IMPROVING THE STUDENTS' SKILLS IN WRITING NARRATIVE TEXT THROUGH MANGA STRIPS AT EIGHTH GRADE OF SMP AMAL LUHUR MEDAN

THESIS

Submitted to Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as a Partial Fulfilment of the Requirement for Sarjana Pendidikan

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

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Menyatakan dengan sebenarnya skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

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ABSTRACT

WINDA WIRIYANTI, 34154152, Improving The Students' Skills in Writing Narrative Text Through Manga Strips at Eighth Grade of SMP Amal Luhur Medan.

This was an action research study, which consisted of two cycle model planning, action, observation, and reflection. The subject of this research were the eighth grade of SMP Amal Luhur Medan consisted of 28 students. The researcher collaborated with the English teacher. The technique of analyzing the data taken from qualitative data and quantitative data. The quantitative data obtained the test. The qualitative data obtained from observation sheets, interview sheets, and field notes. Based on the result of the data analyzed showed that the students score was an improvement through Manga Strips. It was supported by the mean in every meeting. In the pretest the mean score was 55,10%. There were 2 of 28 students who had reached > 75 it was 7,14%. In the cycle I the mean of score was 69,78% and there were 12 of 28 students had reached >75 it was 42,85%. In cycle II the mean of score was 79,10% and there were 24 of 28 students got reached > 75 it was 85,71%. The coefficient of t observed 4,76. It's mean that there was an improving in pre test to post test I was 42,85 % and post test I to post test II was 42,86%. Based on the qualitative data, it was found that the students respond through manga strips in teaching writing narrative text were participate effectively, enthusiasm, interest, and confidence to write. It indicated there was significant improvement using Manga Strips to students' skill in writing narrative text.

Key word: *Writing as an EFL Skills* and *Manga Strips*

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The undergraduate thesis with entitled "**Improving The Students' Skills In Writing Narrative Text Through Manga Strips at Eight Grade of SMP Amal Luhur Medan**", completed to obtain the sarjana degree at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Language is an important tool of the communication process in daily activities for human lives to interact and show their feelings or ideas. Human languages produce a message which has thought, suggestion, idea, comment, and opinion inside from sender to receiver and giving feedback as a response to communication with each other. By using language, people can effectively and effeciency to share their experience or information with others.

English is an important foreign language used by international peoples to speak as connecting communication with each other towards necessary lives. "When learning English, Indonesian students focus of the mastery of four skills namely listening, speaking, reading, and writing. Writing is one of the skills that is considered to have an essential significance in second language learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas".[1]

Writing is the last part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the student. Students must have the competency to develop writing skills, it means writing is absolutely important. First, writing is one of the communication ways to communicate with other people in the world. Second, writing ability is required in almost in part of

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[1]Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*,Vol.3,No.1, January 2018,p.1.

jobs.[2] So, it demands Indonesian students to be able to master English in order to compete with others. Therefore, English must be taught and learned at school as academic purpose in higher education.

In the objective of English subject on curriculum 2013 for Junior High Schools it is mentioned that students are need to be able to write some kind of genre in writing, they are narrative, recount, procedure, and descriptive text.[3] Based on the explanation above, the narrative text is one of writing genre that must be mastered by students in learning English. However, the level of difficulty is more significant in writing skills, compared to the other three skills; listening, speaking, and reading, because it encompasses problem-solving and deploying strategies to achieve a communicative goal.[4]

Based on the observation which had been conducted in 8th grade SMP Amal Luhur Medan, it was found that students' skills in curriculum 2013 about writing narrative text was still low. Its support of data by collecting the English teachers that they faced difficulties in how to make a text in narrative and still confused to begin what they did. The reasons were they difficult to convey their ideas in writing and don't have enough basic knowledge such lack of vocabulary and tense. Many students have a lack of interest and motivation in writing narrative text. Lacking media learning is one of the factors the students seemed boring and it made them could not develop their knowledge and ability to learn English especially in writing narrative text. Teaching English especially writing

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[2]Shubhada, Deshpande, Teaching Writing Skills in English, *International Journal of English Language Teaching*, Vol.3,No.1,March 2014, p.68.

[3] Kementerian Pendidikan dan Kebudayaan Desember 2012. *Kurikulum 2013*.

[4]Fithriani,Rahma. Essay for LPDP Dissertation Scholarship: *The Urgency of English Writing Skill in Indonesia Academic* Setting. State Islamic University of North Sumatra

skill should be distributed to the students by using many creative techniques. Through that way, the students will be interested in studying English.

The students needed creative media to increase their motivation and grades. The teachers should be able to use some media of teaching. Media is a tool for the teaching and learning process. Media in language teaching can be classified into three groups, they: audiovisual, visual, and audio. According to Shabiralyani et.al state that media visual aids are those devices that are used in classrooms to encourage students learning process and make it easier and interesting.[5]

There are several kinds of media visual aids, one of them which is comic or manga strip. Manga is a character originating comic japan or called manga style. Most teenager learners is commonly reading a comic especially manga style genre. Teaching English used manga comic strips in the learning process can encourage students'participation and interest in writing ability. Through manga in English subjects make students feel something new and different from what they usually get in their class.

Some researchers have conducted studies about teaching through comic or manga strips. Unik (2017) conducted a study about the use of manga strips showed that teaching writing manga strips can improve the students' skills in writing especially recount and invite students to participate during classroom discussion. Demi de Quay (2016) also conducted the result using manga style comic into the lesson plan to practice suggest that manga might be a valuable

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[5] Ghulam Shabiralyani et.al. (2015), *Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan*. Journal of Education and Practice. Vol.6, No.19.p.226

addition to the current curriculum and that it could be used to improve literacy education. The using manga strips into education is also to assist the students to stimulate and enthusiasm in learning process. Megawati and Anugerahwati (2012) conducted a study that the result showed comic strips gives a contribution to the aspect of mechanics in writing narrative, especially spelling and punctuation. The findings also reveal that comic strips' effective implementation requires proper stories as well as sufficient teacher's guidance during the writing process.

Based on the background above. Using manga strips in the learning process can be applied as interesting and effective media to teaching writing. This research conducted in entitle: **"Improving The Students' Skills In Writing Narrative Text Through Manga Strips at Eighth Grade of SMP Amal Luhur Medan In Academic Years 2018/2019"**

B. **Identification of the Study**

Based on the stated background of study, several problems can be identified as follows:

1. Students still confused and don't understand how to make a text especially in narrative text.

2. Students have a lack of interest and motivation in writing narrative text activities.

3. Lacking media learning is one of factors the students seemed boring and it made them could not develop their knowledge and ability to learn English especially in writing narrative text.

C. **Limitation of the Study**

Based on previously explained in the background of study and identification of the problem, the researcher covering all things of the problems within limited in the study. The research is only focused on the specific one that is improving students' skills in writing narrative text through manga strips at grade VIII of SMP Amal Luhur Medan.

D. **Formulation of the Problem**

Based on what has been mentioned earlier in the identification of the study and based on the focus of study the problem is formulated as follows:

1. How can manga strips improve the students' skills in writing narrative text at eighth grade of SMP Amal Luhur Medan in the academic year 2018/2019 ?

2. How is the students' respond in writing narrative text when though by manga strips at eighth grade of SMP Amal Luhur Medan in the academic year 2018/2019?

E. **Objective of the Study**

The objective of the study based on the formulation of the study as follow:

1. To find out manga strips improve the students' skills in writing narrative text at eighth grade of SMP Amal Luhur Medan in academic year 2018/2019?

2. To see the students' respond in writing narrative text after taught manga strips at eighth grade SMP Amal Luhur Medan in academic 2018/2019?

F. **Significance of the Study**

The findings of this study are expected to be useful theoretical and practical perspectives:

1. Theoretically

This result of the study is useful to enrich the theory of teaching writing. To develop a theoretical model for writing based on the level of intelligence.

2. Practically

a. For the students, this study will help the students to write better. By implementing manga strips, students can write narrative texts well. As a result, their writing narrative texts will much be better and can make them understand well how to write narrative texts.

b. For the teacher, this study can provide contribute to apply other techniques and media dealing with the teaching learning process especially in teaching writing narrative texts.

c. For the headmaster, to encourage the headmaster so that the teachers use interested in teaching English writing.

d. For other researchers, the result of this study will present useful information and can give general knowledge to improve student's skills in writing narrative text.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Review**

In this research have a theory's description to support the discussion of conceptual writing more constructive notion, and give limited concept to make particular context. It is very essential to discuss and explain theoretically about writing, narrative text and manga strips.

1. **Writing as an EFL Skills**

   a. **Writing**

   In language, there is skills of writing to be learners needed. Writing is a way of communication with other people as a written language (from words arrange to sentences) on paper to express the ideas or thought as information. According to Hernowov writing is an activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentences.[6] According to Nunan writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs well to a reader.[7] According to Kurniawan writing is defined as the stage of transforming an idea into words on paper.[8]

   Based on the explanation above can be concluded that writing is an

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[6] Hernowo. 2004. *Quantum Writing*. Bandung: Mizan Learning Center.p. 43
[7] Nunan, D (2003). *Practical English Language Teaching*. New York: The McGraw Hill.p.88
[8] Kurniawan, V., & Fitrawati. (2014). *Teaching writing hortatory exposition text by using stop and dare strategy to senior high school students*. JELT, 3(1).p 160.

activity to expressing the ideas into words and arrange them become logical sentences on a paper to make readers understand about what the writer purposes.

In the holy Al-Qur'an, writing skills are important to should be learned and way of study. There is a verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam 1: [9]

The meaning: *" Nun. By the pen and what they inscribed"*

Reviewed from the content of the verse has the meaning that الله SWT swears two things namely *pen* and *what is written*. This verse explains that encouraging people to learn and write. The sheets do not work if they are not written.

In surah al-Qamar: 53: [10]

The meaning: *" and every small and great (thing) is inscribed*"

This verse explains that writing is important. In learning from early age to adulthood requires writing and in small to large business writing must also be done in academic activities and daily activities with a pen as a writing tool.

In those verses Al-Qur'an, it has been taught that writing is important to encourage people to learn and bind the knowledge in

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[9] Departemen Agama RI. (2007) *Al-Quran dan Terjemahan.* Surabaya: Mega Jaya Abadi.p 450

[10] *Ibid*, p.424

writing. الله Swt teaches to peoples about the rules of writing with a pen, this things is the grace from الله Swt through spoken word into written with intermediary pen, and you may learning and got the knowldege. People have to writing in order to make knowledge can save in memory whatever that is small things or great things it will be knowledge described to ourselves by writing within pen as the tool.

Talking about writing there are some components of writing should be considered by the writer. According to Harris state there are several components of writing that are important in a good writing: a) Content: the substance of writing or the ideas expressed b) Form: the organization of the content c) Grammar: the placement of grammatical and syntactic pattern d) Style: the choice of structural and lexical item to give particular tone of writing audience.[11]

b. Writing Instruction in Indonesia EFL Context

As a foreign language, English in Indonesia is only taught in schools as a subject of instruction; it is not used in social as well as official communication.[12] So that, some of students' difficult to practice speak English in public. As a foreign language, English is rarely used outside the classroom context. Beyond the classroom, the Indonesian students speak Indonesia language or their local language instead. After they are graduated from university, most of them do not acquire good command of

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[11] Jeremy Harmer, (2004*), How to Teach Writing*, Person Education Limited.p. 4-6

[12] Utami and Bambang, (2006), *The Teaching of EFL Writing in The Indonesian Context: The State of The Art*. Vol 13 No.3 p. 1

English.[13] Moreover, in English teaching, very often students were just given sentence exercises, then paragraphs to copy or to manipulate grammatically. With the introduction of the 2004 English curriculum, writing seems to gain its momentum to be taught more intensively in secondary schools. The new curriculum is essentially literacy-based and oriented to the production of various text types or genres. These include anecdote, descriptive, narrative, procedure, recount, report, and spoof texts for junior high schools.[14] In this case, writing teaching become new oriented to produce writing more intensively for students as English curriculum 2004.

