AN UNDERGRADUATE THESIS

THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILLS AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019

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1440 H / 2019 M

THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILLS AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019

Presented as a partial fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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Assalamu'alaikumWr.Wb.

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE

No.B-1641/In-28-1/D/PP-00-9/05/2019

An Undergraduate thesis entitled: THE USE OF TEXTLESS COMICS MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILLS AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019.

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ABSTRACT

THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILLS AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019

By: Siti Muhajiroh

The aim of this research was to show that the use of textless comic media can improve the skills of the eight grade students of SMP N 2 Metro to write recount text. The researcher realized that using interesting media in teaching writing can improve students writing skills. This research used quantitative approach in which the writer collects the data in the forms of numbers rather than words or pictures. The researcher realized that using textless comic media can improve the recount text writing skills of the students.

This research was classroom action research it because the research have been conducted to 30 students in the classroom VIIIF and have two cycles. This research used observation technique and give treatment in every cycle after do the pre-test.

The result of the data analysis showed that there was an improvement in students' ability after they were taught by using textless comic. It could be proven from the improvement of students' mean score from the data as follow: in the pre-test result data the 20% students with the mean score 54,67 who got minimal score ≥70. Then, in the post-test 1 the 45% students with the mean score 60,16 who got minimal score ≥70. Then, after conducted the cycle 2 the researcher get the result data and it is known that there was improving of the students score. The students who got the minimal score ≥70 were 21 students or 72% from the 30 students with the mean score 70,33. So, it can be conclude that the use of textless comic media can improve the recount text writing skill among the VIIIF students of SMP N 2 Metro in the academic year 2018/2019

Key words *: Textless Comic, Recount Text, Writing Skill*

ABSTRAK

THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILLS AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019

Oleh: Siti Muhajiroh

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan *textless comic media* dapat meningkatkan kemampuan siswa kelas delapan SMP N 2 Metro dalam menulis teks recount. Penulis menyadari bahwa penggunaan media yang menarik dalam mengajar menulis dapat meningkatkan kemampuan siswa. Penelitian ini menggunakan pendekatan kuantitatif dimana penulis mengumpulkan data dalam bentuk angka daripada kata-kata atau gambar. Penulis mencoba membuktikan apakah penggunaaan media *textless comic* dapat meningkatkan kemampuan menulis siswa.

Penelitian ini termasuk dalam Penelitian Tindakan Kelas dimana penelitian ini dilakukan di kelas VIIIF dengan siswa berjumlah 30 orang dan memiliki 2 siklus. Penulis menggunakan teknik observasi dan melakukan treatment di setiap siklusnya sesudah melakukan *pre-test*.

Hasil penelitian menunjukan bahwa ada peningkatan kemampuan siswa dalam menulis setelah diajar menggunakan media *textless comic*. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dengan data sebagai berikut : dalam siklus 1 kesimpulan pada data *pre-test* di ketahui bahwa siswa yang mendapat nilai ≥70 adalah 20% dengan nilai rata-rata 54,67. Kemudian pada data hasil *post-test* 1 diketahui siswa yang mendapat nilai ≥70 adalah 45% dengan nilai rata-rata 60,16. Kemudian setelah melaksanakan siklus 2 diketahui bahwa siswa yang mendapat nilai ≥70 adalah 21 orang atau 72% dari keseluruhan siswa dengan nilai rata-rata 70,33. Jadi dapat disimpulkan bahwa " Penggunaan media *Textless Comic* dapat meningkatkan kemampuan menulis teks recount siswa kelas VIIIF SMP N 2 Metro Tahun Ajaran 2018/2019."

Kata kunci *: Textless Comic Media, Teks Recount, Kemampuan Menulis*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the research of the writer's research, in exception of certain part which are excerpted from the bibliographies mentioned.

Metro, May 2019

The Writer

Siti Muhajiroh
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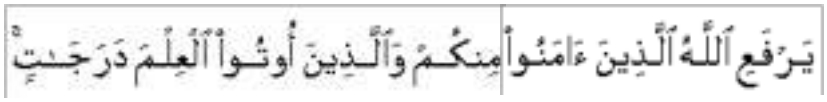
MOTTOS



Artinya: "… Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat ..."
(QS. Al Mujadalah: 11)

Man Jadda wa Jadda
Man Shabara, Zhafira
Man Shara 'ala Darbi Washala
(Arabic Proverb)

“I highly dedicate this undergraduate thesis to my beloved family and all whom I love”

ACKNOWLEDGEMENT

To begin with, I would like to extend my gratitude to Allah SWT for His never-ending mercy and blessing so that I could finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who delivered the right path of Islam as *rahmat* for all over the world.

Secondly, I would like to thank to my family who have continuously provided encouragement for me in carrying out the study. I could not endure the obstacles during the process without their support. My deepest thanks also addressed to Mr. Dr. Mahrus As'ad, M. Ag and Mrs. Syahreni Siregar, M. Hum for their guidance, patience, and endorsement. There is nothing I could do to return their deeds. I really appreciate it.

Last but not least, my greatest gratitude also goes to my classmates, my friends of IKABIM, LKK Al Ishlah, and JSEC, and also stake holder of IAIN Metro who involved directly and indirectly in making this writing. I do hope that everybody finds this work useful and become source of good for others.

Metro, May 2019

The writer,

SITI MUHAJIROH

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the language in the world. Nowadays, English has became an international language that is used by all countries as the first, the second, or the foreign language. In Indonesia, English becomes the first foreign language which has to be taught in school as a compulsary subject.

As we know, English is taught from Junior High School up to University. The primary goal of learning English in school is to develop oral and written communication competence in the four language skills namely listening, speaking, reading and writing. English as communication language has a great role in human activity. The students must be able to master English in order to face the development of science and technology. On the other hand, learning English is expected to help the students in expressing their ideas and feeling to other people logically and acceptably.

According to David Nunan, learning to write is the most difficult skill for all languages, it is regardless the language as the first, second or foreign language.[1] This is true because writing has many crucial components to be analyzed such as content, correct grammar, organization, vocabulary, and good sentences. Therefore, we can conclude that writing is not easy. All those difficulties make learning to write

[1] David Nunan, *Discourse Analysis*, (England: Published by Penguin Books Ltd, 1993), p. 35.

becomes a complicated process that combines many interrelated components.

Generally, teaching English has been known that many models used by the teacher in writing activities to enable the learners to face the difficulty. The teacher needs an innovation to teach English. One of the ways is using media. There are media that can be used in teaching English, such as movie, picture, cards, games, comics, song, and so on. Media act as the solution and can improve the student's interest in learning English.

Correspondingly, one of the media that can be used in teaching writing is comic especially textless comic. According to McCloud, comic is some illustrations and other images which are draged in a row in deliberate sequence whose purposes are to convey information and/or to produce an aesthetic reaction of the reader.[2] Furthermore, comic which consist of series of pictures are really appropriate in teaching writing because they provide complete ideas to stimulate students' imagination.

Moreover, the importance of mastery writing skill makes the writing activity to be introduced in Junior High School. Therefore, the students must be taught well in English writing. There are some reasons why teaching writing is important. Firstly, it helps the students to memorize and practice the grammatical structures, correct punctuations, and vocabulary they have been learning. Secondly, the students can express their ideas, feeling, and experiences freely through what they write. The last, students and the readers can bring themselves in the piece of writing.

---

[2] Scott McCloud, *Understanding Comic: The Invisible Art*, (New York: Harper Collins Publisher, 1994), p. 9.

On the other hand, the most important reason that writing is a part of the syllabus in English teaching, so it must be taught by the teacher and must be studied by the students.

Based on the syllabus in the eighth grades students of Junior High School, one of the standard competencies of writing skill in first semester is to express the meaning in the simple functional text and short essay in the form of descriptive and recount to interact with the surrounding environment. Therefore, the researcher intends to improve the students' writing recount text through textless comic.

In this case, the researcher conducted a pre-survey in SMP N 2 Metro. The researcher asked the English teacher not only about the process of teaching and learning activity but also about the students' score of writing recount. Besides that, the researcher asked some of the students to give statement related to their writing skill.

The result of data pre-survey is shown in table below:

Table 1

The Data of Students' Score in Pre-survey

No.	Students' Name	Score
1.	AZA	55
2.	ASD	55
3.	AW	42
4.	CH	70
5.	DSS	52
6.	E	54
7.	FA	47
8.	GYB	58

9.	GLD	58
10.	IS	58
11.	IGF	75
12.	LM	56
13.	LAH	66
14.	MP	55
15.	MD	55
16.	NFA	74
17.	NCMF	48
18.	PDO	72
19.	RFNI	72
20.	RK	68
21.	RDA	57
22.	RF	56
23.	RAA	50
24.	SPS	50
25.	SKK	44
26.	SDA	60
27.	SFM	50
28.	TA	66
29.	TNP	40
30.	WA	74

Table 2

The Precentage of Data Pre-Survey

No.	Grade	Explanation	The Number of Students	Percentage
1.	<70	Fail	24 Students	80 %
2.	≥70	Pass	6 Students	20 %
Total			**30 Students**	**100%**

The table above represents the students scores related to writing skill. Moreover, the KKM for English subject is about 70. Based on the table above there are many students that got low score.

After doing an observation, the researcher found some problems faced by most of the students in writing recount text, as follows: (1) the student were unable to determine appropriate words and sufficient ideas in order to compose the text, (2) the students used incorrect grammatical sentences, (3) the students were still confused of how they started to write the recount text, and (4) the students lacked interest when they got writing lessons. It can be seen in the writing teaching learning process, the students did not show any enthusiasm.

Dealing with the problem above, the researcher would like to improve the recount text writing skill among the eight grade students of SMP N 2 Metro in the academic year of 2018/2019 with textless comic as a media.

B. Focus of the Study

1. Problem Identification

Regarding to the background of study, the researcher identifies the problems, as follows:

a. The students have difficulties in generating their ideas in their writing.
b. The students have difficulties in determining appropriate words.
c. The students lacked of grammar knowledge.
d. The students have difficulties in starting the writing recount.
e. The students lacked of interest to write.

2. Problem Limitation

Based on the problem identified above, the researcher limits this research on the use of textless comic on recount text to improve the students' writing skill at the eighth grades of SMP N 2 Metro.

3. Problem Formulation

Based on the background of the study and problem identification above, the formulated research problem is: "Can textless comic media improve the recount text writing skills among the eight grade students of SMP N 2 Metro in academic year of 2018/2019?"

C. Objective and Benefits of the Study

1. Objective of the Study

Referring to the problem formulation above, the objective of this research is to show that the textless comic media can improve the writing skills among the eight grade students of SMP N 2 Metro.

2. Benefits of the Study

By the study, the researcher expects that this research would give several benefits, both theoretically and practically.

a. Theoretical Benefits

The result of this research is expected to, as follows :

1) Add experience and develop knowledge in teaching English, especially on writing recount text by using textless comics as a teaching media.

2) Become a reference for the next researchers whether with the similar or different approach on writing texts.

b. Practical Benefits

1) To the students, they get motivation and interest in writing recount text and get learning experience. Then, it is also expected to improve the students' writing performance.
2) To the English teachers, the result of the research will help them to seek more effective media on how to improve their teaching styles (especially in teaching recount text). Then, it also can be used not only to identifiy students' need and problems but also to give solution.
3) To the school, the result of the research will help them to achieve higher quality of education, because of the well-trained teachers and good performance of the students.

D. Prior Research

To support and prove the originality of this research, the researcher uses some relevant previous studies. There are three previous studies that discuss the teaching writing by using comic.

The first is "Applying Cartoon Series in Teaching Narrative Text", written by Riyana Dewi.[3] The objective of this research is to improve students' writing ability by applying cartoon series in teaching of writing. Cartoon series is considered as a good technique in improving students's writing skill. Cartoon series can motivate the students to learn about the

[3] Riyana Dewi, Applying Cartoon Series in Teaching Narrative Text,*Journal*, 9, 2013, p. 108-112

current events and present in a fun way. It can also give the teacher the advantages by using cartoon series in teaching narrative writing. The research design of this study was Classroom Action Research (CAR). It consist of four steps. They were planning, implementing, observing, and reflecting. The procedures of implementing cartoon series in teaching writing were by telling a story to the students and asked them to rewrite it. In the cycle 1, there were six meetings. Each of the meetings was divided into three activities. Based on the result of the observation during the implementation of the procedures for six meetings in cycle 1, it showed that the average precentage of the students' involvement during the writing process achieved 74.4%. the activities of group work and outlining in cycle 1 was not run well. Therefore, the researcher made a modification for the next cycle. In the cycle II, there were four meetings. After the researcher had conducted the research in the cycle II, she found that the students' ability in writing narrative text had increased. Based on the result of the observation, the students' involvement increased from 74.4% up to 77.5%. In addition, based on the result of the students' response to questionnaires, it showed that their motivation in learning narrative writing were high, namely 79.4%. It proved that the use of cartoon series in four-stage strategy and the implementation writing process approach in the cycle II was effective.

Other previous research has been conducted by Victoria Tri Guna entitled "Improving Students's Ability in Writing Narrative Text Through

Textless Comic at SMP N 20 Bandar Lampung".[4] The objective of this research was to improve the students' ability in writting narrative text by using textless comic. The method used in this research was a classroom action research. The steps including planning, implementing, observing, and reflecting. Before the researcher conducted steps, he gave test to the students to investigate their writing ability in the preliinary study. The result showed that the students' average writing score was 56. It meant that the students were not achieved the minimum passing criterion. After conducting the preliminary study, the researcher applied the steps. In the panning steps, the researcher made some preparations before teaching of writing narrative text by using textless comic. In the implementation stage, the researcher started to teach writing to the students as practitioner. Meanwhile, the collaborative teacher observed the students' progress during the process of teaching and learning narrative text by using textless comic. In the observation stage, the researcher recorded and gathered the data about any aspects and events referring to the criteria of success during teaching and learning process. In the reflection stages, the researcher made two kinds of conclusion, namely the each cycle-based conclusion and the final conclusion. Based on the result, in the first cycle, there were only 23 students of 40 who did not achieve the target. Then, the researcher changed the scenario of planning strategy in teaching narrative writing by using textless comic. In the first cycle, the textless comic was not provided vocabulary with aim to help the students easy in making the draft. Hence

[4] Victoria Tri Guna, Improving Students's Ability in Writing Narrative Text Through Textless Comic at SMP N 20 Bandar Lampung, *Journal Repository UNILA,* 23, 2017, p. 183-205

in the second cycle, the researcher provided vocabulary in the picture series. Based on the finding, the result of students' writing achievement in the second cycle was improved. It meant that the use of textless comic in teaching narrative writing was successful.

The last is "The Influence of Using Textless Comics and Make a Match on Students' Writing of Recount Text", written by Solikhatun.[5] The purpose of this study is to find out the effectiveness of using textless comics and make a match in teaching writing of recount text at the tenth grade of SMK N 1 Sayung. The method used in this research was an experimental research. The research was carried out in two classses namely experimental and control class. Based on the research analysis of the data of students score in experimental and control class, it showed that the result of the students' observation was 76.25%, the questionnaire result average percentage was 70.64%. the instrument used in this study was pretest and postest. It meant that the used of textless comics and make a match in teaching writing of recount text was effective.

These prior research is used by the researcher as a reference in composing and conducting her research. The researcher also can compare the methodology of research and the result between her research and those prior research. The researcher want to prove that textless comic is effective not only in teaching narrative but also to improve students skull to write recount text. This differences between this research with the prior research above is on the textless comic, this research uses Islamic textless comic.

[5] Solikhatun, The Influence of Using Textless Comics and Make a Match on Students' Writing of Recount Text,*Journal Repository Universitas Muhamadiyah Semarang,*63, 2017, p. 28-42

CHAPTER II

THEORETICAL REVIEW

This chapter presents some points to be discussed. It is very important because theoretical review is as the basic concept to the research. The theoretical review below present some supporting theoretical description related to the research. The first discussion is the concept of recount text writing skills, the second is the concept of textless comic media, and the last discussion is about using textless comic media to teach recount text writing skills.

A. Review of Literature

1. The Concept of Recount Text Writing Skill

a. Definition of Recount Text Writing Skill

Before going to the discussion about recount text writing skill, it is important to discuss about writing skills. Marianne Celce-Murcia states that writing is the production of the written what that results in a text but the text must be read and comprehended in order for communication to take place.[1]

In addition, Brown states that written language places a heavier demand on vocabulary use than does speaking.[2] Moreover, writing skills is ability of the writer to show his or her feeling or thought with appropriate language which hopefully the readers understand about his or her minds.

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[1] Marianne Celce-Murcia and Elite Olisthain, *Discourse and Context in Language Teaching,* (Cambridge: Cambridge University Press, 2000), p.142

[2] Brown, *Principle of Language Learning and Teaching,*(New Jersey: Prentice-Hall.Inc, 1980), p.342

Writing is commonly about a certain topic in which the writer at first collect data, then elaborate the topic based on a certain idea in order to answer a question, or prove statement, or describe an object, or expose a new truth of certain fact of an abject, or convience the readers to belive or disbelieve a statement, and persuade those readers to take a certain course of action related to the believe or disbelieve.[3]

Furthermore, Thomas explains that writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure).[4] Therefore, writing is a piece of a written text about a topic done by a writer based on the context of language use.

Brown states that written language places a heavier demand on vocabulary use than does speaking.[5] Good writers will learn to take advantage of the richness of the English vocabulary. It can be understood that vocabulary is very important in writing. The more vocabulary that the writer has, the better writing that can produce.

Otherwise, for some English learner, composing ideas to write and using various vocabulary to make the writing product rich and enjoyable is not easy. They often find difficulties in assembling words. Therefore, there are lots of unimportant and boring repetition of words in the writing product because of lack of ideas. By using textless comic,

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[3]*Ibid*.

[4]Thomas S Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.17.

[5]Brown, Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*,(San Fransisco:Longman, 2000), p. 342.

the researcher wants to see if the process of brainstorming and composing writing will be much more easier and more fun than just writing on a blank paper. Making it fun will boost the students' passion in writing and make writing enjoyable. In conclusion, writing skills is ability of the writer for delivering message or information from the writer to the readers.

A recount recall reconstruct events, experiences and achievements from the past in a logical sequence.[6] A recount has social function. Recount "tell what happened". The purpose of a social recount is to reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some ways.[7] According to Derewianka, the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). In conclusion, recount text is a piece of text that retells past events, usually in the order in which they happend.

According to Anderson, recount can be personal recount, factual recount, and imaginative:[8]

1) Personal recount is retelling activity that the writer has been personally involved in and may be usedto build relationship between the writer and the reader, e.g. anecdote, diary, personal letter.

[6]Wood Katrina and Sue Stubbs. *Targetting Text, Recount, Information Report & Explanation Sidney* (2000), p.8.

[7]*Ibid.,* p. 4.

[8] Anderson 2002, p. 48

2) Factual recount is reporting the particulars of an incident by reconstructing factual information, e.g. police reconstruction of an accident, news report, historical recount, biographical and autobiographical recount.
3) Imaginative recount is applying factual knowledge to an imaginary role in order to interpret a recount events, e.g a day in the life of a Roman slave, an experience fishing.

b. The Features of Recount Text

Board explains that there are six language features which is used in recount text, they are as follows:[9]

1) Using nouns and pronouns (e.g. David, we, his)
2) Using action verbs (e.g. went, played, spent)
3) Using past tense (e.g. we went for a trip to a zoo)
4) Using time conjunction (e.g. and, but, after, finally)
5) Using adverb and adverb of phrases (e.g. in my house, slowly)
6) Using adjectives (e.g. beautifull, sunny)

c. The Skills to Write Recount Text

There are some characteristics of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. In writing a good text or paragraph should have four qualities, e.g. completeness, unity, order, and coherences.

Whenever we think about object systematically, we are compiled to realism, that certain things, come coherence is the clear and orderly

[9]Board of Studies, Eudia Grace, *Targeting Text Recount, Procedure Exposition Midle Primary*, (Singapore: Green Giara Press, 1998), p.5.

presentation of ideas. Obviously, the ideas closely related with language matter. Usually to measure the student's ability in writing skill teachers give writing test. A good writer must have requirement to result in comprehensible and acceptable piece of writing. Brown purpose the criteria for good writing.[10] They are vocabulary, content (refers to logical development of ideas), organization (introduction, body, and conclusion), syntax, discourse, and mechanic

In brief, the skills to write recount text can be explained from the integration of indicators of good writing and structure and feautes of recount text, they are as follow:

1) Vocabulary (the writers are able to use the appropriate vocabulary)
2) Content (the writers are able to generate ideas dealing with story in the past event, the ideas are concrete, relevant to the topic, and throughly developed)
3) Organization (the writers are able to choose appropriate title and apply the structure of recount text as follow:
    a. Orientation : the writers are able to write effective introductory, topic is stated, and leads to body, include when the events occured, who was involved, what happened, and where the activity or events took place, and sometimes what the reason was for the event.

[10]Brown, Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*,(San Fransisco:Longman,2000), p. 356-357.

b. Series of events: supporting evidence is existed, the writers need to focus on supplying details about the who,what,where and when.

c. Re-orientation : the writers are able to rounding off the series of events logically and completely.

4) Syntax (the writers are fluency in grammar, correct to use adverbs and adverbial phrases, adjectives, conjunctions, action verb, nouns and pronouns)

5) Mechanic (the writers are able to use the punctuation, capitalization, and spelling correctly).

2. The Concept of Textless Comic Media

a. The Definition of Textless Comic Media

Media, as equipment which is used for assisting educators in learning-teaching process, has several definitions which have been stated by some experts.

The word “media” comes from Latini.e “medòë” (plural) or “medium”(singular) which literally means mediator and introductory. In Oxford dictionary, media is a prime way which help numerous people to get information or entertainment.[11]

According to Van Els et al, instructional media are all aids which can be used by teachers and learners to attain certain educational

[11]Hornby, A. S. *Oxford Advanced Learners Dictionary, 7th edition*, (Oxford: Oxford University Press, 2005), p.916.

objectives.[12] Moreover, instructional media can be used in teaching of English, because they can activate and stimulate the students' interest in learning English, and make the acquisition of the result of learning more effective and optimal. However, it must be considered that in the use of instructional media, it is important for the teachers to have certain ability and skill to use media effectively and efficiently.

In conclusion, media in education is components of learning resource which contain instructional material on students environment which can stimulate students to learn.

One of media that can be used in language learning is comic, especially in teaching writing recount text, because comic has similarity or relation to the recount text, both of those contain series of actions for instance. Comic has a lot of definition from the experts.

Furthermore, Edmunds stated comics are part of print in the information society.[13] Comics are a pervasive and influential media form of popular culture. For many years comics were only regarded as recreational reading, but comics become more accepted as a legitimate form of art and literature and they are making their way into classroom.

Scott McCloud stated comic is a book (often shortened to simply comics and sometimes called comic paper or comic magazine) is a

[12]Theo *van Els et al*., *Applied Linguistics and the Learning and Teaching of Foreign Languages* (London: Edward Arnold, *1984*), p.46.

[13] Tracy Edmunds, *Why Should Kids Read Comics?*,(NewYork: Richard C. Owen Publisher, 2006), p.1.

magazine or book of narrative artwork and (virtually always) dialog and descriptive prose.[14] The style was introduced in 1934.

Furthermore, Brocka states that comics are dynamic combination of visual image and written word of narrative and dialogue.[15] They have just the cohesive and choreographed imagery we need to reach our students. Comic typically appear in three or four square-shape cells, called panels. The panels are arranged in row and are red from left to right (right to left for Japanese manga).

b. The Types of Comic

There are two categories of comic, namely comic books and comic strips. Comic books are series of pictures, narrative dialogues which are printed in book. Comic strip is series of pictures, narrative dialogues which are printed periodically in every week or monthly in the newspaper and internet, it usually consists of 1 until 6 pages.

Textless comic can include in both of two categories of comic. There are some definitions of textless comic from the experts. Hillman states textless comic is pure comic or picture series that contains very minimal text.[16] It means that textless comic uses more illustration and less text to deliver stories or ideas. Moreover, textless comic, as its name, is usually available without text at all. Having no text does not make textless comic unclear. The illustration is able to represent the

[14]Scott McCloud, *Understanding Comics:The Invisible Art,* (Newyork:Kitchen Sink Publisher,1934), p.68.

[15] Brocka, *Comic Books: In Case You Haven't Noticed, they're Changed Media and Methods,* (New Jersey: Prentice-Hall Inc,1979), p.27.

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

story. Therefore, using textless comic in learning a language will help the students learn how to interpret images by using their own style of writing and diction.

In addition, Lukens as cited in Jalongo states that in a high quality wordless comic book, the picture will tell the story.[17] Textless comic tells a story with its illustration without text. However, it does not mean that a textless comic cannot be changed. People has different interpretation through textless comic that they see and they are free to have their own story about that comic in their head. Therefore, textless comic can be used as a writing media to help English learners brainstorm their ideas. In this case, the researcher wants to see how the English learners develop the story that a textless comic has by their own knowledge and imagination.

One of the example of textless comic book is "Owly" written by Andy Runton. It shows on picture 1. Another example of textless comic strips is show on picture 2.

Picture 1

Picture 2

[17] Lukens, *Critical Hand Book of Children's Literature,*(Newyork:Paper Book Inc,1999), p.167

c. The Characteristics of Textless Comic Media

According to Hillman, textless comic have some characteristics, they are:[18]

1. Comics can motivate students and make them want to pay attention and take apart.
2. Comics contribute to the context in which the language is being used. They bring the words into the classroom.
3. Comics can cue response to questions or subtitution through controlled practice.
4. Comics can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling.

From the points above it can be concluded that textless comic is very useful in learning the English language. Teacher and learners are helped by using this media to achieve the learning goals.

d. Using Textless Comic Media to Teach Recount Text Writing Skill

According to Edelstein and Pival, there are three steps of writing. Those are pre-writing, writing and re-writing. This steps are use to make the process of writing more effisient. Not only are those, but also this use to make the writing process more effective.[19] There are :

1. Pre-writing

   Pre-writing refers to the selecting the general subject, restricting the subject, generating the ideas, and organizing the ideas.

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[18] Hillman, J. *Discovering children's literature*. (Englewood Cliffs, NJ: Prentice Hall, 1995), p. 25.

[19]Edelstein, M. And Pival, M, *The Commitment*, (New York: Harcourt Broce Jovanovich Publisher, 1988), p. 11

2. Writing

   In this step, the writer sets the ideas in his/her minds into word, sentences, paraghraps on the papers.

3. Re-writing

   The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and corrcting writing error, word duplication, and ommision.

Reffering the statement above the researcher use those steps consist of pre writing, writing and re writing. Here are the procedures of teaching recount text through textless comic.

1. Pre writing
   - students are divided in some groups.
   - students pay attetions to teacher's explanation about generic structure and how to organize recount text.
   - teacher gives textless comic to the students and ask students to imagine the chronological event that occured on the textless comic to stimulate students in generating ideas.
   - students observe the textless comic which is given by the teacher.
   - students in group discuss about the topic in the comic they receive.
2. Writing
   - After discussing, students arrange the main idea of recount text in papers according to the textless comic which they received.

- Students in each group write recount text completely on the whiteboard.
- Each member in every group should give contribution in expressing their ideas and opinion.

3. Re-writing
   - Teacher guides and help the students to correcting their writing.
   - Students are asked to re-write if there is error in grammar, vocabulary, content, mechanic, etc.
   - Students follow the reflection from the teacher about teaching learning process that they have done.

The process of writing above is integrated with a procedure if teaching learning process adapted from Paltridgge. They are:

1. Building knowledge of the field related to the recount texts and their features (including grammar theory of Past tense, noun, prounoun, etc)
2. Modeling of the recount text and writing recount using textless comic.
3. Join construction of the text (collaborative writing in group).
4. Independent writing as writing test.[20]

The students is given recount text then the students analyzed the generic structure and language features which is used in the text. After that, the researcher give textless comic and it is followed by a modeling on how to write a recount text based on the story in the textless comic. The students will write a recount text in group by following the procedures in modeling. In writing test, the students will write a recount text individually.

[20]B. Paltridge, *Genre in the Language Learning Classroom*, (Michigan: University of Michigan Press, 2001), p.31.

B. Action Hypothesis

Hypothesis is the tentative answer to the problem of the research that theoretically considered possibly or highest the level of his or her truth. It is tentative truth determined by researcher that should be tested and proved.

Based on the framework of theories and assumption, the researcher formulates the action hypothesis “The use of textless comic media can improve the recount text writing skill at the eighth grade students of SMP N 2 Metro in the academic year of 2018/2019.”

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research would be conducted at SMP N 2 Metro. It is one of Junior High Schools in Metro, which is located at Ki Hajar Dewantara street Kampus 15 A Metro, Lampung. The location, that is far from frenzied of city, supports the teaching learning activity. In the academic year of 2018/2019, SMP N 2 Metro consists of 23 classes has 47 teachers, 666 students, and each class consists of 30 students.

B. Research Subject

The subjectof this research is the students of the eight grade in class VIIIF of SMP N 2 Metro. There are 30 students consist of 20 girls and 10 boys. The researcher chooses the eight grade students because the age level of these students supposed to be able to write out the English language as a means of communication. The students of this class are very special, they have big curiosities and the ultimate reason is the students hobbies are reading comic. It is appropriate to the media which is brought by the researcher.

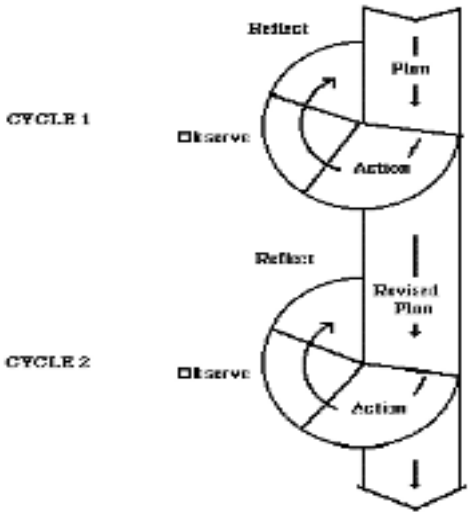
Dealing with English language subject, they have low motivation in learning English. They are lack of produce thei knowledge in written form. They can speak it up, but when they are asked to write it down systematically, they found difficulties. They feel hard of arrange and convoy their ideas in writing. So, the researcher used textless comic media to improve recount text writing skills of students.

C. Research Procedure

This research is a type of classroom action research. Action research is a process in which researchers also as a participants examine their own educational practice systematically and carefully using the techniques of research. The purpose of this research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase students learning.

The researcher would also as a teacher and the teacher who carries out the use of textless comic as a media in the class. She would become an observer and make sure that the lesson plan of the use of textless comic media can run well in order that the teaching and learning process run effectively. The writer would use classroom action research approach taken from Hopkins.[1]

Figure 1: Classroom Action Research Concept by Kemmis in Hopkins



The researcher will carry out an action research with the following steps:

1 Hopkins, David. *A Teacher's Guide to Classroom Research.* (Philadelphia: Open University Press, 1993), p. 55

1. Planning

In this step, the writer would offer new technique in improving students writing skill. It is the use of textless comic as a learning media. The action is based on the lesson plan applied in the class. Beside that the writer will also prepare materials that is going to be taught in the class, make lesson plans, the form of observation in order that the class can be observed well, teaching aids, test instrument, etc.

2. Acting

This step is the implementation of the use of textless comic as teaching and learning material. The teacher carry out the lesson plan in the classroom step by step. It will describe how the use of textless comic in the class can promote students writing skill.

To obtain the purpose, the teacher had to create the classroom atmosphere as well as possible. In this case, the teachers took roles as a controller of the students' activities and also provide helps when they got difficulties in doing the tasks.

3. Observing

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

4. Reflecting

After carrying out the teaching and learning activities that was teaching writing using textless comic, the writer recited the occurrences in the classroom as the effect of the action. She evaluated the process and the result of the implementation of textless comic in the class. The evaluation benefits to decide what the writer should do in the next cycle. It was carried out to know the effect of using textless comic in writing class. By analyzing the strength and the weakness of using textless comic, the writer can decide what the next action will be for the continuing improvement.

D. Data Collection Technique

In order to collect the data, the writer will use the following techniques:

1. Test

According to Douglas Brown, test is a method of measuring a persons' ability or knowledge in a give domain[2].

The researcher will use test in form pre-test and post test.

a. Pre-test

The pre-test is given in the first meeting before doing treatments in order to know the ability of students to write recount text before doing the action research.

b. Post-test

The post-test is given in the last meeting after doing treatments to find out wheter the treatments gave any contribution to the students achievement in the class or not. The improvement can be

2 Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* Second Edition, (San Fransisco: Pearson ESL, 2001), p.384.

seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the influence by using textless comic as a media in teaching writing especially recount text.

2. Observation

According to Seltiz, observation can be defined as election, modification, registration, and coding behavior circumstance which is connected with organism based on the empiric purpose[3].

In this research used observation sheet to observe the students activities. The purpose of the observation si to explain the situation being investigated; activities, people or individuals are involved in data collecting strategy in which the activities of subjects are visually examined. The researcher guide the collaborator to observe the students in VIIIF of SMP N 2 Metro in the academic year of 2018/2019.

3. Documentation

The researcher would use the documentation technique to collect the data about history of the school, the total number of the teacher and official employers, the organization structure, the facilities of the school, pictures of learning activities in classroom of VIIIF SMP N 2 Metro in the academic year 2018/2019.

4. Field Note

To collect the data more accurately, the researcher will use the field note; it will make the data analyzer simpler. In many professions, it is a manner of good practice to make “field note” while actually engaging in

3 Claire Selltiz, *Research Methods in Social Relations*, (Cambridge University, 1986), p.125

professionals.[4] Field note is various observations on aspects of learning, the classroom atmosphere, classroom management, teacher interaction with students, student interaction with students and some other aspects.

E. Research Instrument

Gery Anderson defines "an instrument includes test and questionnaire, observations schedules and any other tool used to collect data."[5] Therefore, instrument is an important device for collecting data in a research. Usually, a test is used as the instrument to measure the students` achievement in education.

In this research, the researcher will use written test as an instrument to collect the data. There are three written tests conducted. The first is pre-test of writing that is conducted to know the preliminary data about students' writing ability. The second is written post-test in cycle 1 that is administered in order to know the achievement of the students in writing recount text. The last written post-test of cycle 2 is conducted to know the final result after implementing textless comic as a media to teach writing in the classroom. Students are asked to write the recount text based to the textless given. They will use their own idea and imagination in all of tests. Here is the table about the standardization of measurement of English writing skill which has been adapted from Jacob (et.al) with analytical scoring, as follows: [6]

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4 Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press,1997), p.51.

5 Gary Anderson,*Fundamentals of Educational Research*, (London: Psychology Press, 1998), p. 94.

6 H. D. Brown, *Language Assessment: Principles and Classroom Practice*. (San Francisco: Longman.2001) p.244-246.

Table 3

The Standardization Assesment of English Writing Skill

Competences	Scores	Levels	Standardization
Content	30-27	Excellent	a. Essay addresses the certain topic; the ideas are concrete and throughly developed; no irrelevant material; essay reflect thoughts.
	26-22	Good	b. Essay addresses the issues but misses some points; ideas could be more fully developed; some irrelevant materials are present.
	21-17	Fair	c. Development of ideas is not complete; paragraphs are not divided exactly right.
	16-13	Poor	d. Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; less enough effort in area of content.
Organization (introductio,body, conclusion)	20-18	Excellent	a. Appropriate title, effective introductory, topic is stated, leads to body; transitional expression used; supporting evidence is existed; conclusion logical and complete.
	17-14	Good	b. Enough title; introduction, body and conclusion is acceptable; but lack of evidence and the idea not developed well; sequence is logical but transitional expression is missed.
	13-10	Fair	c. Less of introduction and conclusion; problems with the ideas of the body; not supported evidence.
	9-7	Poor	d. Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
Vocabulary	20-18	Excellent	a. Appropriate vocabulary usage use of parallel structure; brief.
	17-14	Good	b. Good vocabulary and not wordy.
	13-10	Fair	c. Some of vocabulary missed and too wordy.
	9-7	Poor	d. Problems in vocabulary and lack of variety structure.

Grammar/ Language use	25-22 21-18 17-11 10-5	Excellent Good Fair Poor	a. Fluency grammar; correct of clauses, prepoosition, articles, verb forms, modals, tense sequencing. b. Advanced in grammar although the reader aware of them. c. The readers get the ideas but the grammars are in the problem. d. Much problems of grammar apears so as to make the reader difficult to read.
Mechanical consideration (punctuation and spelling)	5 4 3 2	Excellent Good Fair Poor	a. No errors of spelling and correct punctuation usage. b. Some problems of punctuation and error spelling. c. Spelling problems distrub the reader and punctuation errors distrub the ideas. d. Serious problems of punctuation in sentence and spelling.

Instrument scoring

No	Student's name	Score					Total
		Content	Organization	Vocabulary	Grammar	Mechanic	
1.							
dst							

F. Data Analysis Technique

In analyzing the quantitative data, the researcher used descriptive statistic. The data would be conducted by taking average score of the pre-test and post-test. To know students achievement after the actions, the researcher would conduct and give test at the early cycle and the last cycle. Then, the researcher would tabulate the result of the test and find the average score of pre-test and post-test of each cycle. According to Burns the formula of the average of the test can be calculate as follow:

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

Note : M : the average score

Σx : total of the score every cycle

N : total of students that follow the test

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

G. Indicator of Success

This research will take the indicator of success to know improving the students' writing skill using textless comic in English learning. The indicator of success of the improvement of the students' performance in writing recount text are:

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

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the results of the research based on the actions that were implemented by the researcher in the class.

A. Research Findings

1. Description of Research Setting

a. A Brief History of the Establishment of SMP Negeri 2 Metro

SMP Negeri 2 Metro was originally a filial school from SMP Negeri 1 Metro which became a difffed state school with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0364/O/1977, dated August 25th 1977. This school is one of the excellent schools of Metro. Geographically SMP Negeri 2 Metro is located on the border with East Lampung Regency. Such conditions provide opportunities for elementary school graduates to compete to become students of SMP Negeri 2 Metro.

Demographically, the livelihood of the parents / guardians of students is very heterogeneous, such as profession as civil servant / civil servant, private employee, entrepreneur, farmer, trader, laborer, becak driver, and other unskilled laborers. This has implications for income levels that bring a diversity of their socio-economic level. The socio-economic condition of the community had an impact on supporting parents towards school programs, let alone the local government for free education. Meanwhile, the local government has not responded to the education budget of 20% of

APBN and APBD I and APBD II, so many schools that cannot develop as expected.

In 2007 SMP Negeri 2 Metro was verified to be the organizer of National Standard School Stubs (SSN) based on the Decree of Director of Junior High School Development, Directorate General of National Education Management Number: 818a / C3 / KEP / 2007, April 24th, 2007, it provides motivation and spirit new for all school citizens to be more active in improving quality, learning innovation, and school achievement.

Since becoming an SSN provider, SMP Negeri 2 Metro has implemented a school program emphasis on the fulfillment of eight standards as mandated by Government Regulation Number 19 Year 2005 on National Education Standards (SNP), both content standards, processes, competencies of graduates, educators and personnel education, management, infrastructure, financing, and assessment standards.

b. The profile of SMP Negeri 2 Metro

1. School Name : SMP NEGERI 2 METRO
2. No. School Statistics : 201120904002
3. NPSN : 10807602
4. School Address : Jl. Ki Hajar Dewantara 91 / 15A PO Box 138 Metro : Metro East District, Metro City, Lampung
5. Headmaster (2019) : Martati, S.Pd,M.Pd
6. NIP : 197003161995122002
7. Phone / HP / Fax : (0725) 41016 / Fax. 0725-41016

8. School Accreditation : A
9. Land Area, Number of Rombel :

Land Area	: 7,850 m2
The amount of space on the 1st floor	: 55
The amount of space on the 2nd floor	: 1
Number of Rombels	: 24

SMP Negeri 2 Metro has believed from the Government of Indonesia as the National Standart School and an accreditation status. It happened because SMP Negeri 2 Metro develop and keep on the quality of education.

2. Description of Research Data

This research use action research approach. That has purpose to increase the activity and the study result of students at SMP N 2 Metro conducted in 2 cycles. The first cycle consists of three meetings and the second cycle consists of two meetings. Each cycle consists of planning, actions, observation and reflection. The students test result was gotten through the test that was given to the students in the begining research and the end in every cycle, while the activity data was gotten from the observation in learning activity was happened. The findings can be explained as follows.

a. The Condition Subject of Study

The condition was find after the researcher give the pre-test to the students that was conducted on Tuesday, January 15th. This meeting used as the pre-test before the students was given action. This meeting was started by praying, greeting, checking the attendance list, and asking the

students' condition. The kind of test was writing a story about school holiday in 3 paraghraps. The researcher correct the result of the assignment. The result of this meeting was most of the students got difficulty to write a story, because from 30 students only 6 students could passed of this test.

Table 4
Result Data of Pre-test

No	Students Name	Explanation	
		Pre-test	≥70
1.	AZA	60	Failed
2.	ASD	50	Failed
3.	AW	40	Failed
4.	CH	70	Pass
5.	DSS	60	Failed
6.	E	50	Failed
7.	FA	40	Failed
8.	GYB	60	Failed
9.	GLD	50	Failed
10.	IS	50	Failed
11.	IGF	70	Pass
12.	LM	50	Failed
13.	LAH	60	Failed
14.	MP	50	Failed
15.	MD	50	Failed
16.	NFA	70	Pass
17.	NCMF	40	Failed
18.	PDO	70	Pass
19.	RFNI	70	Pass
20.	RK	60	Failed
21.	RDA	50	Failed
22.	RF	50	Failed
23.	RAA	50	Failed
24.	SPS	50	Failed
25.	SKK	40	Failed
26.	SDA	60	Failed
27.	SFM	50	Failed
28.	TA	60	Failed
29.	TNP	40	Failed
30.	WA	70	Pass
Total Score:		1640	
Total Average		$\frac{1640}{30} = 54{,}67$	**Failed**

$\acute{x} = \frac{\sum X}{N}$		

From the pre-test data above, the researcher found some problems as follow :

1) The students could not develop the idea in writing.
2) The students could not construct the paragraph into coherently and cohesively
3) Grammatical errors occurred in writing.
4) The teacher did not provide interesting media to the students.
5) The teacher was used a course book in teaching writing.
6) The media was not sufficient.
7) The class seemed very noisy.
8) The students looked not enthusiastic to write a text.
9) Students have no clear explanation about the materials.

b. Cycle 1

1) Planning

In this stage, the researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the lesson plann, preparing the material, preparing textless comic media, making the items that will be examined as the pre-test and post-test 1 in the cycle 1.

2) Action

The action in the cycle 1 consist of three meetings, first and second meeting for the action, and third meeting for the post-test 1. There were as follow:

a. The first meeting

The first meeting was used as the implementation of the action in the cycle 1. The second meeting was conduct on thursday, January 17th, for 2 x 45 minutes. The objective in this meeting was to give the students clear understanding about a recount text by giving examples of a recount text related to the textless comic. The activities in this meeting were :

1. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition.
2. The teacher gave some questions to build students' background knowledge and gave modeling of the text by showing the textless comic and recount texts to the students and discussed the content of the text.
3. Students got the explanation about the generic structure of a recount text, language features; simple past tense and words showing order.
4. In the practice, the teacher implemented the procedures of the use of textless comic media to teach recount text as follows :

a. Pre writing

- students pay attetions to teacher's explanation about generic structure and how to organize recount text.
- teacher give textless comic to the students and ask students to imagine the chronological event that occured on the textless comic to stimulate students in generating ideas.
- students observe the textless comic which is given by the teacher.

b. Writing

- After discussing, students arrange the main idea of recount text in papers according to the textless comic which they received.

c. Re-writing

- Teacher guide and help the students to correcting their writing.

b. The second meeting

The second meeting was used as the implementation of the action in the cycle 1. The second meeting was conduct on Monday, January

21st, for 2 x 45 minutes. The objective in this meeting was to give the students clear understanding about a recount text by giving examples of a recount text related to the textless comic. The activities in this meeting were :

1. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition.
2. The teacher gave some questions to build students' background knowledge and gave modeling of the text by showing the textless comic and recount texts to the students and discussed the content of the text.
3. Students got the explanation about the generic structure of a recount text, language features; simple past tense and words showing order.
4. In the practice, the teacher implemented the procedures of the use of textless comic media to teach recount text as follows :
   a. Pre writing
      - students are divided in some groups.
      - students pay attetions to teacher's explanation about generic structure and how to organize recount text.
      - teacher give textless comic to the students and ask students to imagine the chronological event that occured on the textless comic to stimulate students in generating ideas.
      - students observe the textless comic which is given by the teacher.
      - students in group discuss about the topic in the comic they receive.
   b. Writing
      - After discussing, students arrange the main idea of recount text in papers according to the textless comic which they received.
      - Students in each group write recount text completely on the whiteboard.

- Each member in every group should give contribution in expressing their ideas and opinion.

c. Re-writing

- Teacher guide and help the students to correcting their writing.
- Students are asked to re-write if there is error in grammar, vocabulary, content, mechanic, etc.
- Students follow the reflection from the teacher about teaching learning process that they have done.

c. The third meeting

The third meeting was conducted on Wednesday, January 23rd, for 2 x 45 minutes. this meeting used to get the data of post-test 1. This meeting was started by praying, greeting, checking the attendance list, and asking the students condition. In this meeting, researcher designed two activities because one of the two activities took a long time to produce it. First, the teacher explained more about past tense. Then, the researcher gave post test to the students. The students had to produce a story about recount text based on the textless comic. In this section, the students had to work individually using procedure pre-writing, writing and re-writing and they have to submit it in that day. In the post-test 1, only 14 students who got an appropriate score (≥70), but the resultof the students test was better than the students' test before giving treatment.

Table 5
Result Data of Post-test 1

No	Students Name	Explanation	
		Post-test 1	≥70
1.	AZA	75	Pass
2.	ASD	50	Failed
3.	AW	40	Failed
4.	CH	75	Pass
5.	DSS	70	Pass
6.	E	50	Failed
7.	FA	40	Failed
8.	GYB	70	Pass
9.	GLD	50	Failed
10.	IS	50	Failed
11.	IGF	70	Pass
12.	LM	50	Failed
13.	LAH	60	Failed
14.	MP	50	Failed
15.	MD	50	Failed
16.	NFA	70	Pass
17.	NCMF	40	Failed
18.	PDO	70	Pass
19.	RFNI	70	Pass
20.	RK	70	Pass
21.	RDA	70	Pass
22.	RF	70	Pass
23.	RAA	60	Failed
24.	SPS	70	Pass
25.	SKK	60	Failed
26.	SDA	70	Pass
27.	SFM	55	Failed
28.	TA	65	Failed
29.	TNP	40	Failed
30.	WA	75	Pass
Total Score:		1805	
Total Average $\acute{x} = \frac{\sum X}{N}$		$\frac{1805}{30} = 60{,}16$	**Failed**

3) Observation

The observation of the students activity was conducted when the teaching and learning process. This observation was conducted with the collaborator by using observation sheet.

Table 6
The Result of Students Activity 1

No	Students Name	Indicators					Total
		1	2	3	4	5	
1.	AZA	√	√	√	-	√	4
2.	ASD	√	√	√	√	√	5
3.	AW	-	-	-	√	√	2
4.	CH	√	√	√	√	√	5
5.	DSS	√	-	√	-	√	3
6.	E	-	-	-	-	√	1
7.	FA	√	√	√	√	√	5
8.	GYB	√	√	√	√	√	5
9.	GLD	√	√	√	√	√	5
10.	IS	√	√	√	√	√	5
11.	IGF	-	-	-	√	√	2
12.	LM	√	√	√	-	√	4
13.	LAH	-	-	-	√	√	2
14.	MP	√	√	√	√	√	5
15.	MD	√	√	√	√	√	5
16.	NFA	√	√	√	-	√	4
17.	NCMF	√	√	√	√	√	5
18.	PDO	-	-	-	-	√	1
19.	RFNI	√	-	√	√	√	4
20.	RK	√	√	√	√	√	5
21.	RDA	√	√	√	-	-	3
22.	RF	√	-	√	√	√	4
23.	RAA	√	√	√	-	√	4
24.	SPS	√	√	√	√	√	5
25.	SKK	√	√	√	-	√	4
26.	SDA	-	-	-	√	√	2
27.	SFM	√	-	-	√	√	3
28.	TA	√	-	√	-	-	2
29.	TNP	√	√	√	√	√	5
30.	WA	√	√	√	√	√	5

Indicators :

1. The student pays attention to the teacher explanation.
2. The student asks question to the teacher.
3. The student answers the teacher’s question.
4. The student uses dictionary when writing the recount text.
5. The student does the task.

4) Reflection

In the end of cycle 1, the researcher and collaborator did reflection together. The researcher found that some of indicators had not been achieved,

such as language features. However, the students' development of ideas in writing is improved. They seemed as if they did not have any difficulty in developing ideas when the teacher used textless comic to create a recount text. The researcher found that the students' writing still had inappropriate word choice and grammatical errors. Some students did not bring the dictionary.

The reflection result can be inferred as follow:

1. The researcher should be more asssertive and paying more attention in order that the students can pay attention to the teacher when explaining the material.
2. The researcher should give more attention to the students were less responsive.
3. The researcher should give more interesting comic in order to increase the students mortivation to write.
4. The researcher should in around to monitor one by one of the students.

Therefore, the researcher needed to continue the second cycle. The researcher and the teacher decided to conduct the Cycle 2 because the students still made mistakes in terms of language feature and diction.

In conclusion, the first cycle did not successfully achieve the learning indicators. Then, researcher planned to conduct the second cycle and observation to improve the students' writing skill of recount text by using textless comic.

c. Cycle 2

1) Planning

Based on the observation and reflection in cycle 1, the researcher tried to arrange the planning for cycle 2. In the second cycle, the

researcher planned to have two meetings. These meeting was planned to improve the students' writing skills by improving the materials of recount texts and more interesting textless comic. The researcher made the planning as follow: preparing the lesson plan, preparing the material, and preparing the observation sheet of the students activity.

Based on the reflection in the first meeting, the researcher found that there were a few of problems and they should be solved. The problems were the students' difficulty to use the right language features and grammar when writing. In addition, the researcher took a role as a teacher and they had a partner as a collabolator and an observer in this research. The researcher chose a partner as a collabolator and an observer in this cycle because the teacher could not come to the school.

2) Action

The action in the cycle 2 consist of two meetings. One meeting for the action, and one meeting for the post-test 2. They were as follow:

a) The first meeting

The first meeting was conducted on Tuesday, February 5th, 2019. The class started at 08.30 am. The researcher started the class by greeting and checking the students' attendance. Then, the researcher told the purpose of the meeting to the students.

In the practice, the teacher implemented the procedures of the use of textless comic media to teach recount text as follows :

a. Pre-writing
   - The teacher gave textless comic to the students
   - The teacher asked the students what it is they are going to write based on the pictures of textless comic
   - The teacher asked the students the purpose of their writing
   - The teacher suggested the students to imagine the chronological events that happened on the textless comic.

b. Writing
   - After the students could generating ideas to write, the teacher asked the students to write recount text into 3 paraghraps completely based on textless comic.

c. Re-writing
   - The teacher guided the students to evaluate his/her writing by give comments and sugggestion. Perhaps the order of the information is not clear, the students may use a different form of words or vocabularies for a particuar sentences, or on the detailed features such as grammatical accuracy and punctuation.
   - The students re-write they final result of their writing that has been evaluated.
   - The students collect their paper to the teacher.

The researcher asked one of the students in the class to help her. He was asked to help her to attach the textless comic and the text on the board. Then, the teacher asked for the students' attention. She discussed the material with the students. The students paid their attention when the researcher explained about the generic structure and the language feature of a recount text attached on the board. The teacher gave a chance for the students to ask the question about the explanation before. Then, students was given chance to ask questions. The teacher answered clearly. After that, the researcher asked the students to make groups of five or six. Then, there were five groups in the class. Each group had to choose a friend as a leader of the group. Then, the leader of each group came in front of the class to draw of a lottery to choose the textless comic. The textless comic divided based on the generic structure of recount text. After that, they discussed and wrote a story based on the textless comic that they choosen.

Then, the researcher walked around and checked the students' discussion. Students seemed enthusiastic in the discussion. In addition, they were aware to used the dictionary during writing a story. Almost groups asked the teacher to help them when they met a problem in writing. Next, the leader of each group wrote a story in the board. The researcher discussed with the students about the story written by each leader. She discussed the language features in the story written by the students.

In this meeting, the condition of the class was more effective than before. In the end of meeting, the teacher summarized the lesson, gave motivation and stimulate the students to practice writing skill at home. Then, the researcher closed the lesson by saying good bye to the students.

b) The second meeting

The second meeting was conducted on Monday, February 11st, this meeting used to get the data of post-test 2 in the end of cycle 2. For 2 x 45 minutes after the students is given the action, the researcher gave post-test to the students. In this meeting, most of the students could write the recount text well. It can be seen from the result of post-test 2. There were 21 students got an appropriate score.

Table 7
Result Data of Post-test 2

No	Students Name	Explanation	
		Post-test 2	≥70
1.	AZA	80	Pass
2.	ASD	60	Failed
3.	AW	60	Failed
4.	CH	80	Pass
5.	DSS	80	Pass
6.	E	60	Failed
7.	FA	60	Failed
8.	GYB	75	Pass
9.	GLD	75	Pass
10.	IS	75	Pass

11.	IGF	75	Pass
12.	LM	75	Pass
13.	LAH	75	Pass
14.	MP	80	Pass
15.	MD	70	Pass
16.	NFA	70	Pass
17.	NCMF	60	Failed
18.	PDO	70	Pass
19.	RFNI	80	Pass
20.	RK	70	Pass
21.	RDA	80	Pass
22.	RF	70	Pass
23.	RAA	60	Failed
24.	SPS	70	Pass
25.	SKK	60	Failed
26.	SDA	80	Pass
27.	SFM	65	Failed
28.	TA	75	Pass
29.	TNP	40	Failed
30.	WA	80	Pass
Total Score:		2110	
Total Average $\dot{x} = \frac{\sum X}{N}$		$\frac{2110}{30} = 70{,}33$	**Pass**

3) Observation

The observation of the students activity was conducted when the teaching and learning process. This observation was conducted with the collaborator by using observation sheet.

Table 8
The Result of Students Activity 2

No	Students Name	Indicators					Total
		1	2	3	4	5	
1.	AZA	√	√	√	√	√	5
2.	ASD	√	√	√	√	√	5
3.	AW	-	√	√	√	√	4
4.	CH	√	√	√	√	√	5
5.	DSS	√	√	√	√	√	5
6.	E	-	-	√	√	√	3
7.	FA	√	√	√	√	√	5
8.	GYB	√	√	√	√	√	5
9.	GLD	√	√	√	√	√	5

10.	IS	√	√	√	√	√	5
11.	IGF	-	√	√	√	√	4
12.	LM	√	√	√	√	√	5
13.	LAH	-	√	√	√	√	4
14.	MP	√	√	√	√	√	5
15.	MD	√	√	√	√	√	5
16.	NFA	√	√	√	√	√	5
17.	NCMF	√	√	√	√	√	5
18.	PDO	-	-	√	√	√	3
19.	RFNI	√	√	√	√	√	5
20.	RK	√	√	√	√	√	5
21.	RDA	√	√	√	√	√	5
22.	RF	√	√	√	√	√	5
23.	RAA	√	√	√	√	√	5
24.	SPS	√	√	√	√	√	5
25.	SKK	√	√	√	√	√	5
26.	SDA	√	√	-	√	√	4
27.	SFM	√	√	-	√	√	4
28.	TA	√	-	√	√	√	4
29.	TNP	√	√	√	√	√	5
30.	WA	√	√	√	√	√	5

Indicators :

1. The student pays attention to the teacher explanation.
2. The student asks question to the teacher.
3. The student answers the teacher’s question.
4. The student uses dictionary when writing the recount text.
5. The student does the task.

4) Reflection

From the result of the post-test in the second cycle, it can be concluded that students’ writing skill is improved, because it is more than 70% students got minimal score 70. Their result was satisfactory because the textless comic helped the students to develop their idea and their ability in writing. It could be seen from several aspects when the researcher conducted the second cycle. First, they can develop their ideas to make a story. From the students’ writing, it can be seen that textless comic helped them in writing. The second aspect is the students’ writing ability in costruct paragraph coherently and cohesively improved. It could

be seen in the result of their writing. The third aspect is the students were very enthusiastic in teaching and learning process and they showed positive attitude to the activities that were conducted by the researcher. Besides that, there were some students who where active and often asked the questions when they found some difficulties in writing.

In conclusion, the use of textless comic could improve students' writing skills of a recount text in terms of developing ideas. In addition, their writing ability was improved in the aspect of language feature. Then, the students' attitude towards teaching was positive and they could construct the paragraph coherently and cohesively. Therefore, the researcher took a decision to stop in this cycle.

B. Interpretation

1. Interpretation Every Cycle

a. Cycle 1 and Cycle 2

The researcher made the result of the pre-test, post-test 1 and post-test 2 as on the table below:

Table 9
Result Data of the Pre-test, Post-test 1 and Post-test 2

No	Students Name	Explanation			Explanation
		Pre-test	Post-test 1	Post-test 2	
1.	AZA	60	75	80	Improve
2.	ASD	50	50	60	Improve
3.	AW	40	40	60	Improve
4.	CH	70	75	80	Improve
5.	DSS	60	70	80	Improve
6.	E	50	50	60	Improve
7.	FA	40	40	60	Improve
8.	GYB	60	70	75	Improve
9.	GLD	50	50	75	Improve
10.	IS	50	50	75	Improve
11.	IGF	70	70	75	Improve
12.	LM	50	50	75	Improve
13.	LAH	60	60	75	Improve
14.	MP	50	50	80	Improve
15.	MD	50	50	70	Improve
16.	NFA	70	70	70	Constant

17.	NCMF	40	40	60	Improve
18.	PDO	70	70	70	Constant
19.	RFNI	70	70	80	Improve
20.	RK	60	70	70	Improve
21.	RDA	50	70	80	Improve
22.	RF	50	70	70	Improve
23.	RAA	50	60	60	Constant
24.	SPS	50	70	70	Improve
25.	SKK	40	60	60	Constant
26.	SDA	60	70	80	Improve
27.	SFM	50	55	65	Improve
28.	TA	60	65	75	Improve
29.	TNP	40	40	40	Constant
30.	WA	70	75	80	Improve
Total Score:		1640	1805	2110	**Improve**
Total Average $\acute{x} = \frac{\sum X}{N}$		$\frac{1640}{30}=54$	$\frac{1805}{30}=60$	$\frac{2110}{30}=70,3$	**Increase**

2. Analysis of the result

a. The result of students pre-test

To know the students writing skill before implementing the treatment, the researcher conducted the pre-test. It was done on Tuesday, January 15th. The researcher got result of pre-test, in this test most of the students difficult to write. Language feature, grammar, vocabulary, generic structure and mechanic of students work was still error. Based on table 4 the students average were 54,67. It shows that most of the students were not passed yet to achieved the minimum mastery score (70). In this stage, only 6 students (20%) from 30 students were passed of the minimum mastery sccore.

b. The result of students post-test 1

To see the students writing skill after implementing the treatment, the researcher conducted the post-test 1. It was done on Wednesday, January 23rd. Based on table 5 the students average

score was 60,16, it shown that most of the students were not passed yet to achieve the minimum masstery score (70). In this stage, only 14 students (45%) from 30 students were passed of the minimum mastery score. It meant that most of the students were not understand yet about the material.

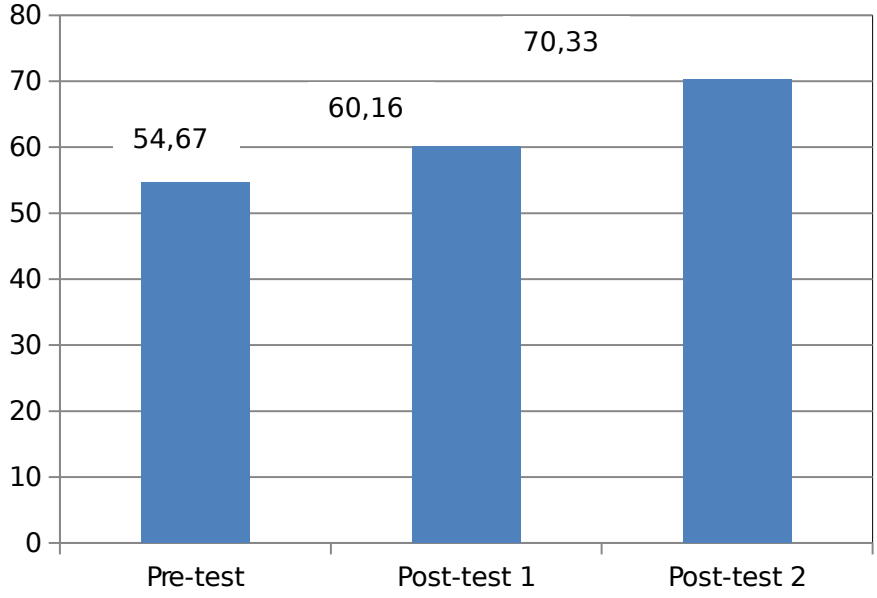
c. The result of students post-test 2

To see the students writing skill after implementing the second treatment, the researcher conducted the post-test 2. It was done on Monday, February 11st. Based on table 7 the students average score was 70,33, it shown that most of the students passed the minimum masstery score (70). In this stage, 21 students (72%) from 30 students were passed of the minimum mastery score. It meant that most of the students were achieved the material.

According to the indicator of successwhich has been set in this research is considered success the 70% of the students get minimal score 70. While from the result data of the cycle 1 is known that there are increasing of the students score in the pre-test and post-test 1. In the pre-test result data the students who got minimal score ≥70 were 6 students or 20% from 30 students. Then, in the post-test 1 the students who got minimal score ≥70 were 14 students or 45% from 30 students. The increment of the students score in cycle 1 can not reach the indicator of success. Then, after conducted the cycle 2 the researcher get the result data and it was known that there were increasing of the students score. The students who got the minimal score ≥70 were 21 students or 72% from 30 students. It meant that the indicator of success

achieved in cycle 2. Therefore, this research is considered success until cycle 2. Based on table 9 above, it described in the graph 1 as follow:

Graph 1
The average score of the test



Based on the table and graph above, in the cycle 1 from the pre-test to the post-test have progress average score from 54,67 to 60,16, there was improvement about 5,49 point. Then from cycle 1 to the cycle 2 have progress average score from 60,16 to 70,33 there is improvement about 10,17 point.

The improvement of score was caused by using textless comic as a media to teach recount text writing skill. Therefore, it can be conclude that textless comic media can increase the students writing skill especially in write recount text.

3. Observation result of students' activity

This observation result was gotten when the learning process happened by collaborator. From the table 4 and table 6 the result of the students activity observation can be seen in this table below:

Table 10
Result of Students' Activity

No	Students name	Cycle 1	Cycle 2	Explanation
1.	AZA	4	5	Improve
2.	ASD	5	5	Constant
3.	AW	2	4	Improve
4.	CH	5	5	Constant
5.	DSS	3	5	Improve
6.	E	1	3	Improve
7.	FA	5	5	Constant
8.	GYB	5	5	Constant
9.	GLD	5	5	Constant
10.	IS	5	5	Constant
11.	IGF	2	4	Improve
12.	LM	4	5	Improve
13.	LAH	2	4	Improve
14.	MP	5	5	Constant
15.	MD	5	5	Constant
16.	NFA	4	5	Improve
17.	NCMF	5	5	Constant
18.	PDO	1	3	Improve
19.	RFNI	4	5	Improve
20.	RK	5	5	Constant
21.	RDA	3	5	Improve
22.	RF	4	5	Improve
23.	RAA	4	5	Improve
24.	SPS	5	5	Constant
25.	SKK	4	5	Improve
26.	SDA	2	4	Improve
27.	SFM	3	4	Improve
28.	TA	2	4	Improve
29.	TNP	5	5	Constant
30.	WA	5	5	Constant

Based on the table above, it can be inferred that the students learning activity was happened increasing from the cycle 1 to the cycle 2. Therefore, this research is use for the students activity side to reach the target. It was caused on the learning in the cycle 2 the students have begun to responsible to themselves, so that it can bring the good effect to increase the students score and create positif atmosphere in learning process. The improvement of the students activities during the teaching

learning process is because the teacher used textless comic as a media to teach recount text writing skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The further explanation of each part will be described as follows.

A. Conclusions

The conclusion found on the discussion in the previous chapter is that textless comic media can be used to improve the recount text writing skill. The improvement could be seen through some points. The first point is the improvement of their skill in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of the pre-test, the post-test 1 and post-test 2 . In the pre-test, the students mean score is 54.67, in the post-test 1 the mean value is 60.16, while in the post-test 2 the mean value is 70.33.

B. Suggestions

After conducting the research, the researcher proposes suggestions for the English teacher, and other researchers as presented below.

1. For English teachers

Teachers are suggested to choose an appropriate technique which improve the students' motivation in teaching and learning process. It is better if the teachers use interesting media. One of the media to teach writing is textless comic.

2. For other researchers

This research discusses the implementation of textless comic to improve students' writing skills in SMP Negeri 2 Metro. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing.

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APPENDIXES

KURIKULUM 2013 REVISI

MODEL SILABUS PEMBELAJARAN

Sekolah Menengah Pertama (SMP)/

Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan	: SMP N 2 METRO
Kelas	: VIII
Nama Guru	: Agustina Widiastuti, S.Pd
NIP/NIK	: _____

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.11 Teks *recount* 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*) 4.11.2 Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur	• Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup - Orientasi - Urutan kejadian/kegiatan - Orientasi ulang • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Past tense* - Adverbia dan frasa preposisional penujuk waktu: *yesterday*, *last month, an hour ago*, dan sebagainya. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya. - Nomina singular dan plural dengan atau tanpa *a, the, this,those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca,dan tulisan tangan. • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita - Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan. - Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya secara lisan, dengan ucapan dan tekanan kata

kebahasaan, secara benar dan sesuai konteks		yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 02 Metro
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Recount Text
Alokasi Waktu : 4 Pertemuan (8 JP)

A. Kompetensi Inti

KI 1. :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2. :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar :

3.10 Menerapkan fungsi sosial, struktur text dan unsur kebahasaan text interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin atau menjadi kebenaran umum di waktu

lampau sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *simple past tense*)

3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Teks *recount*

4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)

4.11.2 Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Indikator Pencapaian Kompetensi :

3.3.1 Mencermati dan mendiskusikan isi dari sebuah *recount text*.
3.3.2 Mencermati dan mengidentifikasi *recount text* dan bagian-bagiannya.
3.3.3 Mendiskusikan bagian-bagian dari sebuah *recount text*.
3.3.4 Mencermati dan mencari makna dari kosakata yang diambil dari sebuah *recount text*.
3.3.5 Mencermati bentuk-bentuk *simple past tense* dalam berbagai kalimat
3.3.6 Menganalisis kalimat *simple past tense* dengan unsur kebahasaan yang sesuai
3.3.7 Mencermati dan membuat kalimat yang mengandung *simple past tense.*
3.3.1 Melengkapi text dari sebuah *recount text* dengan menggunakan kata-kata dalam *simple past*.
3.3.2 Menyusun teks recount sederhana berdasarkan textless comic.

3.3.3 Melaporkan pengalaman pribadi atau orang lain secara tertulis dan atau lisan.

C. Tujuan Pembelajaran

Pertemuan Pertama (2JP)

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menentukan tujuan dari mempelajari *recount text* di dalam kehidupan sehari-hari.
2. Mencermati dan mendiskusikan isi dari sebuah *recount text*.
3. Mencermati dan mengidentifikasi *recount text* dan bagian-bagiannya.
4. Mencermati dan mencari makna dari kosakata yang diambil dari sebuah *recount text*.

Pertemuan Kedua (2JP)

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mencermati bentuk-bentuk *simple past tense* dalam berbagai kalimat
2. Menganalisis kalimat *simple past tense*
3. Mencermati dan membuat kalimat yang mengandung *simple past tense*

Pertemuan Ketiga (2JP)

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Melengkapi beberapa latihan yang telah disiapkan guru mengenai *recount* text dengan menggunakan kata-kata dalam *Simple Past Tense*
2. Membuat sebuah *recount text* mengenai pengalaman terbaik siswa dengan menggunnakan kalimat *Simple past tense* didalamnya
3. Mempresentasikan *recount* text yang telah dibuat ddepan kelas.

Pertemuan Keempat (2JP)

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengikuti TES EVALUASI yang diberikan guru mengenai materi *recount*

text

D. Materi Pembelajaran

1) Materi Pembelajaran Reguler
   a. Pengertian, fungsi, unnsur kebahasaan dan struktur text pada *recount text*
   b. Contoh-contoh dari *recount text*
   c. Mencari makna dari kosakata yang diambil dari sebuah *recount text*
   d. Pengertian, fungsi, unsur kebahasaan dan struktur text pada *simple past tense*
   e. Menganalisis bentuk-bentuk kalimat *simple past tense*
   f. Mencermati dan membuat kalimat yang mengandung *simpe past tense*
   g. Melengkapi beberapa teks dari sebuah *recount text* dengan menggunakan kata-kata dalam *simple past tense*
   h. Membuat sebuah *recount text*
   i. Mempresentasikan *recount text*

2) **Materi Pembelajaran Pengayaan**

   Materi pengayaan berupa materi reguler dengan membuat sebuah *recount text* berdasarkan *textless comic* yang telah disiapkan oleh guru.

3) **Materi Pembelajaran Remedial**

   Membuat dialog mengenai *recount text* menggunakan kata-kata dalam *simple past tense*

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model : Cooperative Learning, Project Based Learning, Tes
3. Teknik/ Strategi dan presentasi : Diskusi (dalam kelompok), tanya jawab, penugasan,

F. Media, Alat, dan Sumber Pembelajaran

Media : Textless Comic, teks Recount

Alat : Whiteboard, marker, dan Lembar Aktifitas Siswa (LAS)

Sumber Pembelajaran : Buku siswa *Bahasa Inggris Communicative English in Context 2* kelas VIII Penerbit Grafindo Media Pratama, Kamus Bahasa Inggris, Buku English Grammar, Handout materi yang dapat diunduh di http://www.ef.com/english-resources/english-grammar/simple-past-tense

G. Kegiatan Pembelajaran

1. Pertemuan Pertama (2JP)

Materi : Recount Text

No	Tahapan	Alokasi Waktu	Deskripsi
1.	Kegiatan Pendahuluan	10 Menit	- Guru membimbing siswa untuk berdoa sebelum memulai pembelajaran - Guru memeriksa daftar hadir siswa - Guru mengkondisikan kelas agar siswa tertib mengikut proses pembelajaran - Untuk memperoleh perhatian dan memotivasi belajar siswa, guru mengajak siswa untuk melakukan tanya jawab berkaitan dengan materi - Apersepsi: *"Apakah kalian mempunyai sebuah pengalaman yang sangat indah, baik dengan orangtua, keluarga, sahabat, dan lainya?"* - Menyampaikan inti tujuan pembelajaran hari ini, yaitu menganalisis bentuk dari recount text - Guru meminta siswa untuk membuat kelompok dimana didalam satu kelompok terdiri dari 4-5 orang
2.	Kegiatan Inti	60 Menit	- Guru memberikan contoh kepada siswa sebuah recount text - Siswa mencermati dan mendiskusikan isi dari sebuah recount text yang telah diberikan guru secara berkelompok - Siswa mencermati dan mengidentifikasi

			reccount text dan bagian-bagiannya - Siswa dimotivasi untuk mencermati dan memperhatikan materi tersebut sehingga siswa dapat memahami materi dengan cepat dan lebih baik - Siswa melakukan proses pengumpulan data dari berbagai sumber seperti buku, internet, atau sumber belajar lainnya untuk mengembangkan pemahaman siswa mengenaai materi recount text - Siswa dibimbing dalam proses pengumpulan data dan diberikan petunjuk apabila siswa mengalami kesulitan - Siswa mengajukan pertanyaan yang berhubungan dengan recount text - Siswa dibimbing untuk mencermati dan mencari makna dari kosakata yang diambil dari sebuah recont text
3.	Kegiatan Penutup	10 Menit	- Guru meminta siswa untuk mengumpulkan tugasnya - Guru membimbing siswa untuk menarik kesimpulan dari materi yang telah disampaikan yaitu recount text - Guru memberikan siswa penguatan terhadap materi yang belum dipahami dan memberikan apresiasi dengan pujian atau penghargaan kepada siswa atau kelompokyang berkinerja dengan baik selama prosespembelajaran - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya - Guru mengakhiri pembelajaran dengan mengucapkan rasa syukur kepada Tuhan YME bahwa pertemuan hari ini berlangsung dengan baik dan lancar - Guru mengakhiri pembelajaran dengan mengucapkan salam

2. Pertemuan Kedua (2JP)

Materi : Simple Past Tense

No	Tahapan	Alokasi	Deskripsi

		Waktu	
1.	Kegiatan Pendahuluan	10 Menit	- Guru membimbing siswa untuk berdoa sebelum memulai pembelajaran - Guru memeriksa daftar hadir siswa - Guru mengkondisikan kelas agar siswa tertib mengikut proses pembelajaran - Untuk memperoleh perhatian dan memotivasi belajar siswa, guru mengajak siswa untuk melakukan tanya jawab berkaitan dg materi - Apersepsi: *"Apa yang kalian telah pelajari mengenai recount text?apa bentuk dari verb yang digunakan didalam sebuah recount te?"* - Menyampaikan inti tujuan pembelajaran hari ini, yaitu membuat kalimat mengenai materi simple past tense - Guru meminta siswa untuk duduk sesuai kelompoknya masing-masing (kelompok belajar pada pertemuan sebelumnya)
2.	Kegiatan Inti	60 Menit	- Guru memberikan contoh kepada siswa tentang kalimat simple past tense yang terdapat didalam teks recount yang telah dipelajari dipertemuan sebelumnya - Dengan arahan dan bimbingan dari guru, Siswa mengidentifikasi fungsi sosial unsur kebahasaan dan struktur teks yang digunakan didalam kalimat simple past tense - Siswa mencermati bentuk-bentuk simple past tense dalam berbagai kalimat yang telah disediakan oleh guru - Siswa menganalisis kalimat Simple past tense secara berkelompok - Siswa dimotivasi untuk mencermati dan memperhatikan materi tersebut sehingga siswa dapat memahami materi dengan cepat dan lebih baik - Siswa mencermati dan membuat kalimat yang mengandung simple past tense - Siswa melakukan proses pengumpulan data dari berbagai sumber seperti buku, internet, atau sumber belajar lainnya untuk mengembangkan pemahaman siswa mengenaai materi simple past tense

			- Siswa dibimbing dalam proses pengumpulan data dan diberikan petunjuk apabila siswa mengalami kesulitan - Siswa mengajukan pertanyaan yang berhubungan dengan simple past tense
3.	Kegiatan Penutup	10 Menit	- Guru meminta siswa untuk mengumpulkan tugasnya - Guru membimbing siswa untuk menarik kesimpulan dari materi yang telah disampaikan yaitu simple past tense - Guru memberikan siswa penguatan terhadap materi yang belum dipahami dan memberikan apresiasi dengan pujian atau penghargaan kepada siswa atau kelompokyang berkinerja dengan baik selama prosespembelajaran - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya - Guru mengakhiri pembelajaran dengan mengucapkan rasa syukur kepada Tuhan YME bahwa pertemuan hari ini berlangsung dengan baik dan lancar - Guru mengakhiri pembelajaran dengan mengucapkan salam

3. Pertemuan Ketiga (2JP)

No	Tahapan	Alokasi Waktu	Deskripsi
1.	Kegiatan Pendahuluan	10 Menit	- Guru membimbing siswa untuk berdoa sebelum memulai pembelajaran - Guru memeriksa daftar hadir siswa - Guru mengkondisikan kelas agar siswa tertib mengikut proses pembelajaran untuk memperoleh perhatian dan memotivasi belajar siswa, guru mengajak siswa untuk melakukan tanya jawab berkaitan dengan materi - Apersepsi: *"Apa yang telah kalian telah ketahui mengenai simple past tense dan recount text yang telah kita bahas pada pertemuan kemarin?"* - Menyampaikan inti tujuan pembelajaran

			hari ini, yaitu mengasah kemampuan membaca dalam bahasa Inggris dan mempelajari membuat dialog dari sebuah recount text dengan menggunakan kalimat -kalimat dari *simple past tense*
2.	Kegiatan Inti	60 Menit	- Guru memberikan teks dari recount text kepada siswa secara individu - Dengan arahan dan bimbingan dari guru, Siswa diminta untuk melengkapi beberapa latihan mengenai recount text dengan menggunakan kata-kata dalam simple past tense - Siswa dimotivasi untuk memperhatikan secara baik sehingga siswa dapat mengerjakan latihan yang telah diberikan oleh guru dengan cepat dan lebih baik - Siswa membuat sebuah recount text mengenai pengalaman terbaik siswa dengan menggunakan kalimat simple past tense didalamnya - Siswa melakukan proses pengumpulan data dari berbagai sumber seperti buku, internet, atau sumber belajar lainnya untuk mengembangkan pemahaman siswa mengenaai materi simple past tense - Siswa dibimbing dalam proses pengumpulan data dan diberikan petunjuk apabila siswa mengalami kesulitan - Siswa mempresentasikan recount text yang telah dibuat didepan kelas
3.	Kegiatan Penutup	10 Menit	- Guru meminta siswa untuk mengumpulkan tugasnya - Guru membimbing siswa untuk menarik kesimpulan dari materi yang telah disampaikan yaitu simple past tense dan recount text - Guru memberikan siswa penguatan terhadap materi yang belum dipahami dan memberikan apresiasi dengan pujian atau penghargaan kepada siswa atau kelompokyang berkinerja dengan baik selama proses pembelajaran - Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya

			- Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya yaitu akan diadakannya tes evaluasi, siswa diharapkan untuk mempersiapkan diri dengan belajar mengenai materi yang telah disampaikan. - Guru mengakhiri pembelajaran dengan mengucapkan rasa syukur kepada Tuhan YME bahwa pertemuan hari ini berlangsung dengan baik dan lancar - Guru mengakhiri pembelajaran dengan mengucapkan salam

4. **Pertemuan Keempat (2JP)**

Diadakannya **tes evaluasi** mengenai materi recount text dan simple past tense.

H. Penilaian

1. Format Penilaian Tes Evaluasi

a. Lembar Penilaian Sikap Spiritual dan Sosial

Nama : .....

Kelas :.....

No	Pernyataan	Ya	Tidak
Selama Kegiatan Belajar, Saya:			
1.	Mengerjakan tugas saya secara mandiri		
2.	Tidak bertanya kepada teman pada saat tes evaluasi		
3.	Mempunyai rasa percaya diri		
4.	Mengumpulkan tugas tepat waktu		
5.	Melaksanakankesepakatan, meski tidak sesuai dengan pendapat saya		

b. Penilaian Pengetahuan

1) Teknik Penilaian : Tertulis

2) Bentuk Instrumen :

a. Melengkapi teks mengenai recount text

b. Membuat kalimat simple past tense berdasarkan instruksi yang diberikanoleh guru

c. Penilaian Keterampilan

No	Aspek yang Dinilai	Kriteria	Score
1.	Isi Teks (Content)	Relevan dengan topik, memberikan informasi yang detail, dan sesuai dengan tujuan penulisan recount text	30-27
		Kurang relevan dengan topik, kurang memberikan informasi yang detail	26-22
		Sebagian teks kurang relevan dengan topik, dan tidak sesuai dengan tujuan penulisan recount text	21-17
		Seluruh teks tidak relevan dan tidak memeberikan informasi yang jelas	16-15
2.	Keruntutan Teks (Organization)	Seluruh teks amat sangat runtut dan tepat	20-18
		Seluruh teks runtut dan tepat	17-14
		Sebagian teks runtut dan cukup tepat	13-10
		Beberapa teks kurang runtut dan tidak tepat	9-7
		Seluruh teks acak-acakan dan tidak tepat	6-5
3.	Pilihan Kosa Kata (Vocabulary)	Pilihan kosa kata sangat tepat dan benar	20-18
		Pilihan kosa kata tepat dan tidak mempengaruhi arti	17-14
		Pilihan kosa kata cukup tepat tapi mempengaruhi arti	13-10
		Pilihan kosa kata kurang tepat dan mempengaruhi arti	9-7
		Pilihan kosa kata tidak tepat dan sangat sulit dimengerti	6-5
4.	Penggunaan bahasa (Grammar)	Menggunakan tense, word order, dan grammar dengan tepat	25-22
		Beberapa kalimat menggunakan tense, word order dan grammar cukup tepat	21-18
		Sebagian teks kurang tepat dalam menggunakan tense, word order dan grammar	17-11

		Seluruh teks menggunakan tense, grammardan word order yang tidak tepat	10-5
5.	Kerapihan Tulisan (Mechanics)	Tulisan rapih, mudah dibaca dan menggunakan ejaan dan tanda baca yang benar	5
		Tulisan tidak rapih tapi mudah dibaca, dan beberapa ejaan dan tanda baca terdapat kesalahan	4
		Tulisan rapih tapi sulit dibaca, dan beberapa ejaan dan tanda baca terdapat kesalahan	3
		Tulisan tidak rapih dan sulit dibaca serta kesalahan fatal dalam menggunakan ejaan dan tanda baca	2

No	Student's Name	Score					Total
		Content	Organization	Vocab	Grammar	Mechanic	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

Metro, Januari 2019

Mengetahui,

Collaborator Researcher

Agustina Widiastuti, S.Pd
NIP.

Siti Muhajiroh
NPM. 1177267

OBSERVATION SHEET OF STUDENTS' ACTIVITIES
Cycle I

Day/Date : 21 January 2019
School :SMP N 2 Metro
Class : VIII F

No	Student's Name	Indicators					Total
		1	2	3	4	5	
1	AZA	✓	✓	✓	-	✓	4
2	ASD	✓	✓	✓	✓	✓	5
3	AW	-	-	-	✓	✓	2
4	CH	✓	✓	✓	✓	✓	5
5	DSS	✓	-	✓	-	✓	3
6	E	-	-	-	-	✓	1
7	FA	✓	✓	✓	✓	✓	5
8	GYB	✓	✓	✓	✓	✓	5
9	GLO	✓	✓	✓	✓	✓	5
10	IS	✓	✓	✓	✓	✓	5
11	IGF	-	-	-	✓	✓	2
12	LM	✓	✓	✓	-	✓	4
13	LAH	-	-	-	✓	✓	2
14	MP	✓	✓	✓	✓	✓	5
15	MD	✓	✓	✓	✓	✓	5
16	NFA	✓	✓	✓	-	✓	4
17	NCMF	✓	✓	✓	✓	✓	5
18	PDO	-	-	-	-	✓	1
19	RFN	✓	-	✓	✓	✓	4
20	RK	✓	✓	✓	✓	✓	5
21	RDA	✓	✓	✓	-	-	3
22	RI	✓	-	✓	✓	✓	4
23	RAA	✓	✓	✓	-	✓	4
24	SPS	✓	✓	✓	✓	✓	5
25	SNK	-	✓	✓	-	✓	4
26	SDA	-	-	-	✓	✓	2
27	SFM	✓	-	-	✓	✓	3
28	TA	✓	-	✓	-	-	2
29	TNP	✓	✓	✓	✓	✓	5
30	WA	✓	✓	✓	✓	✓	5

OBSERVATION SHEET OF STUDENTS' ACTIVITIES
Cycle 2

Day/Date : 5 February 2019
School :SMP N 2 Metro
Class : VIII F

No	Student's Name	Indicators					Total
		1	2	3	4	5	
1	AEA	✓	✓	✓	✓	✓	5
2	ASD	✓	✓	✓	✓	✓	5
3	AW	-	✓	✓	✓	✓	4
4	CH	✓	✓	✓	✓	✓	5
5	DSS	✓	✓	✓	✓	✓	5
6	E	-	-	✓	✓	✓	3
7	EA	✓	✓	✓	✓	✓	5
8	GYB	✓	✓	✓	✓	✓	5
9	GLD	✓	✓	✓	✓	✓	5
10	IS	✓	✓	✓	✓	✓	5
11	IGF	-	✓	✓	✓	✓	4
12	LM	✓	✓	✓	✓	✓	5
13	LAH	-	✓	✓	✓	✓	4
14	MP	✓	✓	✓	✓	✓	5
15	MD	✓	✓	✓	✓	✓	5
16	NFA	✓	✓	✓	✓	✓	5
17	NCMF	✓	✓	✓	✓	✓	5
18	PDO	-	-	✓	✓	✓	3
19	RFN1	✓	✓	✓	✓	✓	5
20	RK	✓	✓	✓	✓	✓	5
21	RDA	✓	✓	✓	✓	✓	5
22	RF	✓	✓	✓	✓	✓	5
23	RAA	✓	✓	✓	✓	✓	5
24	SPS	✓	✓	✓	✓	✓	5
25	SKK	✓	✓	✓	✓	✓	5
26	SDA	✓	✓	-	✓	✓	4
27	SFM	✓	-	✓	✓	✓	4
28	TA	✓	✓	✓	✓	✓	4
29	TNP	✓	✓	✓	✓	✓	5
30	WA	✓	✓	✓	✓	✓	5

Directions:

- Tick (√) for activity students.
- The Indicators of students' activities that observed are:

1. The student pays attention the teacher explanation.
2. The student asks question to the teacher.
3. The student answers the teacher's question.
4. The student uses dictionary when writing the recount text.
5. The student does the task.

OBSERVATION SHEET

Date : 15 January 2019
Meeting : Cycle I, Meeting I
Observer : Wkwk

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.		✓	
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	✓		
	4. The teacher gives the model of past tense.	✓		
	5. The teacher checks the students' understanding.	✓		
	6. Student asks to match the textlesscomic with the jumbled sentences.	✓		
	7. The teacher gives chances to the students to ask questions.	✓		
	8. The students deliver the questions to the teacher.	✓		

	9. The teacher asks the students to make a sentence based on the textless comic. 10. The teacher guides the students in every stage doing the tasks.	✓ ✓		Students have a difficulty in their activity, they confused to change the verb form.
	11. The lesson is smooth, sequenced, and logical.	✓		
C.	**Post-teaching**			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.		✓	
	3. The teacher closes the teaching and learning process.	✓		
	Class Situation			
	1. The students are active during the teaching-learning process.	✓		
	2. The students have willingness to use their dictionaries.		✓	
	3. The students show enthusiasm during the teaching-learning process	✓		
	4. The students like the media: textless comic.	✓		
	5. Teacher has good time management	✓		
	6. The teacher manages the class well.	✓		
	7. The teacher's instructions are clear.	✓		

Metro, 15 January 2019

Mengetahui;

Collaborator

Agustina Widiastuti, S.Pd

NIP:

Researcher,

SITI MUHAJIROH

NPM: 1177267

OBSERVATION SHEET

Date : 21 January 2019
Meeting : Cycle I, meeting II
Observer : Lukluk

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.		✓	
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	✓		
	4. Students ask to write the correct verb form.	✓		
	5. The teacher checks the students' understanding.	✓		
	6. Student asks to match a word to the correct meaning.	✓		
	7. The teacher gives chances to the students to ask questions.	✓		
	8. The students deliver the questions to the teacher.	✓		
	9. The teacher asks the students to write a recount text based on the textless comic.	✓		Time was up

OBSERVATION SHEET

Date : 23 January 2019
Meeting : Cycle I, meeting III
Observer : Ulfah

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.		✓	
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	✓		
	4. Students ask to fill the correct verb form in the blank.	✓		
	5. The teacher checks the students' understanding.	✓		
	6. Student asks to match a word to the correct meaning.	✓		
	7. The teacher gives chances to the students to ask questions.	✓		
	8. The students deliver the questions to the teacher.	✓		
	9. The teacher asks the students to write a recount	✓		

	10. The teacher guides the students in every stage doing the tasks.	✓		The teacher asked the students to do it at home.
	11. The lesson is smooth, sequenced, and logical.	✓		
C.	**Post-teaching**			
	1. The teacher summarizes and reflects the	✓		
	lesson.			
	2. The teacher previews on the upcoming		✓	
	materials.	✓		
	3. The teacher closes the teaching and learning	✓		
	process.			
	Class Situation			
	1.The students are active during the teaching-	✓		
	learning process.			
	2.The students have willingness to use their	✓		
	dictionaries.			
	3.The students show enthusiasm during the	✓		
	teaching-learning process			
	4.The students like the media: textless comic.	✓		
	5.Teacher has good time management.	✓		
	6.The teacher manages the class well.	✓		
	7.The teacher's instructions are clear.	✓		

Metro, 21 January 2019

Mengetahui;

Collaborator

Agustina Widiastuti, S.Pd

NIP:

Researcher,

SITI MUHAJIROH

NPM: 1177267

	text based on the textless comic.	✓		
	10. The teacher guides the students in every stage doing the tasks.	✓		
	11. The lesson is smooth, sequenced, and logical.	✓		
C.	**Post-teaching**			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.	✓		
	3. The teacher closes the teaching and learning process.	✓		
	Class Situation			
	1. The students are active during the teaching-learning process.	✓		
	2. The students have willingness to use their dictionaries.	✓		
	3. The students show enthusiasm during the teaching-learning process	✓		
	4. The students like the media: textless comic.	✓		
	5. Teacher has good time management.	✓		
	6. The teacher manages the class well.	✓		
	7. The teacher's instructions are clear.	✓		

Metro, 28 January 2019

Mengetahui;
Collaborator

Agustina Widiastuti, S.Pd
NIP:

Researcher,

SITI MUHAJIROH
NPM: 1177267

OBSERVATION SHEET

Date : 5 February 2019
Meeting : Cycle II, meeting I
Observer : Lutfiah

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.		✓	
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	✓		
	4. Students ask to make groups of five or six.	✓		
	5. The teacher checks the students' understanding.	✓		
	6. Student asks to make a story based on the textless comic.	✓		
	7. Students do the discussion with their groups.	✓		Students seemed very enthusiastic.
	8. The teacher gives chances to the students to ask questions.	✓		
	9. The students deliver the questions to the teacher.	✓		
	10. The teacher asks the students to write a	✓		

	sentence based on the textless comic.	✓		
	11. The teacher guides the students in every stage doing the tasks.	✓		
	12. The lesson is smooth, sequenced, and logical.	✓		
C.	**Post-teaching**			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.	✓		
	3. The teacher closes the teaching and learning process.	✓		
	Class Situation			
	1. The students are active during the teaching-learning process.	✓		
	2. The students have willingness to use their dictionaries.	✓		
	3. The students show enthusiasm during the teaching-learning process	✓		
	4. The students like the media: textless comic.	✓		
	5. Teacher has good time management.	✓		
	6. The teacher manages the class well.	✓		
	7. The teacher's instructions are clear.	✓		

Mengetahui;
Collaborator

Agustina Widiastuti, S.Pd
NIP:

Metro, 5 February 2019
Researcher,

SITI MUHAJIROH
NPM: 1177267

OBSERVATION SHEET

Date : 11 February 2019
Meeting : Cycle II, meeting II
Observer : Wiwik

Check each item in the column that most clearly represent your observation and wri additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	✓		
	2. The students respond to the teacher's greeting and tell about their condition.	✓		
	3. The teacher leads a prayer.		✓	
	4. The teacher reviews the previous materials.	✓		
	5. The teacher introduces the new topic to the students.	✓		
	6. The teacher tells the objective of the teaching and learning process.	✓		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	✓		
	2. The teacher distributes handout/worksheet.	✓		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	✓		
	4. Students ask to outlining based on the textless comic..	✓		
	5. The students ask to make a story based on the outlining..	✓		
	6. The Teacher give feedback on the students' work.	✓		
	7. Students ask to write down a recount text after checking by teacher.	✓		
	8. The teacher gives chances to the students to ask questions.	✓		
	9. The students deliver the questions to the	✓		

	teacher.	✓		
	10. The teacher guides the students in every stage doing the tasks.	✓		
	11. The lesson is smooth, sequenced, and logical.	✓		
C.	**Post-teaching**			
	1. The teacher summarizes and reflects the lesson.	✓		
	2. The teacher previews on the upcoming materials.	✓		
	3. The teacher closes the teaching and learning process.	✓		
	Class Situation			
	1. The students are active during the teaching-learning process.	✓		
	2. The students have willingness to use their dictionaries.	✓		
	3. The students show enthusiasm during the teaching-learning process	✓		
	4. The students like the media: textless comic.	✓		
	5. Teacher has good time management.	✓		
	6. The teacher manages the class well.	✓		
	7. The teacher's instructions are clear.	✓		

Mengetahui;
Collaborator

Agustina Widiastuti, S.Pd
NIP:

Metro, 11 February 2019
Researcher,

SITI MUHAJIROH
NPM: 1177267

OBSERVATION SHEET OF STUDENTS' WRITING SCORE

IN PRE-TEST

No.	Students' Name	Score					
		Content	Language use	Organi zation	Vocabulary	Mechanics	Total
1.	AZA	15	5	15	20	5	60
2.	ASD	10	5	15	18	2	50
3.	AW	10	5	15	9	1	40
4.	CH	20	5	20	20	5	70
5.	DSS	15	5	15	20	5	60
6.	E	10	5	15	18	2	50
7.	FA	10	5	15	9	1	40
8.	GYB	15	5	15	20	5	60
9.	GLD	10	5	15	18	2	50
10.	IS	10	5	15	18	2	50
11.	IGF	20	5	20	20	5	70
12.	LM	10	5	15	18	2	50
13.	LAH	15	5	15	20	5	60
14.	MP	10	5	15	18	2	50
15.	MD	10	5	15	18	2	50
16.	NFA	20	5	20	20	5	70
17.	NCMF	10	5	15	9	1	40
18.	PDO	20	5	20	20	5	70
19.	RFNI	20	5	20	20	5	70
20.	RK	15	5	15	20	5	60
21.	RDA	10	5	15	18	2	50
22.	RF	10	5	15	18	2	50
23.	RAA	10	5	15	18	2	50
24.	SPS	10	5	15	18	2	50
25.	SKK	10	5	15	9	1	40
26.	SDA	15	5	15	20	5	60
27.	SFM	10	5	15	18	2	50
28.	TA	15	5	15	20	5	60
29.	TNP	10	5	15	9	1	40
30.	WA	20	5	20	20	5	70

OBSERVATION SHEET OF STUDENTS' WRITING SCORE IN POST-TEST 2

No	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1.	AZA	20	20	15	20	5	80
2.	ASD	20	15	10	10	5	60
3.	AW	20	15	10	10	5	60
4.	CH	20	20	15	20	5	80
5.	DSS	20	20	15	20	5	80
6.	E	20	15	10	10	5	60
7.	FA	20	15	10	10	5	60
8.	GYB	20	20	15	15	5	75
9.	GLD	20	20	15	15	5	75
10.	IS	20	20	15	15	5	75
11.	IGF	20	20	15	15	5	75
12.	LM	20	20	15	15	5	75
13.	LAH	20	20	15	15	5	75
14.	MP	20	20	15	20	5	80
15.	MD	20	20	15	10	5	70
16.	NFA	20	20	15	10	5	70
17.	NCMF	20	15	10	10	5	60
18.	PDO	20	20	15	10	5	70
19.	RFNI	20	20	15	20	5	80
20.	RK	20	20	15	10	5	70
21.	RDA	20	20	15	20	5	80
22.	RF	20	20	15	10	5	70
23.	RAA	20	15	10	10	5	60
24.	SPS	20	20	15	10	5	70
25.	SKK	20	15	10	10	5	60
26.	SDA	20	20	15	20	5	80
27.	SFM	15	20	15	10	5	65
28.	TA	15	20	15	20	5	75
29.	TNP	10	10	10	5	5	40
30.	WA	20	20	15	20	5	80

OBSERVATION SHEET OF STUDENTS' WRITING SCORE IN POST-TEST 1

No	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1.	AZA	15	20	15	20	5	75
2.	ASD	10	15	15	5	5	50
3.	AW	10	10	10	5	5	40
4.	CH	15	20	15	20	5	75
5.	DSS	10	20	15	20	5	70
6.	E	10	15	15	5	5	50
7.	FA	10	10	10	5	5	40
8.	GYB	15	20	15	20	5	70
9.	GLD	10	15	15	5	5	50
10.	IS	10	15	15	5	5	50
11.	IGF	15	20	15	20	5	70
12.	LM	10	15	15	5	5	50
13.	LAH	15	10	15	15	5	60
14.	MP	10	15	15	5	5	50
15.	MD	10	15	15	5	5	50
16.	NFA	15	15	15	20	5	70
17.	NCMF	10	10	10	5	5	40
18.	PDO	15	15	15	20	5	70
19.	RFNI	15	15	15	20	5	70
20.	RK	15	15	15	20	5	70
21.	RDA	15	15	15	20	5	70
22.	RF	15	15	15	20	5	70
23.	RAA	10	15	15	15	5	60
24.	SPS	15	15	15	20	5	70
25.	SKK	10	15	15	15	5	60
26.	SDA	15	15	15	20	5	70
27.	SFM	10	15	15	10	5	55
28.	TA	15	15	15	15	5	65
29.	TNP	10	10	10	5	5	40
30.	WA	15	20	15	20	5	75

ATTENDANCE LIST

CLASS : VIIIF

TOTAL : 30 students

Academic year : 2018/2019

NO	NAME	January			February		Ket
		15	21	23	5	11	
1	Alya Zahra Afifah	.	.	.	.	.	
2	Amelia Sisma Dewi	.	.	.	.	.	
3	Angga Wijaya	.	.	.	.	.	
4	Cyndhia Herman	.	.	.	.	.	
5	Della Surya S	.	.	.	.	.	
6	Erwin	.	.	.	.	.	
7	Fernanda Aditya	.	.	.	.	.	
8	Galang yazid Bassam	.	.	.	.	.	
9	Gimaziz Lathif D	.	.	.	.	.	
10	Ilham Sabili	.	.	.	.	.	
11	Indica Geri F	.	.	.	.	.	
12	Laura Margiyanti	.	.	.	.	.	
13	Luthfi Anna Hafifah	.	.	.	.	.	
14	Melinda Putri	.	.	.	.	.	
15	Muhamad Dzaki	.	.	.	.	.	
16	Nasywa Firjatullah A	.	.	.	.	.	
17	Naurah Cerry Maila F	.	.	.	.	.	
18	Putri Dwi Oktavia	.	.	.	.	.	
19	Rafi Falah Nur Izzati	.	.	.	.	.	
20	Raihan Kholistiawan	.	.	.	.	.	
21	Rakha Dzaky Al Fatah	.	.	.	.	.	
22	Reza Fedriansyah	.	.	.	.	.	
23	Rima Ahmarida Auliya	.	.	.	.	.	
24	Samuel Pardamean S	.	.	.	.	.	
25	Saudy Kurniawan K	.	.	.	.	.	
26	Sartika Dewi Afrina	.	.	.	.	.	
27	Shafira Fathya Maharani	.	.	.	.	.	
28	Talitha Amelia	.	.	.	.	.	
29	Tri Nanda Prasetya	.	.	.	.	.	
30	Wulan Apriliani	.	.	.	.	.	

Instrument of PRE-TEST

Name : _____

Class : _____

Date : _____

Do you have an unforgettable experience when you spent your holidays ?

Write down a story about your holiday in the box below in 3 paragraphs!

_____

….. ……

……

……

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INSTRUMENT TEST OF POST-TEST 1

Name :

Class :

Write a story based on the textless comic below.

My Terrible Experience

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INSTRUMENT TEST IN POST-TEST II

Name :_____
Class :_____

Direction:

- Please write your name and class on answer sheet.
- Please use your own writing.
- Please write down carefully.
- You may use your dictionary.

Question :
Write a recount text based on the Doraemon comic below!

_____

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.....
..... ⇨ ORIENTATION
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.....
..... ⇨ EVENT
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.....
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.....
.....
.....

.....
..... ⇨ REORIENTATIO
.....
.....

Instrument of PRE-TEST

Name : Wulan Aprihani

Class : VIII F

Date : 15 January 2019

Do you have an unforgettable experience when you spent your holidays ?

Write down a story about your holiday in the box below in 3 paragraphs!

My Vacation

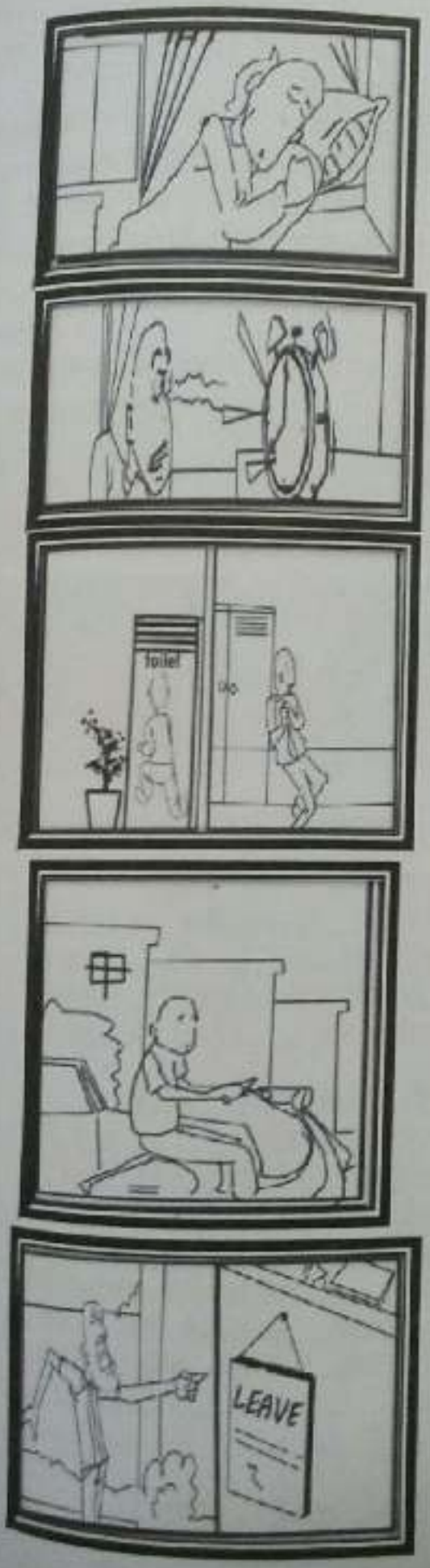
On Sunday, I and my Sister wet to malioboro. I go to the malioboro at eight a'clock in the morning. I and my Sister go to Halte Buss to wait Buss Trans Jogja come. I wait the Buss so long. I so bored. Buss Trans Jogja come, I up the buss. In the Buss I saw Children a cry.

I left the malioboro at ten a'clock in the morning. I walked malioboro. I saw tourism buy batik. I and my Sister so hangry. I want to macdonal to buy food and drink. After that I walked to Benteng Vredebrg. In the Benteng Vredebrg, I photor to keep event.

I go to home. I so happy and enjoy

Instrument of Post test I

make a paragraph of recount text based on the pictures below.



My bad day

Last Friday, I wake up at eight a'clock. I had an agenda with my friend to play tenis. then we go to tenis court. When we playing tenis, I got an accident. I fell down and broke my knee. my friend took me immediately to hospital. finally, all my friends give me many presents and I was happy.

Thank you ♡

Name: Wulan Apriliani

Class: VIII F

INSTRUMENT TEST IN POST-TEST II

Name : Wulan Aprilliani

Class : VIII F

Direction:

- Please write your name and class on answer sheet.
- Please use your own writing.
- Please write down carefully.
- You may use your dictionary.

Question :

Write a recount text based on the Doraemon comic below!

A Vacation to the Beach

Last Week when holiday come. Doraemon and nobita planned to the beach. Doraemon wake up Nobita early in the morning. It was so hard to make Nobita wake up. After wake up Nobita took a bath. He also had breakfast with his family.

ORIENTATION

After breakfast Doraemon and nobita asked their friends to follow them. Doraemon (use) door anywhere. then they opened the door and say " we went to the beach " After that the door opened and they arrived at beach (quickly). At the (B)each. they swamm together. they also played a ball. Nobita ~~dt~~ Sun bathing happily. Sisuka joined them played with water and sand. Suneo built sand castles.

EVENT

Finally, they went home and felt very happy.

Thank you ^^

REORIENTATION

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP 00.9/2180/2016 Metro, 03 Oktober 2016
Lamp : -
Hal : IZIN *PRA SURVEY*

Kepada Yth.,
Kepala Sekolah SMP N 2 Metro
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: Siti Muhajiroh
NPM	: 1177267
Jurusan	: Tarbiyah
Prodi	: PBI
Judul	: The Use of Textless Comic Media to Improve Students' Writing Performance at the Eighth Grade of SMP N 2 Metro in the Academic Year of 2016/2017

Untuk melakukan *PRA SURVEY* di SMP N 2 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,

Dr. H. Akla, M.Pd
NIP. 19691008 200003 2005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3420/In.28/D.1/TL.00/10/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan