is commonly used to tell an imaginative story or personal experience in which contains a messeges or moral values for the reader. Narrative is a story which has sequence of events which are told in chronological order, deal, with problematic event and has fuction to amuse, to entertain and to deal with vicarious experience.

To create a good story, students could use a method. There are many way to improve the students achievement in writing narrative text, one of them is texless comic strip. Using texless comic strip is a way of teaching that is carried out by taking students to bulid up their ideas and develop their ideas by seeing the chronological picture in the comic strip. There are a clue in the balloon of the

comic. Based on the clue, the students will be stimulated and motivated to build up their ideas in writing narrative text. Applying text less comic strip method will increase students ability in writing narrative text because its something fun to be learnt.

2.4 The Hypothesis

Based on the theoretical framework and conceptual framework above, In this classroom action research the writer tries to determine the hypothesis of the research is " The students' ability in writing narrative text can be improved through texless comic strip in ten grade class of SMA Cerdas Murni in academic year 2018/2019."

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research method is a systematic activity using certain method to find new thing or to prove a theory. This research is classroom action research (CAR), it is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teacher professionalism in teaching learning process and students' learning result. [36]

Classroom Action Research is an analyzing about learning activity which is appeared as an action and happen in the class room. [37]According to Arikunto, action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.Classroom Action Research (CAR) is an action research conducted by teachers in the classroom. Action research is essential a series of " research action - research - action". Which carried out the cycle, in order to solve the problem, the problem was solved. There are several types of action research, two which are individual action research and collaborative action research (CAR). Thus CAR can mean two

[36] Suharsimi Arikunto, et. Al,(2008) *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, p.104

[37]Syafaruddin, dkk, (2013), *Panduan Penulisan Skripsi*, Medan : Fakultas Tarbiyah dan Keguruan IAIN, p. 66

things, namely Classroom Action Research and collaborative action research both refer to the same thing[38]

3.2 The Subjectof the Research

The subject of this research is the students of the ten grade of SMA Cerdas Murni. The researcher chooses the ten grade students, because the age level of thesestudents supposed to be able to write ou 30 English language as a means ofcommunication. The students of this class got some difficulties in writing, butwith their big enthusiasm of learning, it will be easy to them to face theirdifficulties. So, the researcher was to implement textless comic strip as a teachingmedia to improve students' writing ability, especially in writing narrative text.

3.3 The Setting of the Research

The setting of the research is described as follows :

a. Place

This research was conducted in SMA Cerdas Murni. Itis located on Jl. Bringin Psr.VII Tembung, Percut Sei Tuan, Kab. Deli Serdang.

b. Time

This research is implemented to improve students' writing skillusing textless comic strip. The researcher implemented the teaching and

[38] Zainal Aqib,(2006),*Penelitian Tindakan Kelas*, Bandung: Yrama Widya,p. 12

learningactivity using textless comic in two cycles to teach writing focused onnarrative text. The research will be conducted on July 2019

3.4 The Research Procedure

Cycle I :

a. Planning Phase

In this phase, the writer and the teacher make some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing textless comic stips , preparing materials and media, and determining criteria of success. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment. Next step is preparing the model of textless comis strip, the use textless comis strip in improving student's ability in writing . A model textless comis strip develops by the writer and collaborator in teaching writing narrative text is using texless comic stip. It is an activity conducts by the students to generate and organize their ideas The following step is preparing materials and media. The materials for implementing the action relates to schematic structure and language features in writing narrative text.The last step is determining the criteria of success. It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the writer and the collaborator as follows:

1). The students' writing score improves at the same as the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English (75.0) or above. And it is considered successful if 75% (32 out of 39) of the students with individual score in writing narrative text achieve at least the same as or above 75.0.

2). The students' participation in writing activities increase that 75% (32 out of 39) of the students should get involved in writing activities and their involvements are in scales "Good" and "Very Good".

b. Acting Phase

In this phase, the writer carries out the action based on the lesson plan that has been made. In implementing the action, the writer acts as the English teacher who taught narrative text writing using texlesscomic strip. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved two meetings in each cycle.

c. Observing phase

This phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. In doing the observation phase, the writer himself involves in teaching learning activities and the observer observes all the activities that happen in the class.

d. Reflecting Phase

After collecting the data, the writer will analyze the data of teaching-learning process. Then, the writer will reflect himself by seeing the result of the observation, whether the teaching learning process of writing narrative text using textless comic strip is good to imply in teaching learning process at ten grade of SMA Cerdas Murni or not. If the first plan is unsuccessful, proven by students' achievement, the writer should make the next plan (re-planning) to solve students' problem and also to get a good result.

Cycle II :

a. Planning Phase

In this phase, the writer and the teacher replanning based on the finding of cycle I. The following activities in this action planning are designing lesson plan, preparing textless comic stips , preparing materials and media, and determining criteria of success. Designing lesson plan II aimed to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment. Next step is preparing the model of textless comis strip, the use textless comis strip in improving student's ability in writing . A model textless comis strip develops by the writer and collaborator in teaching writing narrative text is using texless comic stip. It is an activity conducts by the students to generate and organize their ideas The following step is preparing materials and media. The materials for implementing the action relates to schematic structure and language features in writing narrative text.The last step is determining the criteria of success. It is

useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the writer and the collaborator as follows:

1). The students' writing score improves at the same as the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English (75.0) or above. And it is considered successful if 75% (32 out of 39) of the students with individual score in writing narrative text achieve at least the same as or above 75.0.

2). The students' participation in writing activities increase that 75% (32 out of 39) of the students should get involved in writing activities and their involvements are in scales "Good" and "Very Good".

b. Acting Phase

In this phase, the writer carries out the action based on the lesson plan II that has been made. In implementing the action, the writer acts as the English teacher who taught narrative text writing using texlesscomic strip. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved two meetings in each cycle.

c. Observing phase

This phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. In doing the observation

phase, the writer himself involves in teaching learning activities and the observer observes all the activities that happen in the class.

d. Reflecting Phase

After collecting the data, the writer will analyze the data of teaching-learning process. Then, the writer will reflect by seeing the result of the observation, whether the teaching learning process of writing narrative text using textless comic strip is good to imply in teaching learning process at ten grade of SMA Cerdas Murni or not.

3.5The Technique of Collecting Data

According to Hopkins ,there are some technique to collectthe data such as observation, interview, and test.[39]In this classroom action research, the researcher will collect data by usingsome technique of collecting data included; observation, interview, and test. Indetail technique of collecting data was as follows:

a. Observation

observation is a data collection techniques,researchers conducted observations directly to the object of research for aclose look at the activities carried out. The researcher would be anobservation dealing with the real situation of teaching and learning process.[40]The purpose of the researcher do an observation because would be use toanswered problem statement of number 2 and

[39] Hopkins, David. (1993).*A Teacher's Guide to Classroom Research*.Open University : Press. Philadelphia,p.113

[40]Ridwan. (2004). Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula. Bandung : Alfabeta

for the reflection.The researcher will make notes in each observation done. Thecollaborators of researcher in this research is English teacher.

b. Interview

Interview is a way to investigatepeople's views, attitudes, and experiences in depth by asking questionsorally. Interviews involve researcher orally asking questions for individualsto answer orally. The researcher will interview English teacher to obtaininformation which is related to subject matter of this research.

c. Test

According to Sudjana states that a test means some question tostudents to be answered.[41] The test is used to compare the students' speakingachievements before conducting the research (pre-test) and afterconducting the research (post-test). The form of the test can be grouped intothree forms, namely: oral, written, and behavior form. In this research, theresearcher conducts an written test.

3.6The Technique of Analyzing Data

In process analyzing the data, the researcher categorized the data intotwo kinds of data are qualitative data and quantitative data.

1. Qualitative Data

Qualitative data was to analyze the data of observation andinterview. According to Miles and Huberman in Sugiyono ,there are two steps of analyzing data:

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[41] Sudjana, Nana. (2009). *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar BaruAlgensindo, p.16

a. Data reducing

Reduce the data is summarizing, choosing and focusing atthe main data. There are many data which have been collected duringthe research. Besides that the researcher needs to reduce the data foranalyzing the data. It makes easier for the researcher to find the datathat she needs.The data that is needed by the researcher had been collectedafter the doing the research. The researcher reduced syllabus andEnglish score in the ten grade of SMA Cerdas Murni.

b. Data display

After the reducing the data, the next step is displaying thedata. Displaying the data helps the researcher to understand what ishappening and to do some things further analysis on that understanding.The first, the researcher took syllabus that was related to speaking skill,and the second, the researcher took the data in English score just inwriting skill.[42]

2. Quantitative Data

In analyzing the quantitative data, the researcher used descriptivestatistic. According Burns (2010: 124) the formula of the mean of the testcan be calculate as follows :

$$X=\frac{\Sigma X}{N} \qquad\qquad Y=\frac{\Sigma Y}{N}$$

In which:

X : mean of post test 1 scores

Y : mean of post test 2 scores

[42] Sugiyono. (2010). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatifdan R & D*. Bandung: Alfabeta.sv.p, 246

N : the number of sample

∑ X : The sum of pre-test score

∑ Y : The sum of post-testscore

(Sumanto, 1995: 210)[43]

The researher gets score from the two cycles conducted in theresearch. Mean of score from first cycle will be compared with mean ofsecond cycle. It is to know how far the progress of students in this research.

[43] Sumanto. (1995). *Metodologi Penelitian Sosial Pendidikan*: Aplikasi Metode Kuantitatif dan Statistika Dalam Penelitian. Yogyakarta: Andi Offset

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

4.1 Data Description

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking writing announcement test. The qualitative data were taken from observation sheet, interview , and photography evidence. This research was conducted in one class with 29 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning , acting, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test.

4.1.1 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research and the test was given in the last of each cycles. The results of the test score of students were shown in the table. The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research and the test was given in the last of each cycles. The results of the test score in every cycle of students were shown in the following table :

Table 4.1

Students'Scoreof Pretestand Posttests

No.	Initial Name	Pretest	Posttest I	Posttest II
1.	AF	75*	80*	85*
2.	AA	45	60	75*
3.	AH	75*	75*	80*
4.	AZ	25	45	60
5.	AP	60	75*	80*
6.	AS	70	75*	80*
7.	AY	90*	90*	95*
8.	DA	90*	90*	95*
9.	DW	25	45	60
10.	DA	20	45	60
11.	EF	70	75*	80*
12.	FH	25	45	60
13.	FA	55	65	75*
14.	FM	50	65	75*
15.	GR	70	75*	85*
16.	KS	80*	85*	90*
17.	MRD	85*	90*	90*
18.	MA	50	65	85*
19.	MM	65	75*	80*

20.	MU	70	80*	85*
21.	MN	80*	85*	90*
22.	NZ	55	70	75*
23.	NRR	60	70	75*
24.	NI	80*	85*	90*
25.	PS	75*	75*	80*
26.	PN	20	45	60
27.	SD	85*	85*	90*
28.	SA	55	65	80*
29.	WK	50	65	80*
Total		**1755**	**2045**	**2295**
Mean		**60,5**	**70,1**	**79,1**

*The students who passed the minimum score achievement/ KKM (75)

Fromtable4.1,itcanbeseenthatthemeanofthestudents"scorein narrative text kept increasing where in the pretest the mean was only 60,5 in cycle I test, the mean was improved and became 74,1 and then in the cycle 2 test, the mean was improved again and became 79,1. It provedthatthestudents"abilityin writingnarrativetextscorewas improved after the students taught by using textless comic strip.

The first test score was taken from the pretest. The two tests were conducted one test for cycle 1 and the other for cycle 2. As presented in table 4.1, the students' score from the first test until the last test. I gave the students' score for

the ability in narrative text kept increasing. The students"score in the post test I was higher than the pretest, and post test II was higher than cycle I test.

TheimprovementofthestudentsscorefrompretestuntilposttestII is presented in table 4.1. From the result of the score, it can be concluded that thestudents"writing ability had been improved. It could be prove from their score which has been improved from the pretest to post test I, and post test I to post test II. All of them had been improved because of teaching learning process, and they were always curious and paid attention. Overall, they did really enjoy and serious when teaching and learning process was goingon.Increasing of students"mastery in narrative text score by using textless comic strip can also be seen from the mean of the students in every test. To find out the mean in every test, I applied the following formula :

$$M = \frac{\Sigma x}{N}$$

Where:

M: The mean of the students

Σx: The total score

N: The number of the students

1. In the pretest, the total score of the students was 1755 and thenumber of thestudentswas29,so,themeanis60,5.

2.The post test I the total score of the students was 2045 and the numberof the students was 29, so, the mean is 70,52.

3. The post test II the total score of the students was 2295 and thenumber of the students was 29, so, the mean is 79,14.

From the data above, the mean of students‟ grammar score in pretest before implementing classroom action research (CAR) or using make a match strategy is 60,52. In post test I the mean of students‟ score is 70,52. It means that there are some students‟ improvement in conducting the action by using make a match strategy from the pretest mean score. In post test II the mean of students‟ score is 79,14.

The mean of the students' score in post test I is higher than the pretest, and the mean of the students in post test II is higher than post test II. So, it can be said that the students‟ mastery in writing narrative text increased by using textless comic strip. Based on the data analysis, it can be concluded that all the students got the improvement on their score. There were high improvement and also low score from the pretest to post test I and from post test I to post test II. To calculate the percentage of students‟ score who passed minimum score achievement (75) using this formula:

$$P = \frac{R}{T} x\ 100\%$$

Where:

P: The class percentage

R: Total percentage score

T: The number of students

The percentage of the student simple past tense in narrative text mastery

improvement through textless comic strip score who passed minimum score achievement can be seen as follows:

1. P = $\frac{R}{T}$x 100 % = $\frac{10}{29}$x 100% = 34,5%

2. P = $\frac{R}{T}$x 100%= $\frac{16}{29}$x 100% = 55,2%

3. P= $\frac{R}{T}$ x 100%= $\frac{24}{29}$x 100% = 82,8%

Table. 4.2

ThePercentageof Students"Scorewho Passed Minimum ScoreAchievement

Test	Percentage	Number of Students
Pre-test	34,5%	10
Post-test I	55,2%	16
Post-test II	82,8%	24

The result shows the improvement of the students score from the pretest to post test II. In pretest only 34,5% or 10 students who can passed the minimum score achievement and 19 students still bellows minimum score achievement. In post test I there were 55,2% or 16 students who can passed the minimum score achievement and 13 students still bellows the minimum score achievement, it means that there were improvement in students"ability in writing narrative text from pretest to post test I. in post test II there were 82,8 or 24 students passed minimum score achievement and 5 students who still bellows the minimum score achievement, it showed that students" mastery increased from post test I to post test II. It means that the use of make a match strategy to improve students"mastery in narrative text can be said to have

achieved it is targetobjective.

To calculate the students" percentage of improvement score from pretest too post test I as follow:

$$P=\frac{y1-y}{y} \text{ x } 100\%$$

Which:

P: Percentage of students"

improvement

y: Pretest result

y1: Post test Iresult

$$P = \frac{Y1-Y}{Y} \text{ x } 100\%$$

$$P= \frac{70,52-60,52}{60,52} \text{ x } 100\%$$

$$P= \frac{10}{60,52} \text{ x } 100\%$$

$$P= 16,52\ \%$$

Based on the computation above, it could be seen that the percentage of the students‟ improvement in understanding of the simple pat tense in narrative text from pretest to post test I was 16,52%. It can be concluded that the students‟ score in the cycle I has improved 16,52% from the students' score in the pretest.

To calculate the students' percentage of improvement score from pretest to post test II as follows :

$$P= \frac{Y2-Y}{Y} \text{ x } 100\%$$

$$P= \frac{79,14-60,52}{60,52} \text{ x } 100\%$$

$$P = \frac{18,62}{60,52} \times 100\%$$

$$P = 30,77\%$$

Which :

P: Percentage of students" improvement

y: Pretest result

y2: Post test IIresult

From the computation above, it could be known that the students" score in the post test II improved 30,77% from the pretest and improved 14,26% from the post testI.

4.1.2 The Qualitative Data

The qualitative data were taken considered from diary note, observation sheet, interview and photography. Both teacher and student behaviors during teaching and learning process in classroom were evaluated in the qualitative data.

a. Observation

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled the observation sheet in order to know the students' activities during teaching learning process which was applied textless comic strip media to improve the students' ability in writing narrative text. It also was done to know how the interaction between the teacher and the students. From the observation,

the researcher noted that the students were so excited, active, and enthusiastic in learning writing narrative text by using textless comic strip.

b. Interview

This interview was held on July 22th 2019 after accomplishing the second cycle. the writer asked some question to the teacher. It was begun with the general condition of the students during implementing the action. As far as she looked, using textless comic strip was good enough to be implemented in teaching narrative text writing. They looked enthusiast and spirit during teaching learning process. Although still there were a few students were not paid attention to the teacher and lack of vocabulary. They felt easier to write their draft because of this technique. In general, the students' participation was good because the activity in the classroom involved the students.

Other question was about the difficulties faced by the students and its solution in implementing textless comic strip during implementing the action. It was observed that the most of the students felt difficult in the grammatical process of writing, besides they felt difficult in generating and organizing their ideas in the paragraph. So, the teacher should give more motivation to the students to study hard. The teacher should gave them a perspective that writing is a skill, its need practice as much as possible. The last category was about the opinion of textless comic strip, the teacher said that using textless comic strip, was a good technique in teaching narrative text writing, it can made students felt easier in writing narative. So, it can be an alternative media in teaching writing. Furthermore, it was able to improve students' writing ability. It can be seen in the final score that

there was significant differences before the technique implemented in teaching writing narrative text.

From the explanation above, it could be conclude from the post interview that the teacher gave a positive response toward the implementation textless comic strip in teaching narrative text writing. In addition, textless comic strip, gave a good impact for improvement of the students' ability in writing narrative text. The complete interview transcription was shown in Appendix.

c. Documentation

Documentation is one of source as documentation or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the writing announcement test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching-learning process.

B. Research Findings

The research consists of two cycles. After each cycle was done, the researcher conducted post testto know the improvement of the students' writing ability. The descriptionof the research implementation can be explained as follows:

a. **The Cycle I**

1) Planning

First the researcher did pre observation in SMA Cerdas Murni After knowing the real condition of the students based on theobservation, the researcher made a preparation to conduct the research.From the discussion with the teacher., as the collaborator, theresearcher designed two meetings for teaching narrative text and ameeting for post test. The researcher prepared for the first cycle such aslessons plan, media, and materials.The researcher used textless comic to teach writing. Theresearcher expected that the students' writing ability were better thanbefore implementing textless comic.

2) Implementing Action in Cycle 1

In implementing action, the researcher was as a teacher. Theresearcher did the teaching and learning process in textless comic. Theactivities in class consisted of three activity. They are pre activity, mainactivity, and post activity. The pre activity includes opening theteaching and learning process, such as greeting, checking attendance,giving motivation and praying. Further, the researcher did apperceptionto the students or questions related to the material. The main activity isperformances of the students in writing narrative text using textlesscomic. The post-activity is reviewing the lesson. Here, the descriptionof the action that was implemented.

a) First meeting

The bell rang at 07. 00 am, the English begun. Theresearcher and teacher came into the class. the teacher. was as an observer. he was sitting at the backside of the class.Teaching and learning process was conducted by the researcher and theobserver, teacher. after checking the students' attendance all ofthe students of

class were present. The researcher started theclass by greeting, praying, checking attendance, and giving motivation.

First, the researcher was introduced by the observer. Then theresearcher asked the students' name one by one. After knowing eachother, the researcher told them what the purpose teaching their class andreplacing their English teacher for some meetings. After giving theexplanation of the goals and the activity that day, the teacher gave thepre-test to the class. The test was the students were asked to write thenarrative text they know. It might about Cinderella, Malin Kundang,Snow White, etc. When the students were doing the test, the researcherwalked around the class to check the students' task. After the studentsfinished the pre-test, the researcher collected the students' result andbegan to teach.

The researcher explained about what the material that wouldbe studied and they would use textless comic media. Textless comicwas a media that help the students to generate idea. In teaching writingnarrative text through textless comic each students were given a papercontained a series of picture which was told a story of a certain narrativetext. There the students had to fill the blank dialog in the picture. Thepicture represented the scenes in the story. After that the students wasasked to created a simple narrative text based on the textless comic.After that, the researcher explained about narrtive text. Itconsists of generic structure, language feature, and social function ofnarrative text. The next activity, the researcher asked the students somequestions dealing what they did this morning. It was to stimulate themabout simple past tense, one of the important features on

narrative text.The researcher asked the question what did you do yesterday then thestudents answer in various answers. There was one said “i am watchingtv miss”, another one said “ i study miss” and other one said “i swimmingmiss”. From their answer, it indicated they forgot about the simple pasttense material. Then the teacher gave the explanation that example ofthe question and answers were form of simple past tense sentence.

Then the researcher distributed the comic to the students, it was a familiar comic, it was spongebob.All of the students paid attention on the comic that were givenby the researcher. Then the teacher asked the students to understandthem. After a few minutes, the teacher asked the students to answer thequestion based on the comic given orally.

Researcher: “What did Spongebob do?” Student : “he was take the dog menambal rumah sandy, Miss” Researcher: “why Spongebob repair Sandy’s house ?” Student : “because the house bocor miss.” Researcher: “what did patrict do ?” Student : “hit the wall miss.” Researcher: “what did happen then ?” Student : “the wall break.” This student didn’t know what ‘bocor ’in English, when theteacher asked all the students if anybody know, but all the studentsremained silent. Then the researcher asked the students to open theirdictionary to find the word in English.

After giving some questions to the students, the teacher wrotedown the list of sentences. Here the sentences were the answers of theprevious question given. They were:

1. Spongebob and patric repaire Sandy’s house.

2. Patric hit the wall with hammer.

3. The wall break.

From these sentences, the teacher continued the lesson byexplaining Simple Past Tense. The teacher explained the function andthe pattern of Simple Past Tense. Besides, the teacher also explainedthe form of Verb2 which consist of regular and irregular verb.After explaining narrative text, the researcher asked to thestudents whether there is any material that the students did notunderstand. The students answered that they understood. Before theresearcher closed the meeting, the researcher and the studentsconcluded and reviewed the materials on that day.The bell rang at 08. 40 a.m and the researcher gave motivationto the students. Then the researcher asked the students to study moreabout narrative text at home. The researcher closed the meeting bysaying hamdalah and salam.

b) Second meeting

Theresearcher and the collaborator came to class at 08.40 a.m.Then the researcher opened the meeting by praying together, greeting,and checking students' attendance. On that day, all of the students werepresent.First, the researcher and the students reviewed the lastmaterials in first meeting about narrative text. Then the researcher gaveexample about language feature especially simple past tense. Forchecking the students understanding, the researcher asked the studentsto do the task by writing the answer in the black board one by one. Someof the students still had difficulties in understanding the used of simplepast tense especially about to be. The researcher explained again abouttobe then gave the example again. After the students understood, theresearcher told the students

about textless comic including theprocedure to use textless comic. Then the researcher gave the textlesscomic of doraemon.

After that, the researcher ordered the students to the task makea text based on the textless comic given. They had to fill the blankdialogue in the text then after that compose a simple narrative text. Theresearcher help the students by asking the students what did Nobita do,then the students said that he was crying. Then the researchercontinued asking why did he cry. Then the students said somebodymay hit him miss. Then what did nobita ask to doraemon. The studentssaid a tool to beat the person who beat him. After that the researcherasked the students to write down the main point that had been said. Thatwas nobita cry because someone beat him and he asked a tool to beatthat person. After that the students were asking to make a narrative textbased on that comic. The researcher remembered them to use simplepast tense in writing the narrative text.During the teaching and learning process, the researcherobserved every student to know the problem faced by the students. Mostof the group didn’t know the meaning of the word in English and lowin grammatical.The time was up. The task was collected. After that the teacherand the students discussed about their answers whether it is correct orfalse. The researcher also explained to the students that they are notnecessary to shy express their feeling in writing. The researcher gavethe students motivation to learn more of narrative text at home. Thenthe bell rang in the middle of discussion, it indicates that the time wasended. The researcher ended the meeting by greeting and salam.

c) Third meeting

The researcher and the collaborator entered the class. The researcher opened the meeting by praying together. After thatthe researcher checked students' attendance and gave motivation. Allof the students were present.In that day, the students asked to do post test. Today, theresearcher gave post-test 1. Before the researcher gave worksheet. Theteacher explained the textless comic about the story of umbrella inorder the students the students had the clear understanding.After that the researcher gave post test I to the students. Thetexlless comic of Spongebob. The teacher asked the students to gatherwith their group to work on the textless comic. After finish the studentshad to write the story by himself. During post test, the researcherobserved every students.After finish the researcher collected thestudents' worksheet there were problems about grammar andpunctuation. Then, the researcher explained it. So, the students moreunderstood about the material.

3) Observing the Action

a) First meeting

In the first meeting, the researcher introduced herself and toldthe aims of the researcher teaching students of the class in ten grade SMA Cerdas Murni. The researcheralso explained about textless comic. In the first meeting, the researchertaught narrative text in general to the students. The textless comic wasabout Spongebob and the narrative text of it. The students were stillstrange with their new teacher so they were still shy when the researcherasked them a question. The researcher tried to be close with thestudents, so the students could regard the researcher as their teacher andthey would not be shy to ask solutions of

their problems during learningprocess.In the first meeting, the students were still so shy to getinteraction with the researcher. The situation of the class was still undercontrol. There were student who had made the situation of the classbeing not conductive. They sometimes got conversation with theirfriends. It disturbed other students in comprehending the material. Theresearcher warned them to be silence. They were listened to theresearcher and the condition conducive again.

b) Second meeting

In the second meeting, After being explained by the researcher,the students were given a task again to compose narrative text based onthe textless comic given. The texless comic was Spongebob. They werestill confused to do the task. It can be seen when the researcher saw theiranswers. They still had a lot of mistakes. The students still faceddifficulties to answer the task they had difficulties in grammar.The class was still crowded. There were students who walk toother friends' table to match their answers. The researcher warned themto focus to their own work only because it would influence their score.

c) Third meeting

In the last meeting in cycle 1, the researcher did post-test 1. Thetest is to know the improvement of students' writing ability. The resultof the post test-1 showed that the students' writing ability is increased. After the students finished theresearcher collected their worksheet and the researcher and thecollaborator gave score.

4) Reflecting

From the analysis of the observation in cycle 1, there are someresults of the research as follows:

a) The improvement of students' writing ability

The researcher conducted the post test of cycle 1. Based on theresult of the post-test cycle 1, the researcher can report that there wasimprovement on students' writing ability. The mean score between students' score and post-test was improved.

b) Changed in classroom

The implementation of textless comic changes classroom situations the class. Before action research, the classroom situations were: low attention to the teachers' explanation, passive, noisy when the teacher gives explanation, and boring class. After the implementation of textless comic , the situation of the class is more conductive. There are some changes in the class situation. The students' attention to the teachers' explanation is increased. Therefore, the students are more active. In addition, the students more focused to the lesson. All of the changes make the class situation more interesting than before.

b.The Cycle II

1) Revising the plan

The result of reflection demands the researcher to do better treatment in improving students' writing ability. In this cycle, the researcher tries to do more action in order to overcome the problems in cycle 1. The researcher tries to create activities for stimulating some students who have problem in confidences and the researcher encourage themselves to perform in front of the class. From discussion

with observer, the researcher designed two meeting in cycle 2. The researcher prepared everything needed such as materials, lesson plans, and media of learning. The researcher used textless comic media.

2) Implementing Action in Cycle 2

In implementing action, the researcher was as a teacher. The researcher did the teaching and learning process of narrative text by using textless comic the activities consisted of pre activity, main activity, and post activity. The pre activity includes all done as opening the teaching and learning process, such as greeting, checking attendance, giving motivation and praying. Further, the researcher did apperception to the students or question related to the material. The main activity was the students in writing narrative text using textlesscomic with their group. The post activity was reviewing the lesson. Here, the description of the action was implemented

a) First meeting

The researcher and the collaborator came to the on 08.40 a.m. the students had been ready to follow English lesson. Then, the researcher opened the class by salam and after that praying. On that day, all the students present. After that, the researcher gave apperception to the students about the material that we would study on that day.In the first meeting in cycle 2, the students discussed about thestory of the Spongebob story. They were doing the task creating narrative text by using textless comic media.All of the students paid attention on the comic that were givenby the researcher. Then the teacher asked the students to understand them. After a few minutes, the teacher asked the students to answer the question

based on the comic given orally. The question was about the story such as who is she, what did she do, what does she want whobanned her to go, and who help her. After that the students was asked to write the main point of the story based on the comic given. The next step was the student's activity in writing narrative text based on the textless comic given. Before they composed the text, the researcher explained how to arrange sentences to form a goodparagraph based on the textless comic given. The researcher also remained that in writing narrative text, they should use verb in the formof past tense. The time was up, the worksheet was collected by theresearcher. Then the researcher than gave motivation. The ball rang. The researchergave students' homework to readnarrative text. Then, the researcher and the students closed the meeting by saying *hamdallah* together.

b) Second meeting

The researcher and the collaborator came to the class at 07.00.a.m Then the researcher and the students prayed together. After that the researcher checked students' attendance, greeting, gave motivation and reviewed the last meeting.The researcher reviewed the last material. After that thestudents was given a task to made a narrative text based on the textless comic given . the researcher observed the students gave their idea the class was more conducive than the last meeting. Then the researcher distributed the comic to the students, The texless comic was entitled homework.

All of the students paid attention on the comic that were givenby the researcher. Then the teacher asked the students to understand them. After a few minutes, the teacher asked the students to answer the question based on the comic

given orally. The question was about the story such as what did he do, what happen to him, what happen to his homework. After that the students was asked to write the main point of the story based on the comic given. The next step was the student's activity in writing narrative text based on the textless comic given. Before they composed the text,the researcher reviewed how to arrange sentences to form a good paragraph based on the textless comic given. The researcher also remembered the students that in writing narrative text, they should use verb in the form of past tense. The time was up, the worksheet wascollected by the researcher. Then the researcher than gave motivation.The time was up. The researcher collected their worksheets.The bell rang at 08.20 a.m. The researcher gave students' homework to study more about narrative text. The researcher also gave motivation to the students. Then, the researcher closed the meeting by saying hamdallah together.

c) Third meeting

The researcher and the observer entered together in the In that day, all of the students were present. The researcher started thelesson 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 dog walk. After that the researcher gave worksheet to the students. The researcher asked the students to gather in their group to work on the textless comix that was given by the researcher. It was the story of Spongebob.

Then after they finish the worksheet. Then the researcher asked the students to write the story individualy 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 08.40 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.

3) Observing

a) First meeting

The researcher and the collaborator came in the class on time.The first meeting in cycle 2, the students did a worksheet about the Spongebob. They made narrative text using textless comic. During thetask there was students who asked about simple past tense and wordorder. Then, the researcher explained it. It means that the students did not shy to ask their problems.The situation was little crowded. It happens when the students arranged the phrases into the sentence. Then the researcher warned them to be more quite. After that, the students discussed it quietly. The students were under the control of the researcher until the end of the class.

b) Second meeting

In the second meeting, The situation of the discussion wasquite enough. The situation was more conducive than the last meeting. In the second meeting the students was seemed easy in generating their idea. Some students also didn't feel shy to ask to the teacher of the vocabularies they didn't know.

c) Third meeting

In the last meeting of cycle 2, the researcher did post test 2. The researcher and the observer entered together in the class In that day, all of the students were present.On that day, the researcher gave post-test 2. The test was toknow the improvement of students' writing ability. The result of thestudents' writing score was increased. The situation of the third meetingin cycle 2 was quite enough.

4) Reflecting

From the analysis of the observation in cycle 2, there are someresults of research as follows:

a) The improvement of students' writing ability

Based on the result of the post test score of cycle 2, the researcher can report that there is improvement on students' writing score. The mean score between students' score in post test-1and post test 2 was improved. the students' score in the post-test 2 was higher than in the post-test 1. It is because they got motivation, enjoy, pay attention, and become more active in their group during teaching and learning process.

b) Changed in class situation

The implementation of textless comic changes classroom situation the class .Before action research, the classroom situation were: low attention to the teachers' explanation, passive, noisy when the teacher give explanation, and boring class. After the implementation of textless comic, the situation of the class eighth H 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.

4.3 The Discussion

This research had proved the effectiveness of using textless comic strip and it was shown in the table 4.1, the students‟ score from orientation test, cycle I test and cycle II test. It was because the teacher controlled the class better. The class become enjoyable and also provided more interesting activity in cycle II. Students' data in cycle II showed that the mean of students‟ score was higher that the mean of the students‟ score in cycle I test and also better that orientation test. In the last test of cycle II, all of the 29 students got the score above 60, and the higher score is 95. There were 82,8% students passed the minimum score achievement.

This improvement not only happened in the mean of students‟ score but also the expression, interest and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active an enthusiast during teaching and learning process.

Finally, it could be concluded that there was an improvement of students' ability in writing narrative ext and the hypothesis was accepted. It can be seen from the students' score achievement in every test increased. From the observation result, it showed that the students were motivated, active, and interested in learning narrative text in the classroom

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding and the discussion in the previous chapter, the researcher had conclusions as follows:

1. Using textless comic strip as a teaching media could improve students' ability in writing narrative text. It could be proven from the students' score that always getting higher from the pre-test until post-test II. So, it can be said that the students'ability in writing narrative text by using textless comic strip was increased in each topic (in the first cycle from 60.5 became 70.5, and in the second cycle from70.5 became 79.1)

2. Using textless comic stripis effective and could be used in teaching reading narrative text. It could be seen from the quantitative and qualitative data . quantitatively, It showed that using the texless comic strip would got a significant improvement of students' scores in writing narrative text while qualitatively, the students' responses more active, and enthusiastic in learning reading narrative text by using textless comic strip.

5.2 Suggestion

1. For all of English teachers to use textless comic strip especially in teaching narrative text. This media is suitable to teach English subject. Also, as a teacher, we teach the students in different era, different culture and different situation, so we have to learn in every single time to upgrade our knowledge and our teaching skill.

2. For the students. the result of this research can help the students to improve their writing ability of narrative text and make the students be active in the learning process.
3. For the principal, the result of this researchas a contribution to improve teachers' competence in teaching English in the school.
4. For other researchers, the result of this research can be used to conduct the same research with the various variables.

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APPENDIX I

LESSON PLAN

(CYCLE 1)

School : SMA Cerdas Murni

Class / Semester : X/ I

Subjects : English

Text type Text Functional

Aspect / Skill : Writing (Narrative Text)

Time Allocation : 2 x 45 minutes

A. Standard of Competence

Expressing meaning in functional writing text and simple, short essay in the form of a recount and narrative to interact with their surroundings

B. Basic Competency

12. 1 Expressing meaning in text form write simple short functional by using a variety of written language accurately, fluently and thankful to interact with their surroundings

C. Indicators

1. Students can identify the structure and language of narrative text
2. Students can produce a form of a narrative

D. Learning Objectives

At the end of the lesson, students can:

1. Using the verb in the past tense in a sentence correctly
2. Using the correct verb to write a narrative text
3. Identify the structure of narrative text
4. Write a narrative text using comics textless

D. Character Students Expected

Active, respect and attention, perseverance, mutual help

E. Learning Materials

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

4. The language feature of narrative text

5. Some of the short-form of a narrative text

F. Method of Learning

Three-phase techniques

G. Steps Activity

1. Activities Introduction

Greetings, pray, roll

Recap: Frequently asked questions about the activities carried out in the past

Motivation: Explain the importance of the material to be learned following competencies to be dominated student

2. Core Activities

a. Exploration / Building knowledge of the field

Students answer questions about the activities carried out in the past

b. Elaboration

1) Modeling of the text

The teacher facilitates students to learn the Simple Past Tense.

Students do exercises by changing the sentence into sentence-shaped Simple Past positive, negative and interrogative.

Students answered questions teachers based on a comic without text that given verbally

Students discuss the results of their answers.

2) Joint construction of the text

The teacher facilitates students to study the function, structure, and tenses used narrative text.

Students complete the sentences with the right verb in the form of Simple Past in groups.

Students write narrative text is based on a comic without text are given in groups.

Teachers and students discuss the results of the students' work

3) Independent construction of the text

Students write narrative text is based on a comic without text are provided individually.

c. Confirmation

The teacher gives positive feedback and reinforcement to student success

Facilitate students reflection to obtain a learning experience that has been done

Students ask things that are not yet understood students

Teachers with students asked to straighten out the misunderstanding

responsibility, provide reinforcement and conclusions.

3. Closing Activities

Students and teachers make a summary / conclusion of the lesson.

Conducting an assessment / reflection on the lessons that have been implemented

H. Learning Resources

1. Relevant text

2. Textless Comic

I. Evaluation

Attached

Domain Score	**Content**
15-20	Focuses on the central ideas with an organized and elaborated text.
10-15	Central idea, but not as 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 idea, little or no elaboration, and many deviations
Domain Score	**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, halted or choppy sentence
Domain Score	**Syntax (Word Order)**

15-20	Standard word order, no enjambment (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
5-10	Some non-standard word order, enjambment, (run-on line), and word omissions (eg verbs)
1-5	Frequent non-standard word order, enjambment (run-on line) and word omissions
Domain Score	**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 inflection
5-10	Some error with inflection, and word meaning agreement
1-5	Shift from one tense to another, errors in conventions (Them / Reviews those, good / well, the double negative, etc).
Domain Score	**Mechanic**
15-20	Effective use of capitalization, punctuation, spelling, and formatting (paragraph Noted by indenting).
10-15	Mostly effective use of mechanic; errors do not detract from meaning
5-10	Some with spelling and punctuation errors that detract from meaning
1-5	Misspell even simple words; little formatting evident.

Medan, 1 August 2019

Principal of SMA Cerdas Murni	English Teacher
Ibrahim Arbi, S.Ag, S.Pd.I	Drs. Amrin

Researcher

Belia Nuzila

NIM: 34154207

APPENDIX II

LESSON PLAN

(CYCLE 2)

School : SMA Cerdas murni

Class / Semester : X / I

Subjects : English

Text type Text Functional

Aspect / Skill : Writing (Narrative Text)

Time Allocation : 2x45 minutes

A. Standard of Competence

Expressing meaning in functional writing text and simple, short essay in the form of a recount and narrative to interact with their surroundings.

B. Basic Competency

12. 1 Expressing meaning in text form write simple short functional by using a variety of written language accurately, fluently and thankful to interact with their surroundings.

C. Indicators

1. Students can identify the structure and language of narrative text
2. Students can produce a form of a narrative

D. Learning Objectives

At the end of the lesson, students can:

1. Using the verb in the past tense in a sentence correctly
2. Using the correct verb to write a narrative text
3. Identify the structure of narrative text
4. Write a narrative text using comics textless

D. Character Students Expected

Active, respect and attention, perseverance, mutual help

E. Learning Materials

1. Simple past tense
2. Narrative text

organization of narrative text

a) Orientation / exposition

The readers are Introduced to the main characters and possibly some minor characters. Generally Some indication is given of where the action is located and when it is taking place.

b) Complication / rising action

The complication is pushed along by a serious of events, during the which we usually expect some sort of complication or problem to Arise. It just would not be so interesting if something unexpected did not happen. This complication will involve; the main characters and Often serves to (temporally) toward them from reaching Reviews their goal.

c) Sequence of events / Climax

This is where the narrator Tells how the character reacts to the complication. It includes Reviews their feeling and what they do. The event can be told in chronological order (the order in the which they happen) or with a flashback. The audients is given the narrator's point of view.

d) 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 of course possible in the Certain of narrative the which leaves us wondering 'How did it end "?)

e) reorientation

It is an optional closure of the event

3. Textless comics

4. Some form of a narrative short texT

F. Method of Learning

Three-phase techniques

G. Steps Activity

1. Activities Introduction

Greetings, pray, roll

Recap: Frequently asked questions about the activities carried out in the past

Motivation: Explain the importance of the material to be learned following competencies to be a discussion of students

2. Core Activities

a. Exploration / Building knowledge of the field

Students answer questions about the activities carried out in the past

b. Elaboration

1) Modeling of the text

The teacher facilitates students to learn Simple Past Tense

Students do exercises by changing the sentence Simple Pastshaped into sentences positive, negative and interrogative. Students answered questions teachers based on a comic without text that given verbally

2) Joint construction of the text

The teacher facilitates students to study the function, structure, and tensesthe use of narrative text. Students complete the sentences with the right verb in the form of Simple Past in groups. Students write narrative text is based on a comic without text are supplied in packs. Teachers and students discuss the results of the students' work

3) Independent construction of the text

Students write narrative text is based on a comic without text given individual

c. Confirmation

The teacher gives positive feedback and reinforcement to student success. Facilitate students reflection to obtain a learning experience that has been done. Students ask things that are not yet understood students. Teachers with students asked to straighten out the misunderstanding responsibility, provide reinforcement and conclusions.

3. Closing Activities

Students and teachers make a summary / conclusion of the lesson

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	and standard word meaning
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Domain Score	**Mechanic**
15-20	Effective use of capitalization, punctuation, spelling, and formatting (paragraph Noted by indenting).
10-15	Mostly effective use of mechanic; errors do not detract from meaning
5-10	Some with spelling and punctuation errors that detract from meaning
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Medan, 1 August 2019

Principal of SMA Cerdas Murni

Ibrahim Arbi, S.Ag, S.Pd.I

English Teacher

Drs. Amrin

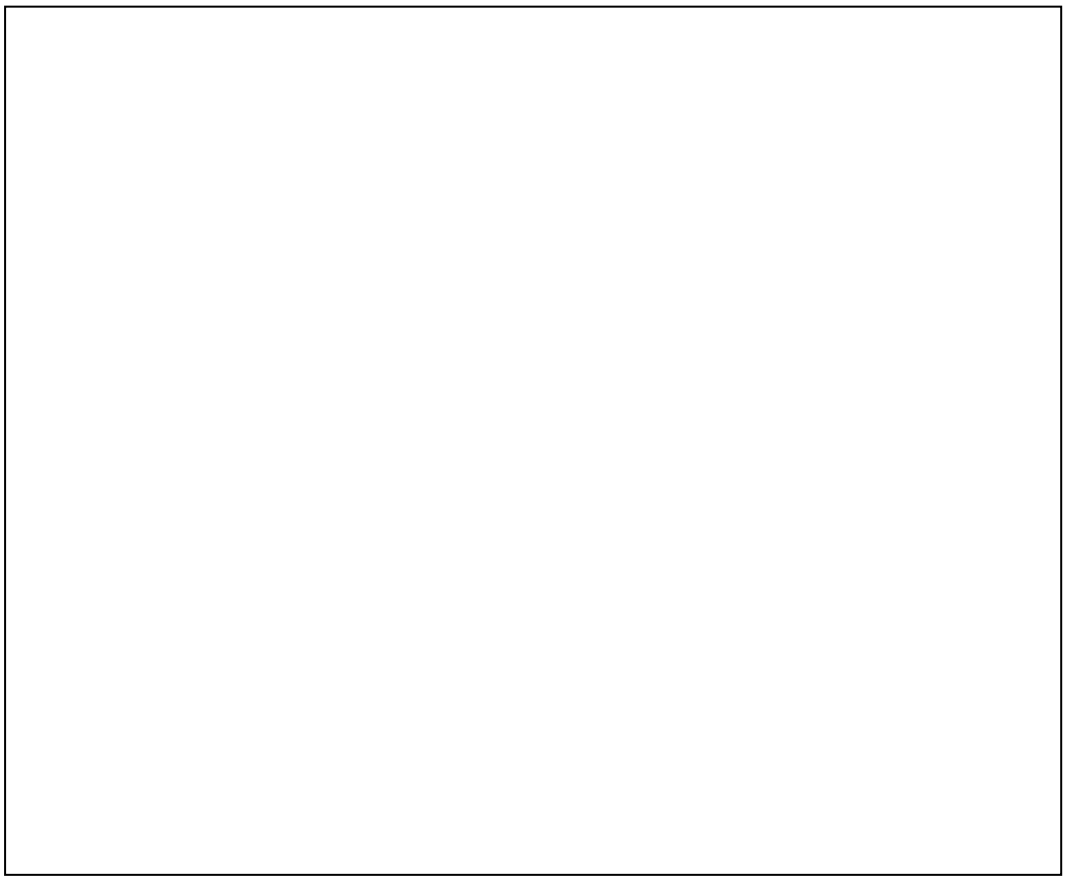
Researcher

Belia Nuzila

NIM: 34154207

APPENDIX III

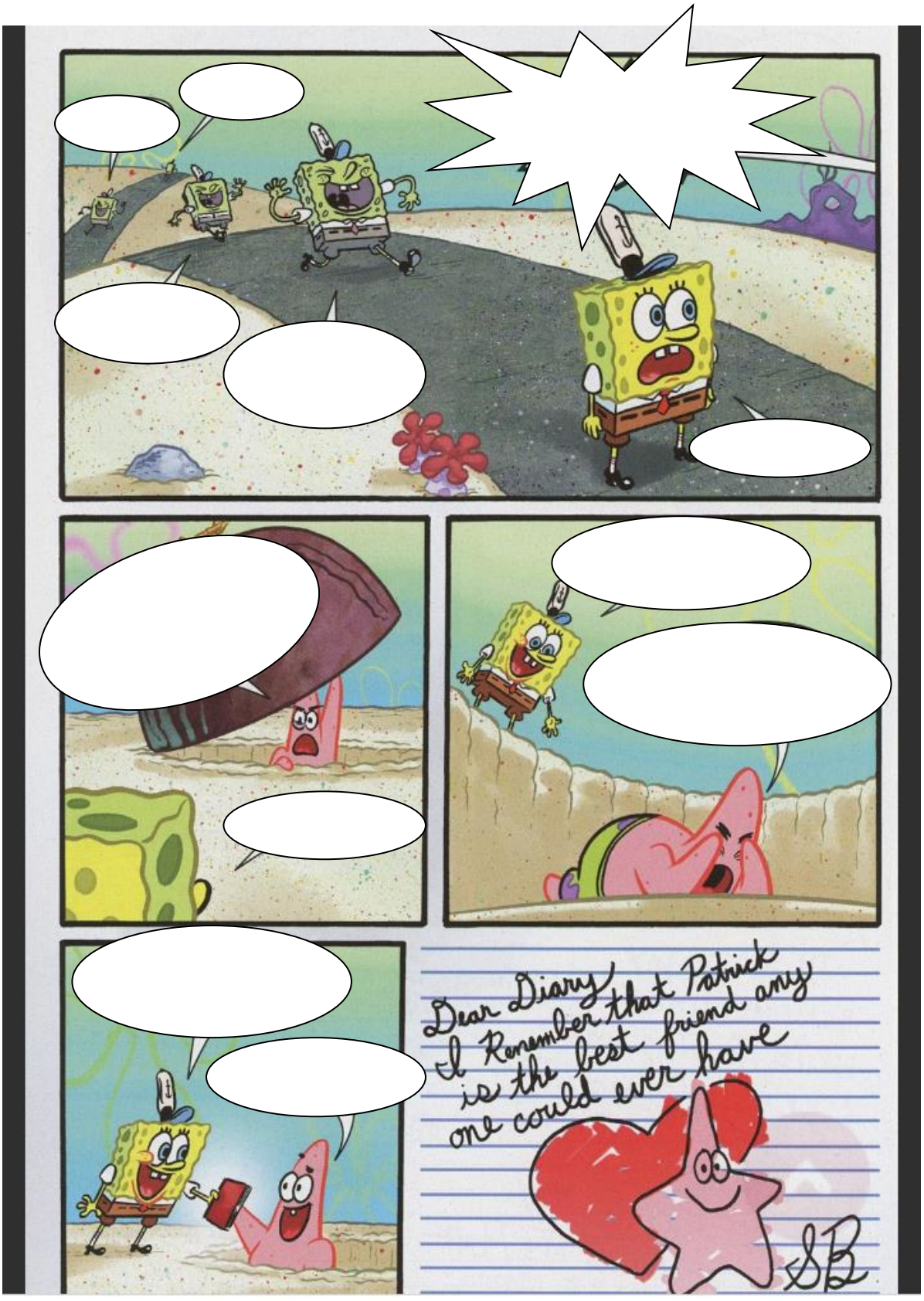
PRE-TEST

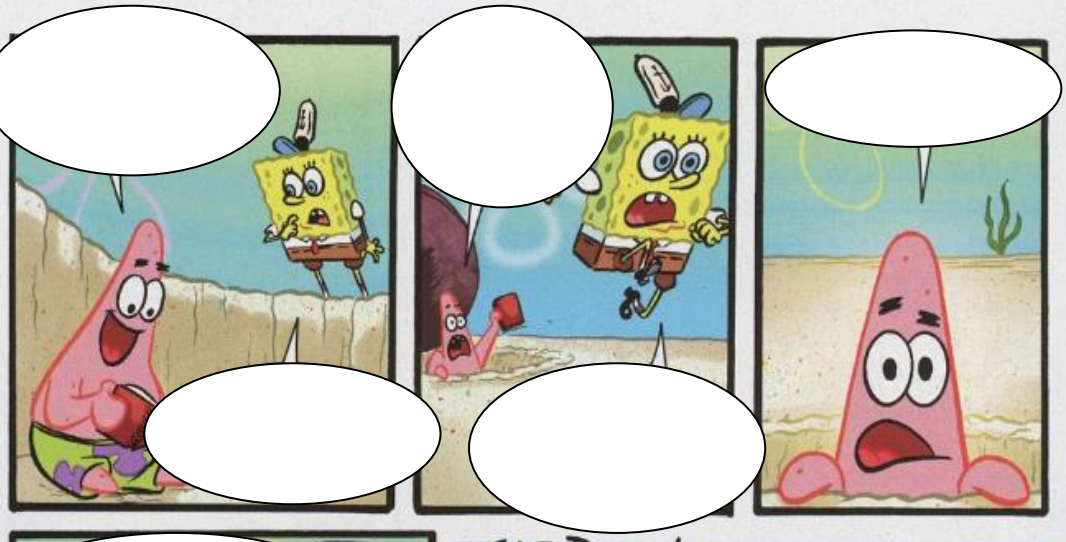


POST-TES

DEAR DIARY-
TODAY, I GOT LOST IN MY HOUSE AND there WAS NO BODY HOME To ASK FOR DIRECTIONS EXCEPT ME- SO I ASKED MYSELF WHERE THE FRONT DOOR WAS-BUT I WAS LOST SO I DIDN't KNOW AND SO NOW BOTH OF US WERE LOST!

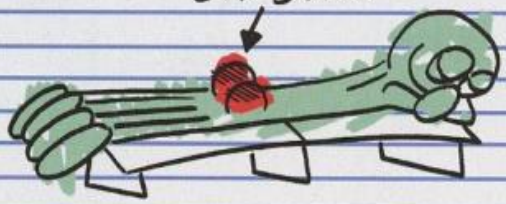
DIARY
DIARY
DEAR DIARY
REMEMBERING THINGS TO WRITE ABOUT IS HARD....
LIKE ICE CREAM LEFT IN THE FREEZER. I LIKE ICE CREAM. STRAWBERRY IS MY FAVORITE CAUSE IT'S PINK LIKE ME.
ICE CREAM
ME
SOMETIMES I CAN'T REMEMBER WHICH IS ME AND WHICH IS THE ICE CREAM CAUSE WE'RE BOTH PINK...


Dear Diary,
I Remember that Patrick
is the best friend any
one could ever have
SB



DEAR DIARY
I WATCHED SQUIDWARD SUNBATH FOR 3 HOURS. NOT SURE WHY HE DIDN'T WEAR CLOTHES

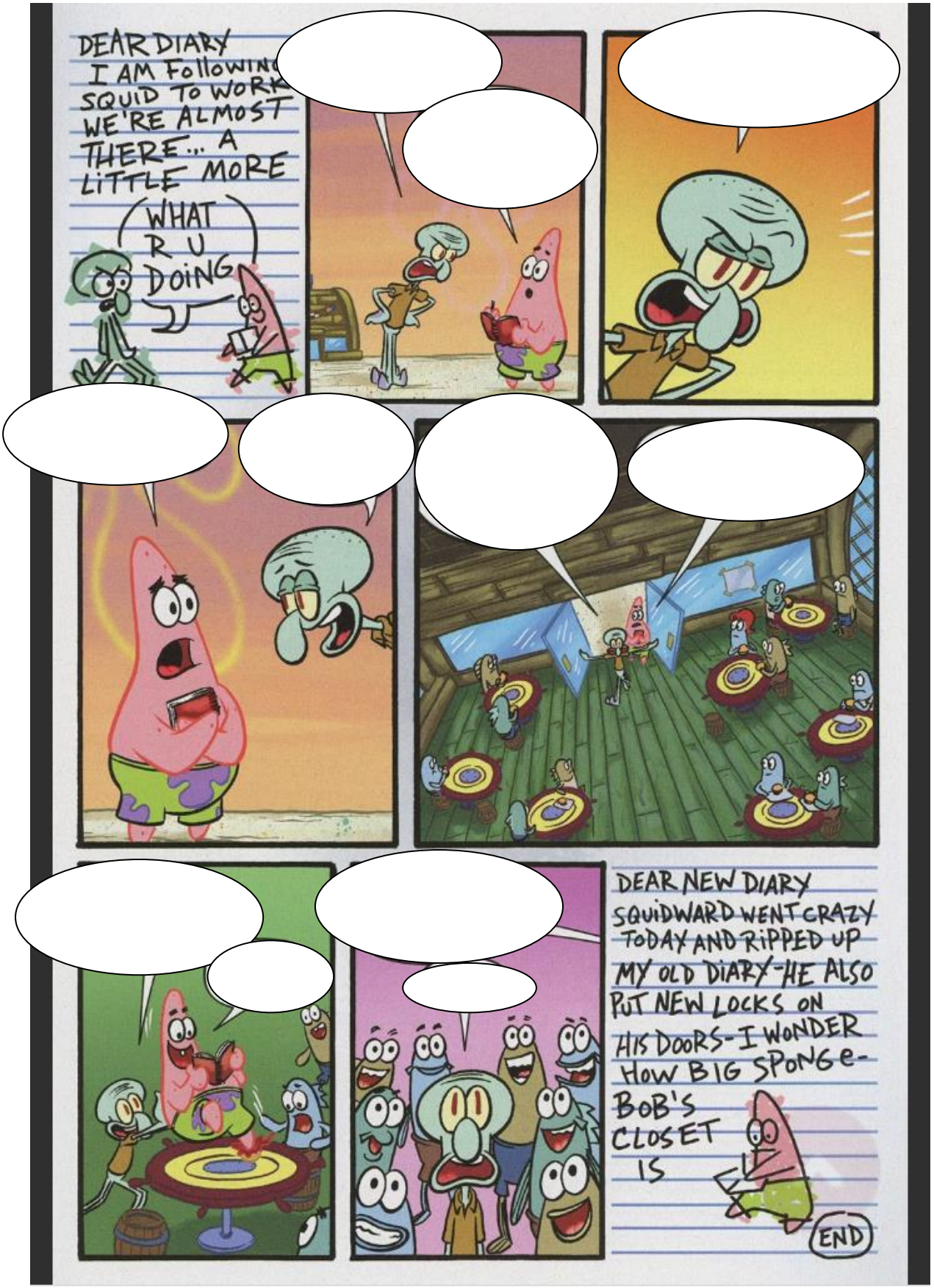
SUNBURN



DEAR DIARY
SQUIDWARD DREAMED HE WAS A SUPER HERO LAST NIGHT. I KNOW CAUSE I WAS HIDING IN HIS CLOSET. HE WAS HOPPING AROUND YELLING "I'M CLARINET MAN!"

YOU'D THINK SOMEONE NAMED "CLARINET MAN" COULD PLAY BETTER

DEAR DIARY
GOOD THING SQUIDWARD DIDN'T TAKE A SHOWER THIS MORNING - HE WOULD HAVE SEEN ME HIDING IN THERE - I GUESS HE WAS TOO BUSY FLEXING IN THE MIRROR TO NOTICE


DEAR DIARY
I AM FOLLOWING
SQUID TO WORK
WE'RE ALMOST
THERE... A
LITTLE MORE
(WHAT
R U
DOING
DEAR NEW DIARY
SQUIDWARD WENT CRAZY
TODAY AND RIPPED UP
MY OLD DIARY-HE ALSO
PUT NEW LOCKS ON
HIS DOORS-I WONDER
HOW BIG SPONGE-
BOB'S
CLOSET
IS
END

APPENDIX VI

OBSERVATION SHEET

(CYCLE I)

Class : X

School : SMA CERDAS MURNI

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher asks the students what they have learned before	✓	
	4. The teacher prepares the topic and shows the students the tutorial video.	✓	
	5. The teacher gives explanation about the topic of study.		✓
	6. The teacher explains the material clearly.	✓	✓
	7. The teacher uses media of teaching.	✓	
	8. The teacher gives the students chance to ask the teacher related to the topic of study.		✓
	9. The teacher gives test to the students.		
The Students	1. The students are interested and enthusiastic in studying.	✓	
	2. The students participate in the learning process.	✓	
	3. The students ask the teacher about material that they do not understand.	✓	
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

English Teacher	Researcher
Drs. Amrin	Belia Nuzila

APPENDIX VII

OBSERVATION SHEET

(CYCLE II)

Class : X

School : SMA CERDAS MURNI

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students. 2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom. 3. The teacher prepares the topic and shows the students the tutorial video. 4. The teacher gives explanation about the topic of study. 5. The teacher uses media of teaching. 6. The teacher gives the students chance to ask the teacher related to the topic of study. 7. The teacher gives test to the students.	✓ ✓ ✓ ✓ ✓ ✓	
The Students	1. The students are interested and enthusiastic in studying. 2. The students participate in the learning process. 3. The students ask the teacher about material that they do not understand. 4. The students answer the question which is given by the teacher. 5. The relationship between the students and the teacher is good. 6. The students do the test seriously.	✓ ✓ ✓ ✓ ✓ ✓	

English Teacher Researcher

Drs. Amrin Belia Nuzila

APPENDIX VIII

Interview Guideline With The English Teacher Before Classroom Action Research

1. How does students' ability at tenth in writing English text?

I think that their ability in writing is still need to be improved. Most of students are still lack of vocabularies and of course only a few of students that have mastered the basic tenses which are usually used in the teaching writing for tenth grade students.

2. What kind of texts that they ever wrote?

I have taught them many kinds of texts; those are narrative text, descriptive text and procedure text. So, those kinds of texts were have been written by them.

3. What have you taught them related to narrative text?

Yes, I have taught them about the narrative such as the definition of the text , the general structure, language features and of course the function of the text.

4. Then, How does their ability in writing narrative text?

Their ability in writing procedural text is still low, they sometimes forget how to use the language feature that should be put in writing procedural text. As we know that procedural text is kind of text that guide the reader to make something or how to do something, so that the guidance must be explained chronologically. However, their writing of narrative text are still disordered so that it would make the reader become confused.

5. What are the challenges that you face in teaching?

Teaching writing is not that easy. There so many obstacles that must be faced. Such as the students that are so crowded and very talk active. It is difficult to make them quiet and calm. There are a few of students that hard to be handled so they become a provocateur in the class and mess up the teaching and learning process.

6. Since the students got some problems in learning, what do you think the cause of those problems miss?

Especially in the grade of eight students, they have low motivation to learn about writing. They usually think that writing is hardest part in English, because of that thinking, they are not interested in learning about writing English texts. But there are still a few of students has a big desire to learn writing English, however, their lack of vocabularies becomes a challenge for them.

7. How do you teach writing in your class sir?

The way I teach writing English texts in the classroom , I usually start with apperception by doing questions and answers about the material to be learned, then I instruct them to open the book that will be the topic of discussion on that day, then the process of learning as usual. I usually explain the writing of the text definition first, then explain the structure and characteristics of the text to be taught. After that I asked the students whether they already understand or not, then the students are asked to create examples of similar texts.

8. Do you think media is important in teaching? why?

The media is very important because media could help the students become more understand about the material.

APPENDIX IX

Interview With The English Teacher After Implementing Classroom Action Research

1. Do you think using textless comic strip is suitable media in teaching procedure text?

Yes, so far I have realized that Tutorial video can improve the students' motivation and interest in writing procedural text.

2. According to you, how does students' ability in writing after being taught by using textless comic strip

Their motivation is going higher and their curiosity about how to write a good procedural text leads their ability in writing to be better. So that, I think this technique is suggested to English teacher especially in teaching procedure text.

3. How does the responses of the students when there were teaching by using textless comic strip?

They showed a good response in learning writing English text. It could be seen from their curiosity and their interest of narrative text.

APPENDIX X

INTERVIEW GUIDELINE WITH THE STUDENTS BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Do you like or dislike English, why?

a. I dont like learning English because its so bored and difficult to learn

b. I like English , even its hard sometimes.

c. I like it.

2. What doyou think aboutyour writing Skill?

a. my writing skill in English is so bad.

b. I like to write and I still learn how to write well

c. I think my writing skill is still low

3. What isyourdifficulties inwriting Skill?

a. sometimes I still don't know how to write the words correctly.

b. my difficulties is about the vocabularies. I lack of vocabulary.

c. I don't know how to write grammatically.

4. What do you think about the teachers strategy when teaching English ?

a. The teacher's strategy was so bored

b. I think the strategy need to be improved or making other strategy.

c. the strategy is fun

5. What is your expectation from your English teacher so that English learning in the classroom becomes more fun?

a. I expect that my teacher use another media to make it fun

b. I want to see my teacher makes something creative and innovative.

c. I hope my English teacher can make our classroom become a good circumstance to learn English

APPENDIX XI

INTERVIEW GUIDELINE WITH THE STUDENTS AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH

1. What do you think about the using textless comic strip in teachingwriting?

a. I like it because it can motivate melearn English in such a fun way

b. I got so much fun because its like to read comic. And I like reading comic.

c. I think it can make our classroom more active to write.

2. Whether by using textless comic strip in teachingwriting, do you feel your writing skill developed?

a. of course, because it has a pictures that motivate me to develop idea.

b. yes, I think I can write even its just a simple sentence.

c. yes, because it makes me to write about the next event by seeing the pictures.

2. What do you think about our class today?

a. I think our class is very active.

b. I see that all my friend do their own work in writing test.

c. our class today is very quite because all the students are working on test.

APPENDIX XII

DIARY NOTES

Wednesday, 17th July 2019 (meeting I)

The first meeting was used for pre-test. In this meeting, there are no students who did not attend to the English class. When the researcher and the teacher entered the class, the students were to noisy. But after the teacher calmed them down, they paid attention to the researcher instruction. The students were confused when they were given pre-test by the researcher. They seemed forget the way how to write narrative text. That's the reason why they felt difficult how to write and got low marks.

Thursday 18th July 2019 (meeting II)

In this meeting, the researcher taught the students about narrative text by using comic strips. Before the researcher showed the comic strips, the researcher explained to them about narrative text to remind them of what they have learned before. After that the researcher ask the students to see and analyze the comic strips tha was given. the students read the comic strips given by the researcher, they were asked to re-tell what the comic strips about and take notes of some words that they did not know. After discussing the comic strips, the researcher asked the students one by one to re-write the comic strips by their own words .

Friday, 19thJuly 2019 (meeting III)

In this meeting, the researcher gave the students post-test I. but before that, the researcher reviewed the material that had been learn by using comic strips. All of the students paid attention to the explanation and did the test of textless comic strips well. Even though they seemed like confused doing the test that was given by the researcher, the students got higher results of the test than the pre-test.

Monday, 22th April 2019 (meeting IV)

In this meeting, the researcher reviewed again about narrative text by using testless comic strips. In this meeting, the students were asked to discuss about the comic strips that they have written and dicussed in a small group. The students looked enjoying the learning process and also looked motivated to get better result in the next test. They were more active in asking what they did not understand and reminded new vocabularies that they got from the comic strips. Same like the meetings before, the students were always paid attention when the researcher gave explanation or instruction. Even though they made noise before the researcher tried to calm them down.

Wednesday, 24th April 2019 (meeting V)

In the last meeting, the researcher gave the post-test II to the students to get the last score for them. The researcher reviewed and gave treatment to the students to give them reinforcement. The reviewed were not taking a long time because the researcher found that they have enough knowledge for the last test. And finally they were really seemed excited . Most of them got score up and higher than the passing grade.

APPENDIX XIII

DOCUMENTATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-6738/ITK/ITK.V.3/PP.00.9/06/2019 Medan, 27 Juni 2019
Lampiran : -
Hal : **Izin Riset**

Yth.Ka. SMA CERDAS MURNI TEMBUNG

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA	: BELIA NUZILA
T.T/Lahir	: Simpang Tiga, 22 Juli 1996
NIM	: 34154207
Sem/Jurusan	: VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMA CERDAS MURNI TEMBUNG guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING STUDENT'S IN ABILITY IN WRITING SKILLS THROUGH TEXT LESS COMIC STRIP AT THE TEN GRADE OF SMA CERDAS MURNI IN ACADEMIC YEAR 2018/2019''

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam

a.n.Dekan
Ketua Jurusan PBI,

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

YAYASAN ADLIN MURNI
PERGURUAN ISLAM
SMA CERDAS MURNI

Sekretariat : Jl. Beringin No. 33 Telp. (061) 7384039 Pasar VII Tembung Kec. Percut Sei Tuan Kab. Deli Serdang

بسم الله الرحمن الرحيم

SURAT KETERANGAN
NOMOR : 1504/SMA-CM/S.5/VII/2019

Yang bertanda tangan dibawah ini :

Nama : Ibrahim Arbi, S.Ag, S.Pd.I
Jabatan : Kepala SMA CERDAS MURNI
Alamat : JL. Beringin No. 33 Pasar VII Tembung

Menerangkan bahwa, telah member izin kepada :

Nama : BELIA NUZILA
T.T/Lahir : Simpang Tiga, 22 Juli 1996
NIM : 34154207
Sem / Jurusan : VIII / Pendidikan Bahasa Inggris

Untuk mengambil informasi/keterangan/data sementara, guna memenuhi syarat penyusunan Tugas Akhir / Skripsi yang akan dilaksanakan di SMA CERDAS MURNI Kab. Deli Serdang pada tanggal *17 Juli 2019* sampai dengan *01 Agustus 2020* dengan judul :

"IMPROVING STUDENT'S IN ABILITY IN WRITING SKILLS TROUGH TEXT LESS COMIC STRIP AT THE TEN GRADE OF SMA CERDAS MURNI IN ACADEMIC YEAR 2018/2019"

Perlu kami beritahukan bahwa dalam pelaksanaan pengambilan data sementara yang bersangkutan telah memenuhi ketentuan yang ditetapkan.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Tembung, 17 Juli 2019
Kepala SMA CERDAS MURNI

YAYASAN ADLIN MURNI PERGURUAN ISLAM SMA CERDAS MURNI JL. BERINGIN 33 TEMBUNG SUMATERA UTARA

Ibrahim Arbi, S.Ag, S.Pd.I