The difficulty for learners is more evident for EFL students who are unaware of the discourse patterns inherent in particular types of writing.[15] In this case, the students have problem errors in intoruduce or put ideas exits to write types of writing. Among the reasons related to the condition of EFL writing instruction in Indonesia are students' perception of English writing as one of the most difficult skills to master and the use of traditional approach to teaching writing that view sstudents' writing as a product instead of a process.[16]

Based on the difficulties of students have, the students need guidance

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[13]Suryanto, *Issues In Teaching English In A Cultural Context:A Case Of Indonesia*, (Yogyakarta: Universitas Muhammadiyah, 2012), p.76

[14] Utami and Bambang, (2006), The Teaching of EFL Writing in The Indonesian Context: The State of The Art. Vol 13 No.3 p. 143

[15] Dwi Warry Octaviana. The Causes Of EFL Sstudents' Difficulties In Writing English .p.2

[16] Fithriani.R, Dewi.U, Daulay.S.H, Salmiah.M and Fransiska.W, "Using Facebook in EFL Writing Class: Its Effectiveness fron   ents' Perspective" *in The Second Annual International Conference on Language   Literature*,(KnE Social Sciences. DOI 10.18502/kss.v3i19.4892. 2019) p. 635–636.

in English teaching process sensitively. It can be used, some technique, strategies, or media which helping the students' cognitive for their essay content types of writing. To overcome internal factors must be required, it comes also effects English writing is low.

c. Genre in EFL Writing

The word *genres* comes from French language word that are kinds or class. Knapp and Watkins state genre is functional term that refers to the language processes involved in doing things with language.[17] So, it such a category to refers various types the language process itself is writing text. According to Pardyono in Purba there are twelve types of genre, they: Narrative, Recount, Description, Report, Discussion, Explanation, Analytical Exposition, Procedure, Anecdote, Hortatory Exposition, Spoof, News item.[18] Narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'.[19]

2. Narrative Text

Narrative text is one of genre in writing which is taught in writing. Narrative text is a past events has purpose to entertain the readers. According to Pardyono in Purba state that narrative text is a kind of text that exactly to tell the activities or

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[17] Knapp P & Watkins, (2005), *Genre, Text, Grammar : Technology for Teaching and Assessing Writing*, Sydney : Wales,p. 23

[18] Purba, (2018) *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*. English Applied Linguistics, State University of Medan, Indonesia. Vol,9 Issue I.p 28

[19] Knapp P & Watkins, (2005), *Genr   xt, Grammar : Technology for Teaching and Assessing Writing*, Sydney : Wales.p 223

events in the past, that show problematic experience and resolution means to amuse often times meant to give moral lesson to the readers.[20]

According to Anderson stated that narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener.[21] Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative places acts in times and tells what happened according to natural time sequence. The purpose of narrative text is to amuse or entertain the reader with story.

Generic structure of narrative text according Siahaan in purba the steps for constructing a narrative text are: Orientation : sets the scene and introduces the participants, Compilation : a crisis arises, and Resolution : the crises is revolved, for better or for worse. It's show that there are some component structure in narrative texts attention. Firstly, a typical narration in opening paragraph tell what the story is about and point of the text. Secondly, telling problematica of narration story. Thirdly, resolved signals at the end of the story.[22]

Hansel and Gretel

Orientation	A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel.
Complication	One day she took the children into the forest and left them there. Clever Hansel had some breadcrunties in him pocket and had dropped them on the way so that they could find their way back

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[20] *Ibid*.p.29

[21] Anderson, M., and Anderson, K,. (1998) . *Text Type in English I.* South Yarra: Macmillan Education Pty Ltd.p 8

[22] Purba, (2018) *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*. Englis ied Linguistics, State University of Medan, Indonesia. Vol,9 Issue I.p 28

	home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home Hansel and Gretel went deeper and deeper into the forest. They were hungry and tried. Finally, after walking for a long time, they saw a cottage made of chocolate, candles, and cake. "Look Hansel A Chocolate brick! Shouted Gretel in delight and both ate it hungrly. Now, a wicked witch lived there. When she saw Hansel and Gretel she wanted to eat them. She grabbed the children and looked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly.
Resolution	Hansel and Gretel go home and their father welcomed them back with tears of joy and was delighted to see them safe. And then they all live happily ever after.
	Adopted from *prezi.com* Rani Wahyuni

Table 1 : The example of narrative text

Language Feature of Narrative Text: 1) Past tense (killed, drunk, etc), 2) Adverb of time (Once upon a time, one day, etc), 3) Time conjunction (when, then, suddenly, etc), 4) Specific character. (The Red Riding Hood, Snow White, Alibaba, etc), 5) Action verbs that shows an action. (killed, dug, walked, etc), 6) Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.[23]

Narrative text has many language features. Identify the specific charaters, places, time and give information character in order to make the reader easy to understand the way of the story.

3. Teaching and Learning Media in Indonesia EFL Context

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[23] www.britishcourse.com. (2017). *Narrative Text ;Definition, Generic Structures, Purposes, Language Features*. Acessed in 9 M   l9.

In the context of education, Elementary students to University level needed to learn English teaching. There are four basic language skills to be mastered, one of them is writing, which is the productive skill that always important to be learned by students in academic purposes. In the teaching learning process, to make students able to produce the text is not an easy action. There is essential for the teacher to encourage students learning progress to determine students' building their skill, such as appropriate media. In other hands, visual aid obviously plays important role in teaching learning process, especially in teaching writing. Cowen states that visual media can make concepts more accessible to students and enhance literal recall of information. This statement explains that visual media become necessary component in every teaching and learning process because it helps to find any information when needed.[24]

In Indonesia, English is taught as foreign language (EFL), it has been included in the Curriculum of Schools in Indonesia.[25] In curriculum 2013, the students must have participated in learning process and active in the classroom. It will be the student center acts more than the teacher, to respond to this case, the teacher contributes more through the media being taught besides books. Various Media is used to stimulate students' thinking to encourage the results they have with a process that is more actively participating. In short, students are required to be accustomed to use language spontaneously in English teaching.[26] Media is visual

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[24] Muhammad David, etc. The Effect of Comics on EFL (English as a Foreign Language) Students' Reading Comprehension at SMPN 1 Bangsalsari Junior High School. EFL Education Journal, Vol. 4, No. 2.p.896

[25] Tien Rafida, The Influence Of Using Vaklearning Model On The Students' Achievement In Writing Short Story Text. *(VVISION: Journal of Language, Literature & Education* ISSN: 2086-4213, ol.13, No. 13 Januari-Juni 2018). p.2

[26] Kemendikbud. (2014). Paparan M   i Pendidikan dan Kebudayaan RI. In Press Workshop: Implementasi Kurikulum 2013. Jakarta. Kemendikbud. Kementerian

aids which is can brought students interest into the classroom for teachers help to do his or her job better. According to Donn stated that visual aids has various media to teach in the classroom, divided into such groups as wall charts, book illustration, realia models, puppets, map, film, comic strip, moving film, television.[27]

4. Manga Strips as Media Teaching

a. Definition of Manga Strips

Manga is style of cartoons originating comics Japan. Comic called Manga in Japan. Theory of comic is stated by Gravett that in Japan, *Manga* and other forms of graphic literary materials have been an integral part of the national reading culture, for adults as well as their children, a heritage of remarkable breadth and diversity since the end of WW II.[28] It's mean manga is read in bulk by children to adult.

Manga is a comic. Comics are images with combine a text become stories narrative. According to McCloud comic are "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer".[29] It means images and dialogue has a purpose of information to the readers about story. Manga strips is inspired by comic strips is "a set of drawings telling a short story" in a newspaper or comic books, often showing "the speech of the characters in the pictures".[30] These 'strips' may center on the same cast of characters in each

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[27] Donn Byrne. (1980). *English Teaching Perspectives*, New York: Longman. p.121

[28] Gravett, P. (2004) . *Manga: Sixty years of Japanese comics*. New York: Harper Collins.

[29] McCloud, S. (1994). *Understanding Comics*. New York: HarperCollins.p7

[30] Summers, D. and et. al. (ed.) .(199 *ongman Dictionary of English Language and Culture*. Essex, England: Longman Group UK Limited.p.294

strip, the accompanying stories are often meant to stand on their own. The story is similarly to film, divided into particular pictures. The text is condensed into bubbles and panels and is attached to the pictures.

Based on from quatation above manga strips is a set of images and dialog panels which has graphic literary material to telling a short story to aim convey information to the readers and the text used into bubbles.

Manga has distinctive features that include facial character and storytelling. The manga character has big eyes, a smooth face with round cheeks, a narrow nose and thin lips. The background of the picture was made as natural as possible.[31] Topics and subjects also vary including kinds of genre story, a stated by Zanettin in Furuhata that have adventure, horror, romance, humor, science fiction and non-fictional genres such as essay, biography, journalism, and so on.[32] The target of manga readers usually classyfing by age range and backgrounds. So, this is suitable for teenagers as target readers in writing learning process.

In manga comic strips, there are some ways to using comic in writing. According to Derrick stated that :1) understanding visual symbols 2) reading order in comic 3) comic jigsaw 4) filling the text 5) putting panel in order.[33] In learning writing using manga comic strips, students should be done in three part statement above. Firstly, understanding visual symbols and reading

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[31] Aprilia Kartini Strei. (2014). *Gaya Manga Dan Comic Marvel Serta Pengaruhnya Dalam Pelajaran Menggambar Anatomi Realis Mahasiswa Dkv*. Jurnal Ruparupa, Vol 3.No 1.p. 46

[32] Hamako Furuhata-Turner. (2013). *Use of Comics Manga as a Learning Tool to Teach Translation of Japanese* .The Journal of Language Teaching and Learning, Vol.2.p.72

[33] Derrick, J. (2008). *Using Co   with ESL/EFL students*. Retrieved from: http://iteslj.org/Techniques/Derrick-UsingComics.p.14

order in comic, students have to read what stroy is about in order to know the specific characters, place, time and others. Secondly, filling the text, students fill up some assignment based on reading comic a text based on picture panels in order.

b. Principle of Manga Strips

Manga strips is kinds of teaching aid that is visual aid which the easiest and popular. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. According to Burton "Visual aids are those sensory objects or images which initiate or stimulate and support learning". Kinder, S. James; describe visual aids as "Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active". It's mean that through manga include image as visual aid to be used in the classroom can encourage students' learning and make it easier and motivating.

a. Design of Manga Strips

The design of manga strips is to help students to participate in learning writing process in presenting their ideas and composing words into sentences clearly. Also stated in syllabus that students expeced to an understanding of text structures, elements of narrative text, and write in accordance with the context of its use.

Learning task in teaching activities are students reading manga strips first to understand of the content story, then composing the text on worksheets with saw every picture strip in order to be chronological order of story and identify generic structu   their own story.

Role of learners in manga strips is: students listen review story manga from teachers, students completely read the manga first to make them understand of content, each student compose a story narrative text appropriately based on picture manga strips into a worksheet, the students and teacher can conclude at the end of meeting about the material. Role of the teacher in manga strips are: show an example of manga story narrative to students, review a litle bit of story to students', teacher distributed a worksheet and manga strips for each student and ask to composing a story on worksheet based on the story picture on manga strips into text be complete, give students time to present it in the classroom and evaluate it.

b. Procedure of Manga Strips

There are some procedure of manga strips in teaching writing narrative text, as follows: a) teacher stimulates to the students by asking movies or fable (b) the teacher explained understanding of how narrative text it is (4) the teacher gives an example of story narrative text and elements (5) the teacher gives a chance to students asking from material who had explained (6) teacher show an example story narrative text using manga strip to students (7) teacher gives review content of narrative manga story to students (8) teacher distributing a worksheet and provided a manga strips to students (9) teacher ask to students reading manga strips first and understand the content of story (10) Teachers ask to composing a story on worksheet based on story picture on manga strips into text be complete (11) the teacher gives an opportunity to the students' ask about misunderstanding of material.

B. Relevant Studies

Then, in this research, the researcher is going to present some of the relevant studies to support this research.

Firstly, there has been research conducted by Demi de Quay (2016), entitled *Manga in Education*. In this research, as the result using manga style comic into the lesson plan to practice suggest that manga might be a valuable addition to the current curriculum and that it could be used to improve literary education. This finding was confirmed by the teacher's feedback and the students' response during class by manga style comic and use thereof in the lesson was received very well. It's cause manga is quite popular and much more accessible to students than literary text, it's mean that focus on visuals instead of text and the quicker pace of the story.[34]

Secondly, the research conducted by Unik Fadillatus Salimah (2017), entitled *Improving Students' Skills in Writing Recount Text By Using Manga Strip*. The result showed that teaching writing recount text by using manga Strips can improve the students' skills in writing recount text. In this research, students seem interest to manga style cause the researcher using familiar genre. In activity process the students writes chronological order based on comic manga, thinking creative, and effective process to learn by students in the classroom. Manga Strips can be applied in teaching and learning process.[35]

The last relevant study was conducted by Megawati and Anugerahwati (2012), entitled *Comic Strips :A Study On The Teaching Of Writing Narrative Texts To Indonesian Efl Students*. the result showed that the using of comic strips

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[34] Demi de Quay. (2016). *Manga in Education*. Bachelor Thesis English Language and Culture Faculty of Humanities, Utrecht University.
[35] Unik Fadillatus S. (2017). *Impro ...ents' Skills in WriitngRecount Text By Using Manga Strips*. Islamic Education and Teache ...g Faculty . IAIN Surakarta

gives contribution to the aspect of mechanics in writing narrative, especially spelling and punctuation. The findings also reveal that comic strips' effective implementation requires proper stories as well as sufficient teacher's guidance during the writing process. Furthermore, the students' attitude towards writing activities had improved. They were more confident in writing and felt that the implementation of comic strips was helpful for them in writing a narrative text.[36]

C. **Conceptual Framework**

Based on the frame of theories above, the researcher assumed that teaching writing skills through manga strips has a positive effect on improving the students' writing skills. Because manga strips are very useful to develop students writing skills. In using manga strip student writing will be interested and the material focused to generate ideas that they want to write. Manga strips conducted for students stimulate more active and involve writing competence themselves. It is a solution for students motivated and keep control their attitude do in teaching learning process. Then, within using Manga strip in writing narrative text, it will be a break of monotonous of teaching and learning process usually in class. Students can understand to convey how to making a text as chronologies in narrative text. Manga strip is a way of learning process which make students participated explore ideas and help them.

D. **Actional Hypothesis**

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[36] Megawati and Anugerahwati (20 ... *mic Strips :A Study On The Teaching Of Writing Narrative Texts To Indonesian Efl Stud* ... EFLIN Journal, Vol 23, No 2

Based on from formulation of problem, and conceptual framework then the hypothesis in this research is: "The implementation of Manga strips can improve students skills in writing narrative text of eight grade school at SMP Amal Luhur Medan".

CHAPTER III

RESEARCH METHODOLOGY

A. **Research Design**

This researcher uses classroom action research (CAR). According to Burns that definitions of action research are reflective practice to identify a problematic situation that undertaken by participants who the teacher as researcher to see gaps between situation happening in teaching process to bring out even better improvement in practice.[37]

According to Arikunto, action research is one of type investigation that has characteristic reflective , participative, collaborative, and spiral that has purpose to repair and to increase the system, method, process, substance, competence and situation.[38]

Based on the definition above the implementation of classroom action research in practice teaching learning process to see situation happening that have purpose repairing and increasing learning process more be better by characteristics planning, action, observation, and reflection.

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

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[37] Anne Burns. (2010). *Doing Action Research in English Language Teaching. A Guide for Practitioners.* New York: Routledge.p.2

[38] Suharmisi Arikunto, et.al. (2008). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.p104
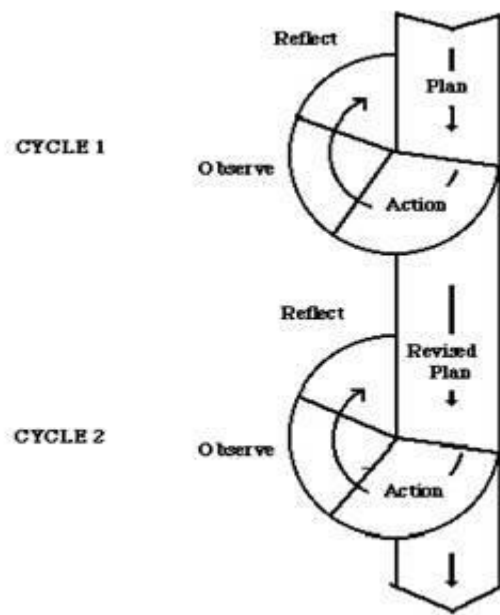
Figure 1: Model action research by Kemmis and McTaggart[39]

Based on the design model of CAR divided into four steps. First step is planning. In starting the planning, the researcher begins to identify problems in the classroom. After identification, the next plan provides a lesson plan and instrument needed for cyle. Second step is action. In this step, the researcher begins to implement the planning related to the plan made lesson. Third step is observing. In this step, the researcher carries out observations including the implementation of the steps taken during the classroom learning process. The last step is reflecting. In this step, the researcher conducts a reflection activity by looking at the suitability that is achieved with what is desired in the learning and then finds weaknesses or weaknesses to be corrected in cycle II. If in cycle one it hasn't got maximum results then it will continue in cycle II.

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[39] *Ibid*.p.8

B. **Research Setting**

This action research was conducted in SMP Amal Luhur Medan at 8th grade of junior high school consist of 28 students in the academic year 2018/2019 on 17 May until 24 June 2019. This location was selected because 1) the researcher found the problem in that school 2) The title of this research was never conducted before in that school.

C. **Research Procedure**

1. Cyle I

The procedure of action research in the first cycle are shown as follows:

a. Planning

In this phase, the problems had been identify and refers to solve problems. In this phase, everything needed was prepared related to the action by some preparations in planning phase were:

a) Lesson Plan

b) Media manga stirps

c) Instruments of research which was used to know the overall condition of the class during teaching learning process.

d) Narrative text task

b. Action

The planning was systematically arrenged and next to in the action play. In this stage, the collaborators giving a benefit suggestion and criticized to researcher. The action was conducted flexibly to see the possible changes happened found. The activities in the cycle I can be seen as follow:

1) Pre Activity

a) The teacher gives perception to students before the learning begins with: 1) the teacher greets students with a tone of enthusiasm and joy (greetings), and 2) the teacher checks or checks the attendance of students before the activity begins.

b) The teacher provides objectives and motivation that will be achieved after students learning the material taught by the teacher.

2) Main Activity

a) Teacher stimulated to students about the kinds of narrative text (legend, tale, and folktale) they know.

b) The teacher explained understanding of how narrative text it is

c) The teacher give an example of story narrative text and elements

d) The teacher give a chance to students asking for material who had explained

e) The teacher shows an example story narrative text using manga strips to students

f) Teacher give review of content manga story material to students

g) Teacher distributing a worksheet and provided a manga strips to students

h) Teacher ask to students reading manga strips first and understand the content of the story.

i) Teachers ask to students composing a story on worksheet based on the story picture on manga strips into text be complete

j) Teacher allowed students to use a dictionary to help them.

k) The teacher gives an opportunity to the students' ask about misunderstanding of material.

3) Post Activity

a) The teacher and students together conclude the subject matter that has been learned.

b) Closed greetings

At the end of this action a learning outcome test is carried out to determine the extent to which students' ability to understand the material that has been taught after students are given the action of learning using the Manga strip media.

c. Observation

Observations carried out include the implementation of the learning action steps taken during the teaching and learning activities. The observed activities include the activities of the teacher in learning. This observation aims to determine the suitability of the action with the plan that has been prepared and to determine the extent to which the action can produce changes that are in accordance with the desired. This observation is to see whether the conditions of teaching and learning in the classroom have been carried out in accordance with the plans that have been prepared.

d. Reflection

At this point, the reflection was made by all involved members of the research. The successful actions then were continued in the teaching and learning process. Actually, unsuccessful actions were modified into the better ones.

D. **Technique of Collecting Data**

There are some collecting data to seeing result of students learning by Manga strip media in Narrative texts material. The researcher do collecting data by using instruments of research, as follows:

1. Test

One technique used to determine students' abilities in learning is a test. In this study, pre-test and post-test were used as research instruments to determine the extent of students' abilities in the writing process. In this research, terdapat essay test type. The test required the students to produce a piece of narrative writing based on manga strips. The scoring of the test is based on a scoring rubric.

Scoring the Test

According to Brown there are five points for assessment writing, they are:

Writing Scoring Rubic
Table: Writing Eubic Assesment by Brown

Writing Aspect	Score	Descriptor
Content	27-30	Very good to excellent Knowleageable-suitantive-trough development of topic sentence - relevnt to the assigned topic.
	22-26	Average to good Some knowledge of subjct – edaqete range, lmied development of topic sentence- mostly relevant the topict sentence but lack details.
	17-12	Fair to poor Limited knowledge of subject, edequete range, title substance, inadequete development of topic. Very poor

	13-16	Does not show knowledge of subject, non- substantive, not pertinet, or not enough to evaluate
Organization	18-20	Excellent to very good Fluent expression, ideas clearly stated/supported, succient, well organized, logiical sequencing , cohesive.
	14-17	Good to average Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.
	10-13	Fair to poor Non-fluent, ideas confused or disconnected, lack logical, sequencing and development
	7-9	Very poor Does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20	Excellent to very good Exact word, effective word/ idiom, choice, but meaning not obscured.
	14-17	Good to average Adequete range, occasional errors of words, idiom form, choice, usage meaning confused,or obscured.
	10-13	Fair to poor Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused, or obscured.
	7-9	Very poor Essencially translation, little knowledgeable of English vocabulary, idioms, word form or not enough to evaluate.
Language use/ grammar	22-25	Excellent to very good. Effective complex construction, few errors of agreement, tense, number, word order/ uction, articeles, pronouns and prepositions.
	18-21	

	11-17	Good to average Effective but simple construction, minor problems in complex construction, servere errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.
	5-10	Fair to good Major problem in simple/ complex construction, frequent, errors of negation, agreement, tense, and / or, number, word order/ function, articeles, pronouns, prepositi, run on, deletion meaning confused on and/ or fragment run on, deletion meaning confused or obscured. Very poor Virtually no master of sentence constructions or rules dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good Demonstrate mastery of conventions, few errors of spelling, punctuation, and capitalization and writing sentences.
	4	Good to average Occasional errors of spelling, punctuation, and capitalization, writing sentences but meaning but not obscured.
	3	Fair to good Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, illegible or not enough to evaluate.
	2	Very poor No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing,

		handwriting illegible, or not enough to evaluate.[40]

2. Observation

According to Arikunto, observation is an activity carried out through vision, smell, hearing, touch, and taste[41]. Observations do to observed of all activities and changes that occur at the time of action. Observations sheet carried out in the form of observing all the teaching learning process activities and aims to determine the changes that occur during the action. There are two types of observation of study. They are: participant and non-participant observation. Here, the researcher used participant observation that means the researcher doing the teaching process directly.

3. Interview

According to Koshy the main purpose of conducting interviews is to gather responses which are richer and more informative than questionnaire data.[42]As stated by Arikunto that in terms of implementation, the interviews were divided into free, guided and free-guided interviews.[43] The researcher using guided interview to bring out the complete and detailed questions that have been made by the interviewer with unstructured interview guidelines. Interview sheet will be used to know students opinion, idea and to know students difficulties in learning writing narrative text through manga strips.

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[40] Brown. HD. (2004). *Language assessment: Principles and classroom practices*. White Plains, New York: Pearson Education.
[41] Suharsimi Arikunto. (2006). *ProsedurPenelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. Thirteen Edition. p.156
[42] Valsa Koshy. (2005). *Action Research for Improving Practice A Practical Guide*. London: Paul Chapman Publishing.p. 92
[43] Suharsimi Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. Thirteen Edition. p.154

4. Field notes

Field notes were used to record what the observer heard, saw, and thought of at the stage of collecting and reflecting on the data. Field notes contain the setting of the class such the interaction between the teacher and the students, and other things that happened in the class.

E. **Technique Analyzing the Data**

In this clasrroom action research, the researcher collected qualitative data and quantitative data. The qualitative data will be analyzed by observation sheet, interview sheet, and field notes. While, the quantitative data will be analyzed by test from the score of the students that they get from the writing test.

Miles and Huberman technique for the qualitative data consists of 3 steps: data reduction, data display and conclusion drawing and verivication. After being collected, the data were selected, simplified, and transformed into field notes, and interview transcripts from which conclusions were drawn based on the data analysis.

To see the percentage score of the students who were competent in writing narrative text, the researcher applied the following formula:

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

Where:

P = the class percentage

R = the total of students who passed the KKM

T = the total number of the students

To see the mean of the students' score in each cycle, the research was

applied the formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

Where :

$\overline{X}$:The means of the student

Σx: The total score

N : The number of students

To see the different of the test success in after using Manga Strip technique is used t-test .The formula of t-test is:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

Where :

$\overline{D}$ =   Mean of difference of post-test 1 and post-test 2

D =   Differences

N =   Subject of student

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reseacrh Findings

The finding of this study includes preliminary data, the results of the first cycle and the second cycle. The qualitative data were taken from observation sheet, interview sheet, and field notes. The researcher analyzed the quantitative data were taken from the test.

1. Preliminary of Study

Before conducting the first cycle, the researcher did a preliminary study with a written test and interview. The written test was intended to know the students' writing narrative text, before they were using Manga Strips. The interview was done before conducting the first cycle. It was found that the were problems in writing narrative text. The interview data found that the students' difficulties convey ideas and don't have enough grammar in writing narrative text. It was shown from the result interview with English teacher as follow:

> *"They faced difficulties how to make a text in narrative and still confused to begin what they are write in".*
>
> Interview's Transcript

From the result of interview data, it can be seen the students have got some problems in writing narrative text. Therefore, the researcher continued the preliminary data to the fisrt cycle. (see in the appendix 12)

Based on the data above it can be seen that the reason of students score in writing narrative text was low. The students' in writing narrative text also haven't motivate to did, it can be seen in the field notes data: researcher saw

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the students' was reluctant in work a test, and ideas in writing skills also hampered, and asking like :

R saw students look recluctant in doing their assigsnment, ideas in writing were also hempered, and asked question like *"Miss, could i using bahasa if i didn't know the meaning in English"*

(Field Notes 2, see appendix)

The students' have few paid attention to the material in these meetings. Next, the time ends up, researcher asking for students' collecting their task, but some the students' couldn't have finished their task. This data can be seen in field notes, appendix 18

Based on the result field notes data, it's proven that students' have a bad response in narrative text, so the test results obtained were low. Therefore, using manga strips expected to be able to improve the students' skill in writing narrative text.

The qualitative data will be supported by seen from the quantitative data from the result pre-cycle test only 2 of 28 (7,14%) students had reached Minimum Passing Grade (KKM) was 75. The total score of pretest was 1543 and the mean of students score (55,10).

The quantitative data above indicates that the students' writing narrative text was low. It can be seen from the mean score of the students was (55,10%) and the percentage of the students' scores of the test was (7.14%) or only 2 students had reached 75. On the other hand, 26 students unsuccessful. These data can be seen in appendix 4 and 6.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action,

observation, and reflection. In the first cycle, that will describe qualitative data and quantitative data. The qualitative data were analyzed from observation sheet, interview sheet, and field notes. The quantitative data were taken from the mean of the students' score, and students' score in taking tests.

a. The Qualitative Data

The finding of the researcher concerning to the implementation of manga strips in improving students' writing narrative text at grade VIII SMP Amal Luhur Medan are discussed in following:

a) Planning

In these steps, several preparations must be used in learning. First, the researcher prepared lesson plan for two meetings. Second, conducting the test of students with implemented Manga Strips in the test, and material of narrative text. Third, prepared instrument of research such, observation sheet, and interview sheet.

b) Action

Based on the data of observation and interview which were done by researcher in cycle I was done on 13 June 2019. In these steps the researcher starting to implement manga strips to students, after all of the planning had arranged.

(1) the teacher stimulated to students about the kinds of narrative text (legend, tale, and folktale) they know. The researchers began opening of lesson by explaining the orientation test as perception by giving questions about materials. The students answer about the kinds of narrative they have known.

(2) the teacher explained the understanding of how narrative text it is. The researcher explain the topic of narrative text to students and also sometimes give the question about narrative what it is.

(3) the teacher gives an example of story narrative text and elements. The researcher provides examples of narrative text and supporting aspects in it, explaining slowly each part that is there.

(4) the teacher gives a chance to students asking for material who had explained. The researcher gives chance asking section to students, but no one students asking their question to researchers.

(5) the teacher shows an example story narrative text using manga strips to students. before do at work, the researchers introduce examples of story narrative text in front of the students' class, many students are enthuastic about seeing media that had been give to students such:

> *"Miss, ini kan anime.."*. the researcher said *"Kamu suka nggak"* students *"Suka miss..!! boleh untuk saya nggak miss,,"* the researcher *"boleh tapi selesai lembar tesnya dikerjakan dulu,,"*.
>
> (Field Notes 4, see appendix)

(6) The teacher gives a review of content manga story material to students. The researcher starting to review an example of content slowly to students, in order to understand how to did a test succesfully.

(7) the teacher distributing a worksheet and provided a manga strips to students. The researcher

(8) the teacher asks to students reading manga strips first and understand the content of the story.

> For starting this assignment, you must to reading first and understanding

the content of story inside, then write your ideas or opinion to build the story be complete in the task and interesting.

(Field Notes 4, see appendix)

(9) the teachers ask to students' composing a story on worksheet based on story picture on manga strips into text be complete.

Then the researchers gave instructions on how to do the assignment sheets with Manga Strips media. *"Buat cerita narrative text berdasarkan isi Manga Strips ini dengan opini kalian dengan English kedalam lembar teks dan ingat aspect narrativenya juga"*.

(Field Notes 4, see appendix)

(10) the teacher gives an opportunity to the students' ask about misunderstanding of material.

c) **Observation**

Observations are carried out by the researcher during the implementation of learning actions. At this stage, the teacher acts as an observer. Researchers did the action of implementing learning during the teaching process takes place in writing narrative text material.

Based on observation, there were advantages and problems in action stage, most of the students had participated effectively in writing narrative texts using manga strips, start from almost of students' paid attention to the teacher's explanation about the material, the students' enthuasiasm and interest through manga strips in learning process. Although, some students were still looked confused did a task in the beginning but they had trying to understanding and did completely, it make some of students' often asking and seldom disturbing their friends to ask, so the students' activity not conducive to learning process. This data can be seen in appendix 10.

The result of interview sheet with teacher shown that students looked interested to use in writing narrative text such

R : *menurut kamu gimana belajar narrative hari ini? Ditambah pakai manga strips nya?* (How do you think narrative lesson today? Using manga strips also?)

G : *senang miss, cuman masih belum paham nyusun kalimatnya dari panel ke panel miss, belum terbiasa miss, terus mau buat arti kedalam bahasa inggrisnya gaktau miss, karena kamusnya gak lengkap. Tapi karena miss tadi ngebantu juga, jadi paham.* (Happy miss, but still didn't understand to arrange the sentences from panel to panel, not familiar miss, then, translation from bahasa to English didn't know miss, cause the dictionary not completed. But miss helping me, so can understand)

Interview Transcript

Based on the field notes, the positive points were the student interested in learnted manga comic strips and they could see the picture and the character story. The most students were enthusiastic in class activity. The student's looked fun to build ideas on narrative text chronology. But, the negative points were obtained that some of students' still not good enough in vocabulary knowledge. This thing saw by researchers as a teacher when controlling the students' learning process they used the limited word of dictionary content to find out English words so that the students often asking the meaning of word and there were students' wrote in mixing language between English and Bahasa into text.

While doing the assignments, some students still don't look good enough in their vocabulary knowledge, and this is constrained by the use of limited dictionary content to find the meaning of the word, then students often ask the meaning of the word to the researcher, and there are students who write in a mixture of languages between English and Indonesian into the text. Despite these obstacles, students are still enthusiastic and interested in doing their work. Finally the bell rang and R told the students to collect their assignments and told them to bring a more complete dictionary to the students the next day. After that R closed

the study and said *Assalamualaikum wr.wb*
(Field Notes 4, see appendix)

b. The Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevan to the topic taught and discussed in the classroom. The score of English subject in SMP Amal Luhur was 75 Minimum Passing Grade-Kriteria Ketuntasan Minimum (KKM).

Based on the test shown that the result score of test did by students' using Manga Strips as media learning in cycle I had improved than before, but didn't still reached KKM. Based on the result posttest I of cycle I was 1954 and the mean of score is (69,78%). There are 12 of 28 students who reached standard score (KKM) since KKM is 75. It can be seen that the students' score in writing was increased and the percentage it was only (42,85%). On the other hand, 15 students failed or didn't get score up to 75 and it was (57,14%). It can be seen in appendix 4 and 7.

It is used the test the hypothesis in the research, from the compilation above, it could be seen that coefficient of $t_{observed}$ and t_{table} to df = N-1 = 28-1 = 27, with fact $\alpha = 0,05$ was 1,70. In the coefficient of $t_{observed}$ (4,98) > t_{table} (1,70). Thus, alternative hypothesis (H_a) saying that Manga Strips could be improved the students' writing narrative text. This data can be seen in appendix 4.

d) Reflection

Based on the results of the action carried out by researcher it can be

concluded that the result of the test score 12 of 28 students still has not been said successful. There were still having problems with some of students' not good enough in vocabulary to arrange sentences, looked confused did a task using manga strips but they had tried to understand it. Almost of students' also not conducive in the learning process, they more try to ask their friends than teachers about the materials during the learning process, it makes an atmosphere of class dominated noise sounds. It's meant that the researcher still lacks mastery of the class, so the classroom is less effective and conducive.

To correct deficiencies and maintain the advantages that have been achieved in the first cycle, then the implementation of the second cycle can be made as follows: Researchers are expected to students' provide bring a full of dictionary content to overcome vocabulary knowledge can build writing ideas more smoothly. Researchers are expected to be more sensitive on guiding students who have difficulties. Researchers are expected to be able to maintain and improve the management in learning activities that have been achieved in the first cycle.

3. **Cycle II**

In cycle II, the researcher conducted four steps: planning, action, observation, and reflection. In the first cycle, there are shortcomings or weaknesses and the achievement of student score results has not been reached KKM. So, the researchers decided to continue to cycle II. The qualitative data was analyzed from observation sheet, interview sheet, and field notes. The quantitative data was taken from the mean of the students' score, and students'

score in taking test.

a. The Qualitative Data

The finding of the researcher concerning to the implementation of manga strips in improving students' writing narrative text at grade VIII SMP Amal Luhur Medan are discussed in following:

a) Planning

In this stage, the researchers prepared lesson plans, instruments, handouts, and worksheets dealing with the teaching technique of using manga strips to students. Also adding ask to students' provide bring a full of dictionary content, and the researcher more sensitive on guiding students' activities work. The test was given in the end of learning process.

b) Action

The action of cycle II was done on 20 June 2019. In this stage (1) teacher stimulated to students about the kinds of narrative text (legend, tale, and folktale) they know. The researcher provides motivation, goals and questions related to previous material to students.

(2) the teacher explained the understanding of how narrative text it is. The researchers explained again the narrative text also aspects more slowly to students.

(3) the teacher gave an example of story narrative text and elements.

(4) the teacher gave a chance to students asking for material who had explained.

(5) the teacher shows an example story narrative text using manga strips to students.

(6) the teacher gives a review of content manga story material to students. The researchers explained examples of story manga strips, began review the orientation from panel 1 to panel 3 and further, also ask to students careful in using punctuation and past tense forms.

(7) the teacher distributing a worksheet and provided a manga strips to students. In this section, can be seen in field notes data as follows:

> After students understand R give worksheets and Manga Strips to students *"Now, look your on Manga and see the picture in the panels, make a narrative text based on the Manga with your own opinion"* *"Semuanya sudah jelaskan?, Miss, mau ceritanya harus komplit dengan aspect narrative juga, dan perhatikan penjelasan yang miss katakan sebelumnya?,.."*. students' *"Yes,, Miss"*.
> (Field Notes 5, see appendix 21)

(8) the teacher ask to students reading manga strips first and understand the content of story.

> Such meeting before, don't forget to start reading first and understanding the content of story inside, then write your ideas or opinion to build the story be complete in the task and interesting.
> (Field Notes 5, see appendix 21)

(9) the teachers ask to students' composing a story on worksheet based on story picture on manga strips into text be complete.

(10) the teacher gave an opportunity to the students' ask about misunderstanding of material.

c) **Observation**

Observations are carried out by the researcher during the implement of learning actions. At this stage the teacher acts as an observer. Researchers did the action implementing of learning during teaching

process takes place in narrative text material. Based on quantitative data from worksheets, it can be said that students have been good at writing narrative text content through manga strips and the result of the task was improved and 24 of 28 students had reached KKM.

In cycle II, the students were more active than in the cycle I because they had already enthusiastic and known manga. Based on observation cycle II shown that had increased from before, weakness in cycle I and researchers had been able to maintain the previous success in cycle II, such the most of the students still had participated effectively in writing narrative texts using manga strips and paid attention to teachers explanations, the students' enthusiasm and interest through manga strips in the learning process. The researchers teaching also be able to controling the students' activities in the classroom. The students' were seemed wonted and understand to did the task of writing narrative text using manga strips, this can be seen in the impact of students' conducive on the class arrangement that is no noisy. The actions who did by researchers in cycle II have already able to overcome the weakness in cycle I.This data can be seen in appendix 11.

Based on interview sheet data also stated that the students' writing skills in writing narrative text was improvement in cycle II. Such interview sheet with studens':

R: *Galang gimana belajar menulis pakai Manga comic stripsnya? Mudah nggak?* (Galang, how yours writing skills using manga comic strips? Is it easy?) G*: iya miss, mudah karena dari gambarnya aku bisa rangkai cerita.* (yes miss, it's easy cause from the picture i could arranged the story) R: *kamu merasa ada peningkatan dalam menulis narrative? (did*

> *you felt improved in writing narrative?*) G: *adalah miss,, kayak ide nulisnya nggak buntu miss.* (Of course miss,, such idea in writing haven't stuck miss).
>
> *Interview's Trasncript 16*

Based on the result of field notes, it was found that the students were active and motivated during the teaching and learning process using manga strips. They enjoyed about seeing the character of story on manga, cause that they felt interest. The students' also got better to transferring vocabulary knowledge to arranging sentences onto the text. The students' used a full of dictionary content during the learning process, therefore, the students' seldom asking the meaning of word or wrote in mixing language between English and Bahasa into text, they were more confident did a task, and no students talk each other. This things saw by researcher as a teacher when controlling the students' learning process.

> R controls students by going around the class and each individual as sensisitive guiding during the learning process. Students seemed to be enjoyable and interested in the Manga story of this meeting than before like *"Miss... tokoh animenya hari ini bagus, ceritanya juga nggak terlalu panjang kayak kemarin miss"*. Students also did not experience the confusion as before, they countered by using a more complete dictionary to compost text during the learning process, therefore students rarely ask R about the meaning of words and do not write a mixture of languages between English and Language, more did a task dependent, more confidents and no students talk to each other. Finally, the class ends and R asks students to gather worksheets on the table, close the meeting and say *Assalamualaikum wr. wb*
>
> (Field Notes 5, see appendix 21)

From the data above, it is explained that there was an increase in writing narrative texts through Manga Strips as learning media. Therefore, it can be concluded that learning activities through Manga Strips in writing narrative text there has been improved.

b. The Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevan to the topic taught and discussed in the classroom. The score of English subject in SMP Amal Luhur was 75 Minimum Passing Grade-Kriteria Ketuntasan Minimum (KKM). Based on the result test from posttest I to posttest II showed the improvement. In the post-test I, the students who got the score 75 or more were 12 of 28 students (42,85%). In the post-test II of cycle II was 2215 and the mean of score (79,10%) the students who got the score 75 or more were 24 of 28 students (85,71%). The improvement of the post-test I to the post-test II of cycle II was about (42,86%). This is also used to test the hypothesis in the researcher, from the computation above, it could be seen that coefficient of tobserved and ttable to df = N-1 = 28-1 = 27, with fact α = 0,05 was 1,70. In the coefficient of tobserved (4,76) > ttable (1,70). Thus, alternative hypothesis (Ha) saying that Manga Strips could be improved the students' writing narrative text. These data can be seen in appendix 5 and 8.

d) Reflection

Based on the results of the implementation of learning actions in the second cycle it can be concluded that the students' skills to wrote narrative text has improved using manga strip. Based on the result of the post-test II of cycle II was 2215 and the mean of the students' score of the test was (79.10%) . The students' score in writing narrative text from 28 students who took posttest II had 24 students (85.71%) who were said to have not completed 4 students (14.28%) haven't reached KKM and who

were said to be completed 24 of 28 students have reached KKM. It is categorized into good.

Based on the result in cycle II, it was found that the class ran effectively and condusively. The students enthusiastic and motivated during the teaching learning process through manga as media learning. They had fluent to complete their task using manga strips cause have known to did well and there's no problem. The classroom condition was conducive, most of students' paid attention well to material and teacher in the class, they were also confidence and students' response was good. Then, it can be said that the qualitative data was also shown the improvement of the teacher's and the students' activities during the teaching learning process.

From the results of the data above shown that students can be said that improving the students' skills through manga strip as media learning in writing narrative text was achieved good success. This also shows that the learning action through manga strip to students' skills in writing narrative text had been improving, so that the students' can be motivated to learn. The involvement of students' in composing sentences, asking questions, and during learning activities can encourage student activity in the teaching and learning process. The researcher has been able to maintain and improve the success of learning in the first cycle and improve deficiencies in the second cycle. This is based on observation sheet data, interview sheets and field notes on the implementation of action II took place .

Thus the implementation in this second cycle, generally can be said to be good and conducive. Because students' had been achieved in the criteria, eventhought the percentage of students' score 4 of 28 students didn't reached KKM, but the students' mean score was reached KKM.

B. Discussion

Based on the results of research that has been carried out for students' skills in writing narrative text was improving from before and after the researcher gives action. Before the researcher gave action through manga strip in writing narrative text, the researcher gave pre test to students with the aim to see students's skills in writing narrative text before being given action through Manga Strips. Based on the results of the pre test were 28 students who participated in the writing narrative text. there were 2 students (7.14%) who were reached KKM or passed and 26 students (92.85%) who were not reached KKM or failed. Therefore, students are given actions through Manga Strips in writing writing narrative text.

To improve student learning outcomes researcher went to cycle I using manga strips as helper media learning to students' skills in writing narrative text. Based on data from post test I, the percentage of students' score was 12 (42,85%) who were passed. But, there were 14 students not reached KKM (50%). The mean of students score was (69,78%) still not good enough to reached KKM 75.

In cycle II the researcher continued to reached maximum passing grade the students' skills in writing narrative text through manga strips.

Based on the results of posttest II, the percentage of students' score was found that there were 24 students (85.71%) who were reached KKM or passed and 4 students (14.28%) who were not reached KKM or failed their study. The mean of students' score was (79,10%) reached KKM.

Based on observation sheet data, the learning process carried out by researchers action had improved, the students' responses was good, eventhought they had a little problem to arrange their sentences using manga strips, but they had a good handle and understanding it. The students' were enthusiasm and interest joining the material, they had paid attention well, had particpated effectively during learning process, listen direction and did what the teacher ask to them. The students' seemed conducive.

Based on the interview sheet had improved that students had improving in their writing skills now, such the students more confidence to built their idea, they could begin what they want to write through the story of manga as previous, didn't felt difficult to make a narrative text more. Interview with the students' also said that they look enjoy using manga strips, they could built theirs idea to wrote in text without idea tsuck any more, and important things they really fun for the character story of manga strips and the content.

Based on the data field notes, the students were having positive points, there are interested and motivated in teaching learning process, enthusiasm to manga strips, they had handle not enough on vocabulary knowledge to brought a full dictionary content as reference their study,

they felt confident to arrange sentences to be good and no students talk, so

the atmosphere of the classroom was ran effectively.
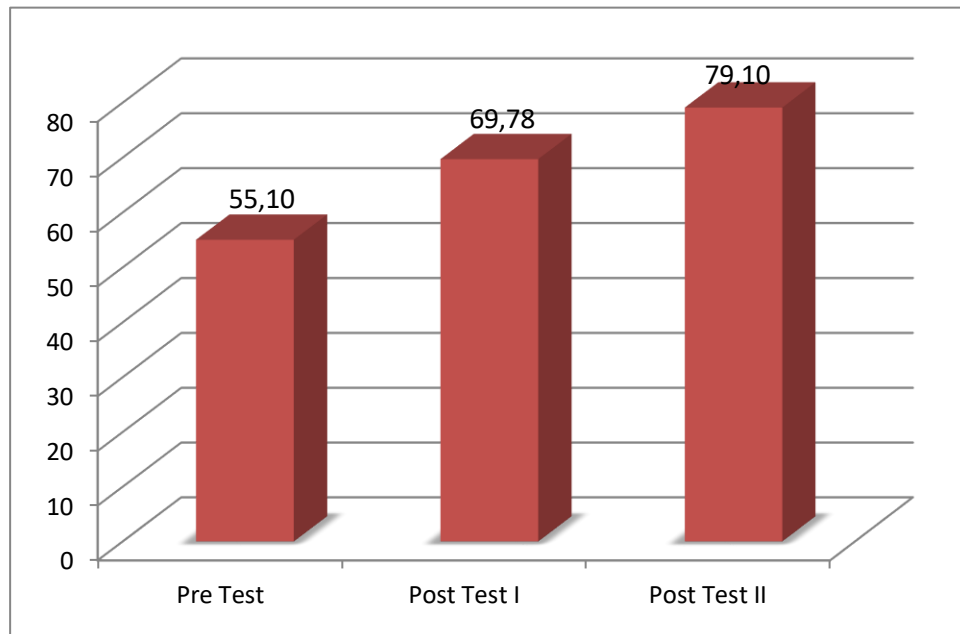
Figure 2: The percentage of students diagram score each cycle

In addition, that through Manga Strips in writing narrative text could

improve the students' skills in writing narrative text at second grade SMP

Amal Luhur Medan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the results of the researcher, it could be conclude that teaching writing narrative text through manga strips can be concluded that through manga strips can improving the students skills in writing narrative text. After the research accomplished, the researcher could take several conclusions as the following:

1. The implementation of manga strips to improve the students' skills in writing narrative text were effective to improve the students' skills. it could be seen from the improvements of the writing scores test in the pretest, posttest I, and posttest II. In the pretest were 2 of 28 students' had reached KKM with the percentage of students' score was 7,14% , and the mean of scores of pretest was 55,10%. Increasing in posttest I with mean of students' score was 69,78%, and there were 12 of 28 students had reached KKM with the percentage of students' score was 42,85%. It's mean that some of students got improvement but there were some the other students hadn't reached KKM. Increasing in posttest II twith the mean of students' score 79,10%, and there were 24 of 28 students had reached KKM with the percentage of students' score was 85,71%. Therefore, it can be concluded that teaching narrative text through Manga Strips can improve the students' writing skills. Manga Strips can be applied in teaching and learning process.

2. The students' respond through manga strips in teaching writing narrative text could improve the students' positive attitude in teaching learning process. Most of students' had participate effectively, they had paid attention to materials and teachers explainations also. The students' enthuasim and interest using manga strips in learning process. They felt confidence to wrote and enjoy to used the chararcter and picture of story comic to arrange the sentences or built the idea into written. Therefore, it expected to be implemented into learning process using manga strips as the alternative creative media to improve the students' skills in writing narrative text.

B. **Suggestion**

After concluding the result of the study, the researcher would like to give some suggestion to some parties, as follows:

1. For the teachers are expected to be able to use manga Strips as media creativity in carrying out learning activities to create alternative learning alternatives in improving writing narrative text.

2. For the students, the importance of writing in academic processes, more practicing, and more motivated in writing process.

3. For the researchers who want to carry out research with the same object in order to pay attention to the weaknesses in this study, so that further research is expected to be better.

4. For the next researcher who conducts research in other schools on different material, it is expected to be used as a comparison material to improve the quality of education.

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Appendix 1

LESSON PLAN

Name of School   : SMP Amal Luhur Medan
Subject   : Bahasa Inggris
Class   : VIII
Allocation Time : 2 x 40 Minute
Cycle   : I (First)

A. Core Competency

C1. Appreciate and practice the teachings of religion.

C2. Appreciate and practice the honest behavior, discipline, responsibility, caring ,cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment.

C3. Understand, apply, analyze and evaluate factual knowledge, conceptual, procedural, and meta-cognitive in by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events.

C4. Processing, reasoning, and create in the realm of the concrete and the abstract realm associated with the development of learned at school independently and act effectively and creatively, and are able to use the method according to the rules of science.

B. Basic Compentency :

Understanding social functions, text structure, and linguistic elements from narrative texts shaped fable, in accordance with the context of its use.

C. Indicator :

1. Identify the function of narrative text
2. Identify generic structure and language elements of narrative
3. Writing narrative text in accordance with the context of its use

D. Objectives of Learning :

1. Students can identifying the function of narrative text
2. Students can identifying generic structures narrative text
3. Students can write narrative text in the context of its use

E. Material of Teaching :

Social function

Getting entertainment, entertaining and teaching noble values through stories with characters.

Text structure (main ideas and detailed information)

a. Introducing characters, places, times, occurrences of stories (orientation).
b. Describe the crisis that happened to the main character (complications)
c. Describe the end of the story, where the crisis ends (resolution) happily or sadly

Linguistic element
  a. Grammar: Simple Past tense, Past Continuous Tense
  b. Direct and Indirect speech
Topics
    Stories that give examples of honest behavior, discipline, confidence,
      cooperation, and responsibility

F. Methods of Learning :
  1. Lecture.
  2. Discussion.
  3. QnA.
  4. Giving assigment

F. Instructional Media
    Media : Manga Strips
    Tools/Material : Paper
    Source : Lesson Plan, Dictionary

G. Steps Learning :

Activity of Learning		Time (Minute)
Teachers	**Students**	

Opening activities
1. Greetings
2. Check the students' attedence.
3. Motivate students that is with ways:.
  • Delivering the objectives of learning and asking the questiona with related the materials to be taught
  • Respond situation class with giving feedback to students through questions
	1. Responding teacher greetings.
	2. Listen each names will called by the teacher.
	3. Do what the teacher ordered :
	  • Answer the questions that has been given
		20

Main Activities : **Exploration** 1. Teacher stimulates to the students by asking movies or fable 2. The teacher explained understanding of how narrative text it is 3. The teacher gives an example of story narrative text and elements 4. The teacher gives a chance to	1. Students listen direction from the teacher. 2. Students ask the teacher about the material. 3. Students listen and undertsand about review of manga story from the teacher 4. Students' enthuasim and interest using manga strips	

students asking from material who had explained 5. Teacher show an example story narrative text using manga strip to students **Eleboration** 1. Teacher gives review little bit of content manga story material to students 2. Teacher distributing a worksheet and provided a manga strips to students 3. Teacher ask to students reading manga strips first and understand the content of story. 4. Teachers ask to composing a story on worksheet based on story picture on manga strips into text be complete **Confirmation** 1. The teacher gives an opportunity to the students' ask about misunderstanding of material.	5. Students understand and complete the story of text based on manga strips 6. Students respond conducive in learning process	45
Closing Activities : 1. Summarize material learning with involving students . 2. Giving instructions to students to learn the material at home 3. Closing greetings	1. Take part and conclude learning of material 2. Listening of instructions gave 3. Answering greetings	15

H. Instrument Execrcise
Writing

<div align="center">Post Test I</div>

Write down a story of Hansel and Gretel based on manga strips!

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I. Scoring

The activity od students' learning on written test students

Content:

27-30 (perfect) : mastering knowledge substantially

22-26 (good) : equating knowledge of the content

17-21 (enough) : limiting knowledge about the topic or content

13-16 (less) : lacking knowledge of the content

Organization :

18-20 (perfect) : expressing idea clearly

14-17 (good) : a little bit confused but ide still focus

13-10 (enough) : idea is unclearly

7-9 (less) : idea is very unclearly and misunderstanding

Word choice :

18-20 (perfect) : using word or idiom effectively

14-17 (good) : phrase, word, or idiom are not clearly but not misunderstanding

10-13 (enough) : phrase, word, or idiom are not clearly

7-9 (less) : phrase, word, or idiom are very unclearly and misunderstanding

Sentence
22-25 (perfect) : sentence is complex and effective
19-21 (good) : sentence is complex and effective enough
1-18 (enough) : sentence is not complex and effective
5-10 (less) : sentence is not coherent

Mechanic
5 (perfect) : spelling and punctuation are very good
4 (good) : spelling and punctuation are good
3 (enough) : spelling and punctuation are bad
2 (less) : spelling and punctuation are worse

Medan, 13 June 2019

English Teacher   Researcher

Indriwati, S.Pd   Winda Wiriyanti

Appendix 1
LESSON PLAN

Name of School : SMP Amal Luhur Medan
Subject   : Bahasa Inggris
Class   : VIII
Allocation Time : 2 x 40 Minute
Cycle   : II (Second)

A. Core Competency
C1. Appreciate and practice the teachings of religion.
C2. Appreciate and practice the honest behavior, discipline, responsibility, caring ,cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment.
C3. Understand, apply, analyze and evaluate factual knowledge, conceptual, procedural, and meta-cognitive in by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events.
C4. Processing, reasoning, and create in the realm of the concrete and the abstract realm associated with the development of learned at school independently and act effectively and creatively, and are able to use the method according to the rules of science.

B. Basic Compentency :
Understanding social functions, text structure, and linguistic elements from narrative texts shaped fable, in accordance with the context of its use.

C. Indicator :
1. Identify the function of narrative text
2. Identify generic structure and language elements of narrative
3. Writing narrative text in accordance with the context of its use

D. Objectives of Learning :
1. Students can identifying the function of narrative text .
2. Students can identifying text structures and narrative language elements
3. Students can write narrative text in the context of its use .

E. Material of Teaching :
Social function
 Getting entertainment, entertaining and teaching noble values
 through stories with characters.
Text structure (main ideas and detailed information)
 a. Introducing characters, places, times, occurrences of stories (orientation).
 b. Describe the crisis that happened to the main character (complications)
 c. Describe the end of the story, where the crisis ends (resolution) happily or sadly

Linguistic element
   a. Grammar: Simple Past tense, Past Continuous Tense
   b. Direct and Indirect speech
Topics
   Stories that give examples of honest behavior, discipline, confidence, cooperation, and responsibility

F. Methods of Learning :
   1. Lecture.
   2. Discussion.
   3. QnA.
   4. Giving assigment

G. Instructional Media
   Media : Manga Strips
   Tools/Material : Paper
   Source : Lesson Plan, Dictionary

J. Steps of Learning :

Activity of Learning		Time (Minute)
Teacher	**Students**	
Pre activities 1. Greetings 2. Checking the students' attedence. 3. Motivate students that is with ways:. • Delivering the objectives of learning and asking the questiona with related the materials to be taught • Respond situation class with giving feedback to students through questions	1. Responding teacher greetings. 2. Listen each names will called by the teacher. 3. Do what the teacher ordered : • Answer the questions that has been given	20
Main activities : 1. The teacher explained understanding of how narrative text it is 2. The teacher gives an example of narrative text writing and elements 3. The teacher gives a chance to students asking from material who had explained 4. Teacher show an example narrative text story using	7. Students listen direction from the teacher. 8. Students ask the teacher about the material. 9. Students listen review of manga story from the teacher 10. Students' enthuasim and interest using manga strips 11. Students understand and	

manga strip to students **Eleboration** 5. Teacher gives review little bit of content manga story material to students 6. Teacher distributing a worksheet and provided a manga strips to students 7. Teacher ask to students reading manga strips first and understand the content of story. 8. Teachers ask to composing a story on worksheet based on story picture on manga strips into text be complete **Confirmation** 10. The teacher gives an opportunity to the students' ask about misunderstanding of material.	complete the story of text based on manga strips 12. Students respond conducive in learning process	45
Post activities : 1. Summarize material learning with involving students . 2. Closing greetings	1. Take part and conclude learning of material. 2. Answer greetings	15

K. **Instrument Exercise**
   Writing

Post Test I

Write down a story of The Lion and The Shepherd based on manga strips!

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L. Scoring

The activity od students' learning on written test students'
Content:
27-30 (perfect) : mastering knowledge substantially
22-26 (good) : equating knowledge of the content
17-21 (enough) : limiting knowledge about the topic or content
13-16 (less) : lacking knowledge of the content
Organization :
18-20 (perfect) : expressing idea clearly
14-17 (good) : a little bit confused but ide still focus
13-10 (enough) : idea is unclearly
7-9 (less) : idea is very unclearly and misunderstanding
Word choice :
18-20 (perfect) : using word or idiom effectively
14-17 (good) : phrase, word, or idiom are not clearly but not misunderstanding
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7-9 (less) : phrase, word, or idiom are very unclearly and misunderstanding
Sentence
22-25 (perfect) : sentence is complex and effective
19-21 (good) : sentence is complex and effective enough
1-18 (enough) : sentence is not complex and effective
5-10 (less) : sentence is not coherent
Mechanic
5 (perfect) : spelling and punctuation are very good
4 (good) : spelling and punctuation are good
3 (enough) : spelling and punctuation are bad
2 (less) : spelling and punctuation a   orse

Medan, 20 June 2019

English Teacher   Researcher

Indriwati, S.Pd   Winda Wiriyanti

Appendix 2

Writing Test
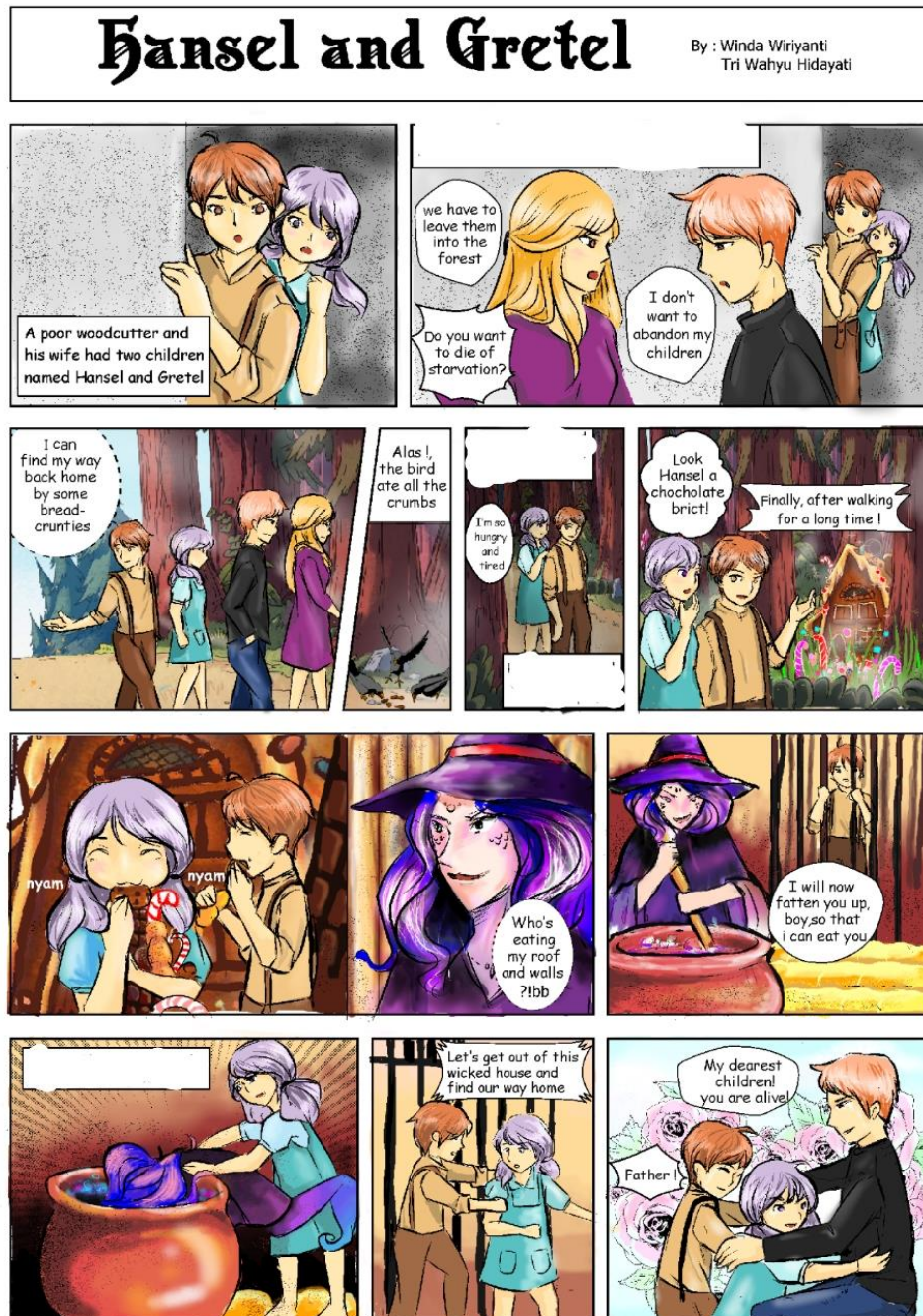
Name   :

Class   :

Post Test I

Write down a story of Hansel and Gretel based on manga strips!

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Name   :

Class   :

Post Test II

Write down a story of The Lion and The Shepherd based on manga strips!

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Appendix 3

Key Answer

Hansel and Gretel

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. | Orientation |

One day she took the children into the forest and left them there. Clever Hansel had some breadcrunties in him pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home Hansel and Gretel went deeper and deeper into the forest. They were hungry and tried. Finally, after walking for a long time, they saw a cottage made of chocolate, candles, and cake. "Look Hansel A Chocolate brick! Shouted Gretel in delight and both ate it hungrly. Now, a wicked witch lived there. When she saw Hansel and Gretel she wanted to eat them. She grabbed the children and looked them in a cage. The withch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. | Complication |

Hansel and Gretel go home and their father welcomed them back with tears of joy and was delighted to see them safe. And then they all live happily ever after. | Resolution |

Adopted from *prezi.com* Rani Wahyuni

The Lion and The Shepherd

Once upon a time, there was a Lion in a forest. Suddenly, the Lion stepped on a thron. Then, the Lion met a shepherd. The Lion came to him and said, "I am begging you and needed your help." The shepherd examined him bravely. Finally, he discovered the torn. He pulled it out with his hand. The Lion thanked the shepherd. Then, the Lion returned into the forest.

Orientation

One day, the shepherd was imprisoned on a false accusation. He was going to be the Lion's prey for his crime. However, when the Lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him. The Lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee.

Complication

The king was very suprised because the Lion did not attack the shepherd. After he heard the story, he released the Lion. He also let the Shepherd go.

Resolution

(Adopted from *http://etext.lib.virginia.edu*: Joko Priyono in Scaffolding)

Appendix 4

The Statistic Analysis of the Students' score Pre Test and Post Test I

No	Name	Pre Test	Post Test I	D	D²
1	AA	49	64	15	225
2	AS	65	77	12	144
3	BF	42	64	22	484
4	CIA	45	65	20	400
5	CAB	60	73	13	169
6	CM	65	78	13	169
7	FPT	63	72	9	81
8	FEF	52	66	14	196
9	GP	60	77	17	289
10	ISL	37	51	14	196
11	JA	65	78	13	169
12	JCP	45	63	18	324
13	JLA	40	62	22	484
14	K	60	75	15	225
15	LOS	58	77	19	361
16	MS	42	67	25	625
17	MF	40	55	15	225
18	NZP	60	75	15	225
19	NL	45	60	15	225
20	NJB	58	74	16	256

21	PBM	62	77	15	225
22	PW	77	80	3	9
23	RSZ	70	76	6	36
24	RS	50	66	16	256
25	SW	60	70	10	100
26	SLT	38	56	18	324
27	SRJ	78	81	3	9
28	VEA	57	75	18	324
TOTAL		**1543**	**1954**	**411**	**6755**
		55,10	**69,78**		

From the computation above have been found that:

$$\overline{D} = \frac{411}{28} = 14,67$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14,67}{\sqrt{\dfrac{\sum 6755 - \dfrac{(\sum 411)^2}{28}}{28(28-1)}}}$$

$$t = \frac{14{,}67}{\sqrt{\dfrac{\sum 6755 - \sum \dfrac{168921}{28}}{756}}}$$

$$t = \frac{14{,}67}{\sqrt{\dfrac{\sum 6755 - \sum \dfrac{6032{,}8929}{28}}{756}}}$$

$$t = \frac{14{,}67}{\sqrt{8{,}650{,}185}}$$

$$t = \frac{14{,}67}{2{,}941} = 4{,}98$$

Appendix 5

The Statistic of Analysis score Post Test I and Post Test II

No	Name	Pos Test I	Post Test II	D	D²
1	AA	64	79	15	225
2	AS	77	82	5	25
3	BF	64	78	18	324
4	CIA	65	75	12	144
5	CAB	73	80	7	49
6	CM	78	82	7	49
7	FPT	72	80	9	81
8	FEF	66	79	13	169
9	GP	77	82	5	25
10	ISL	51	70	19	361
11	JA	78	81	3	9
12	JCP	63	75	12	144
13	JLA	62	70	8	64
14	K	75	80	5	25
15	LOS	77	83	8	64
16	MS	67	75	7	49
17	MF	55	70	13	169
18	NZP	75	80	5	25
19	NL	60	77	17	289
20	NJB	74	83	9	81

21	PBM	77	80	3	9
22	PW	80	91	11	121
23	RSZ	76	82	6	36
24	RS	66	78	12	196
25	SW	70	81	11	121
26	SLT	56	70	14	196
27	SRJ	81	92	11	121
28	VEA	75	80	5	25
	TOTAL	**1954**	**2215**	**270**	**3196**
		69,78	**79,10**		

From the computation above have been found that:

$$\bar{D} = \frac{270}{28} = 9{,}64$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{9{,}64}{\sqrt{\dfrac{\sum 3196 - \dfrac{(\sum 270)^2}{28}}{28\,(28-1)}}}$$

$$t = \cfrac{9{,}64}{\sqrt{\cfrac{\sum 3196 - \sum \cfrac{72900}{28}}{756}}}$$

$$t = \cfrac{9{,}64}{\sqrt{\cfrac{\sum 3196 - \sum \cfrac{2603{,}5714}{28}}{756}}}$$

$$t = \cfrac{9{,}64}{\sqrt{4{,}104{,}512}}$$

$$t = \cfrac{9{,}64}{2{,}025} = 4{,}76$$

Appendix 6

The Percentage of the Students' Score in Pre-Test

Criteria	Total Students'	Percentage
Passed	2	7,14%
Failed	26	92,85%
Total	**28**	**100%**

Appendix 7

The Percentage of the Students' Score in Post-Test in Cycle I

Criteria	Total Students'	Percentage
Passed	12	42,85%
Failed	14	50%
Total	**28**	**100%**

Appendix 8

The Percentage of the Students' Score in Post-Test in Cycle II

Criteria	Total Students'	Percentage
Passed	4	14,28%
Failed	24	85,71%
Total	**28**	**100%**

Appendix 9

Nilai-Nilai Signifikansi

Titik Persentase Distribusi t (df = 1 – 40)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499

23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 10

OBSERVATION SHEET

(CYCLE I)

Subject   : English

Date   : 13 June 2019

Class   : VIII A

Note   : Put cheecklist (√) in column "yes" or "no"

Aspects		Researcher		Students	
		Yes	No	Yes	No
Activities of Learning					
Teachers	**Students**				
Opening activities 1. Greetings	Responding teacher greetings	√		√	
2. Check the students' attedence.	Listen each names will called by the teacher	√		√	
3. Motivate students that is with ways:. • Delivering the objectives of learning and asking the questiona with related the materials to be taught • Respond situation class with giving feedback to students through questions	Do what the teacher ordered : • Answer the questions that has been given	√		√	
Core Activities : 1. The teacher explained understanding of narrative text, function and mechanics in narrative text	Students pay attention to the teachers' explanation	√		√	
2. The teacher gives an example of narrative text and elements	Students listend direction the teacher about the material	√		√	
3. The teacher gives a chance asking from material who had explained	Students ask the material to the teacher	√			√
4. Teacher show an example story narrative text using manga strip to students	Students' are enthuasim and interest using manga	√		√	

		√		√	
5. Teacher gives review little bit of content manga story material to students	Students listen direction from the teacher	√		√	
6. Teacher distributing a worksheet and provided a manga strips to students	Students' active do a task assigned by teacher	√		√	
7. Teacher ask to students reading manga strips first and understand the content of story.	Students' understand about the topic and the procedure to do a task	√			√
8. Teachers ask to composing a story on worksheet based on story picture on manga strips into text be complete	Students complete the story of text based on manga strips	√		√	
9. The teacher gives an opportunity to the students' ask about misunderstanding of material.	Students' conducive in learning process	√			√
Closing Activities : 1. Summarize material learning with involving students .	Take part and conclude learning of material	√			√
2. Giving instructions to students to learn the material at home	Listening of instructions	√		√	
3. Closing greetings	Answering greetings	√		√	

Appendix 11

OBSERVATION SHEET

(CYCLE II)

Subject   : English

Date   : 20 June 2019

Class   : VIII A

Note   : Put cheecklist (√) in column "yes" or "no"

Aspects		Researcher		Students	
		Yes	No	Yes	No
Activities of Learning					
Teachers	**Students**				
Opening activities 2. Greetings	Responding teacher greetings	√		√	
4. Check the students' attedence.	Listen each names will called by the teacher	√		√	
5. Motivate students that is with ways:. • Delivering the objectives of learning and asking the questiona with related the materials to be taught • Respond situation class with giving feedback to students through questions	Do what the teacher ordered : • Answer the questions that has been given	√		√	
Core Activities : 3. The teacher explained understanding of narrative text, function and mechanics in narrative text	Students pay attention to the teachers' explanation	√		√	
4. The teacher gives an example of narrative text and elements	Students listen directions about the material	√		√	
4. The teacher gives a chance asking from material who had explained	Students ask the material	√		√	
5. Teacher show an example story narrative text using manga strip to students	Students' are enthuasim and interest using manga	√		√	

		√		√	
6. Teacher gives review little bit of content manga story material to students	Students listen direction from the teacher	√		√	
8. Teacher distributing a worksheet and provided a manga strips to students	Students' active do a task assigned by teacher	√		√	
9. Teacher ask to students reading manga strips first and understand the content of story.	Students' understand about the topic and the procedure to do a task	√		√	
9. Teachers ask to composing a story on worksheet based on story picture on manga strips into text be complete	Students understand and complete the story of text based on manga strips	√		√	
10. The teacher gives an opportunity to the students' ask about misunderstanding of material.	Students' conducive in learning process	√		√	
Closing Activities : 3. Summarize material learning with involving students .	Take part and conclude learning of material	√		√	
4. Giving instructions to students to learn the material at home	Listening of instructions	√		√	
3. Closing greetings	Answering greetings	√		√	

Appendix 12

Interview before first cycle with Teacher

R : Selamat siang mam, menurut mam, bagaimana kemampuan siswa kelas VIII-A dalam pelajaran bahasa inggris khususnya pada kemampuan writing?

T : menurut saya, kemampuan menulis mereka masih rendah, saat proses pembelajaran writing terlihat tidak antusias dan respon juga kurang bagus

R : lalu kesulitan seperti apa yang siswa hadapi saat mengikuti proses pembelajaran dalam kemampuan writing?

T : kesulitannya tidak mencukupnya kosa kata untuk menyusun kalimat dan kurangnya mengembangakan ide pada menulis

R : ketika menulis teks narrative, kesulitan seperti apa yang siswa hadapi ?

T : mereka lebih menghadapi kesulitan bagaimana cara menulis teks narratif dan masih bingung untuk memulai apa yang akan mereka tulis, alasannya seperti yang saya katakan sebelumnya.

Appendix 13

Interview in first cycle with the teacher

R : Bagaiman pendapat mam, dengan penggunaan Manga strips ini pada pembelajaran writing?

T : menurut saya, teknik ini bagus, anak-anak lebih antusias dan kelihatan menarik untuk digunakan sebagai media pembelajaran dalam menulis, sejauh ini baik.

R : lalu apa ada peningkatan dari sebelumnya pada kemampuan writing siswa mam?

T : mereka lebih kelihatan mudah menegkspresikan ide dalam menulis kronologi cerita, namun pada penggunaan media ini belum berjalan lancar sebab siswa belum terbiasa saja ya menggunakannya...

R : bagaimana dengan proses pembelajaran yang peneliti lakukan?

T : penyampaian materi sudah bagus, terlihat dari respon siswa yang mengerti. namun dalam pengelolahan kelas masih ada beberapa siswa yang bertanya pada temannya tentang penggunaan media. Jadi peneliti harus sensitif dengan hal seperti itu, lebih membimbing lagi.

R : Baik mam. Terimakasih sarannya

Appendix 14

Interview of second cycle with Teacher

R : Bagaimana pendapat ibu dalam siklus II ini mengenai peningkatan kemampuan writing siswa mam?

T : sejauh ini sebagian siswa yang berhasil disiklus I mempertahankan penigkatanya dan beberapa siswa disiklus I yang belum berhasil juga mengalami peningkatan yang signifikan disiklus II. Menurut saya, sekarang siswa lebih aktif ya,.. dalam menulis. Yang dulunya sulit mengembangkan ide sekarang lebih mudah, motivasi dalam narrative teks juga terlihat.

R : Jadi mam, apa ada peningkatan menulis narrative text sekarang menggunakan Manga strips dari sebelumnya?

T : Ya tentu ada..., yang dulunya sulit mengembangkan ide dalam kronologi cerita sekarang lebih mudah mengembangkan ide dalam kronologi ceritanya, dan sekarang lebih mudah mengkompos atau menyusun kalimat teks dengan baik. seperti tinjauan untuk membangun ide cerita sehinnga mereka tidak sulit untuk mengolahnya. Dan yang paling penting mereka lebih percaya diri mengerjakan tugas writing.

R : Bagiamana dengan proses pembelajaran yang dilakukan peneliti mam?

T : pelaksanaan di siklus II ini jauh lebih baik, peneliti mempertahankan kelebihan disiklus I dan memperbaiki kekurangan pada pengelolahan kelas, untuk itu kelas sudah effektif dan kondusif.

Appendix 15

Interview before implementing Manga strips with Students

R : Hai, miss mau tanya disini sama kalian gimana suka tidak belajar bahasa inggris khususnya writing?

The Students I : tidak miss, suka bingung soalnya

The students II : sedikit miss,.. karena writing perlu vocab yang banyak jadi agak susah ngerangkai katanya

R : kalau menulis writing narrative text ada kesulitannya?

The Students I : narratif lebih banyak kalimatnya miss, jadi sulit untuk ngerangkai kalimat jadi cerita

The Students II : kesulitanya bingung untuk memulai nulis narratifnya

Appendix 16

Interview I after implementing Manga Strips with Students

R : Halo dik? Miss, mau tanya-tanya sebentar boleh?

G : Boleh miss.,

R : Miss, mau tanya gimana belajar narrative text hari ini? Ditambah pakai manga strips nya?

G : seru sih miss, cuman masih belum paham nyusun kalimatnya dari panel ke panel aja miss, belum terbiasa miss, terus mau buat arti kedalam bahasa inggrisnya gaktau miss, karena kamusnya gak lengkap. Tapi karena miss tadi ngebantu juga, jadi paham.

R : ceritanya bagus gak dik?

G : Bagus kok miss, aku suka.

R : kalo gitu terimaksih ya dik,

G : Sama-sama miss.

Appendix 16

Interview II after implementing Manga Strips with Students

R: Galang sama Paskah gimana belajar menulis pakai Manga comic stripsnya? Mudah nggak?

G: iya miss, mudah karena dari gambarnya aku bisa rangkai cerita.

P : Aku juga miss, sekarang lebih mudah untuk nulis teks lewat Manga

R : kalian merasa ada peningkatan dalam menulis narrativenya?

G: adalah miss,, kayak ide nulisnya nggak buntu miss.

P : ada miss, kalau dulu aku susah untuk nulis karena malas, sekarang lebih tertarik karena ada Manga jadinya nulis lebih seru dan gak bingung.

R : kalau begitu kalian merasa tertarik belajar dengan Manga strips ini?

G : tertarik karena karakter tokohnya itu miss, juga adegan-adegan dalam gambar yang buat saya lebih mengembangkan ide

P : saya juga sama miss

R : kalau begitu terimah kasih atas jawaban kalian ya

G & P : ya miss,, sama-sama.

Appendix 17

FIELD NOTE 1
Day, date : Thursday, 17 May 2019
Place : SMP Amal Luhur Medan
About : Pengajuan Surat Izin
Time : 08.00 Wib

R came to ask the headmaster for permission to research, before asking the administrative staff for permission and asking that the principal give an opportunity to enter, discuss licensing in the headmaster's office and discuss what was needed during the research to be conducted. After that, the principal gave permission and called the administrative staff to bring the researcher to the English teacher to discuss the follow up of the research that R applied. The teacher gives some advice to researchers and guidance for the implementation next week. Interviews were conducted for approximately 20 minutes and students in class VIII A consisted of 8 active students. GBI informed that the schedule for

conducting research could be started next Wednesday. R and GBI felt that they had enough to hold discussions.

Appendix 18
FIELD NOTE 2
Day, date: Thursday, 23 May 2019
Place : SMP Amal Luhur Medan
About : Observasi
Time   : 07.30 Wib

R waits for the teacher as an observer in the teacher's office. Then the teacher comes and enters the class to introduce the researcher to the students and tells the goals and asks students to help the researchers to cooperate with each other while the researcher is doing the learning process. R introduces himself to students and explains the objectives and topics that will be presented in class. Next, the researcher began the first meeting by explaining the orientation test as apperception in the narrative text by giving questions such as "*"Sebelumnya cerita narrative text itu seperti apa, ya?"* siswa *"Malin kundang" "Cinderella,,, miss"* and the aspect of narrative text . Question and answer results said that some students understood narrative text and some students were familiar with generic

structure. Then, R asks students to write writing narrative text with a fairy tale they know and put aspects of narrative text as well. R saw students look reluctant in doing their assignments, ideas in writing were also hampered, and asked questions like *"Miss, boleh nggak pakek bahasa indonesia kalau tidak tau arti bahasa inggrisnya.."*, students also paid less attention to the material. After the time for work is up, the researcher asks students to collect the test sheets, it appears that some students also cannot complete the task. R informs that the topic of the material will still take place and closes the meeting by saying hello.

Appendix 19

FIELD NOTE 3
Day, date: Friday, 24 May 2019
Place : SMP Amal Luhur Medan
About : Observasi
Time :11.00 Wib

R informs the results of students' pretest observations on GBI. R explained the problem with GBI about the responses of students who were less active in writing, lack of motivation and lack of media as interesting activities in class learning. GBI provides a solution for R to make students' felt interest in learning writing in narrative.

Appendix 20

FIELD NOTE 4
Day, date: Thursday, 13 June 2019
Place : SMP Amal Luhur Medan
About : Observasi
Time : 07.30 Wib

R waits in the teacher's office until check-in arrives. R came to class to do greetings, check student attendance, objectives and motivation on students in today's learning and explain the topic of narrative text learning more deeply, such as understanding narrative text, functions and paying attention to aspects in narrative text; past tense, vocabulary, mechanics. In addition, researchers also told to be careful of grammar. Researchers provide examples of narrative text and supporting aspects in it, explaining slowly each part that is there. Furthermore, researchers give assignments to students and the media used are manga strips. The researcher gives a review of the story in the manga strips to students. Many students are enthusiastic about seeing media that has been given to them such as *"Miss, ini kan anime.."*. the researcher said *"Kamu suka nggak"* students *"Suka miss..!! boleh untuk saya nggak miss,,"* the researcher *"boleh tapi selesai lembar tesnya dikerjakan dulu,,"*. Then the researchers gave instructions on how to do the assignment sheets with Manga Strips media. *"Buat cerita narrative text berdasarkan isi Manga Strips ini dengan bahasa kalian kedalam lembar teks dan ingat aspect narrativenya juga"*. While doing the assignments, some students still don't look good enough in their vocabulary knowledge, and this is constrained by the use of limited dictionary content to find the meaning of the word, then students often ask the meaning of the word to the researcher, and there are students who write in a mixture of languages between English and Indonesian into the text. Despite these obstacles, students are still enthusiastic and interested in doing their work. Finally the bell rang and R told the students to collect their assignments and told them to bring a more complete dictionary to the students the next day. After that R closed the study and said hello.

Appendix 21

FIELD NOTE 5
Day, date: Thursday, 20 June 2019
Place : SMP Amal Luhur Medan
About : Observasi
Time 07.30 Wib

R waits in the teacher's office before the hour comes. R entered the class to say hello, start learning by praying and checking the presence of students. For this meeting R conducted a review on their first post test such as the use of punctuation, the spelling is still not neat, therefore R needs to remind to be more careful to write narrative text on the lacking part to be clarified on the board. Furthermore, R provides motivation, goals and questions related to previous material to students such as functions and narrative generic structure, almost all students can answer verbally. R explained again the narrative texts and aspects more slowly and deep understand to students. R explained and gave examples of narrative text material using previous Manga Strips such as generic sturcture; The orientation is from panel 1 to panel 3 and further, the use of punctuation and past tense forms in each story. After students understand R give worksheets and Manga Strips to students *"Now, look your on Manga and see the picture in the panels, make a narrative text based on the Manga with your own opinion"* *"Semuanya sudah jelaskan?, Miss, mau ceritanya harus komplit dengan aspect narrative juga, dan perhatikan penjelasan yang miss katakan sebelumnya?,.."*. students' *"Yes,, Miss"*. R controls students by going around the class and each individual during the learning process. Students seemed to be enjoyable and interested in the Manga story of this meeting than before like *"Miss... tokoh animenya hari ini bagus, ceritanya juga nggak terlalu panjang kayak kemarin miss"*. Students also did not experience the confusion as before, they countered by using a more complete dictionary to compost text during the learning process, therefore students rarely ask R about the meaning of words and do not write a mixture of languages between English and Language, more did a task dependent, more confidents and no students talk to each other. Finally, the class ends and R asks students to gather worksheets on the table, close the meeting and say hello.

Appendix 22

FIELD NOTE 6
Day, date: Friday, 21 June 2019
Place : SMP Amal Luhur Medan
About : Observasi
Time 11.00 Wib

R reports the observations in the first and second cycles of the GBI. He stated in the interview time to discuss this result that in cycle 1 there was an obstacle that students were not accustomed to how to begin writing using manga strips but they could try to focus more on the procedure given by R by re-asking the previous instructions or to a friend who understood the procedure to be done . However, this creates a commotion and is not conducive to class atmosphere. For this reason, R provides even more sensitive guidance in cycle II. In cycle II, students begin to get used to and understand to start what they have to do. Weaknesses that occurred in cycle I have also been corrected in cycle II and maintain the success found in cycle I in this cycle II.

Appendix 23

FIELD NOTE 7
Day, date: Monday, 24 June 2019
Place : SMP Amal Luhur Medan
About : Selesai Observasi
Time 10.00 Wib

R met with GBI and the headmaster to say thank you for helping and guiding during the research. R gave some souvenirs to the teachers and the principal as a thank you. R said *"Terimakasih, Assalamualaikum wr.wb"*.

Appendix 24

DOCUMENTATION

The Students' did Pretest

The Students' Acitivies in Post Test I

The Students' Acitivities in Posttest II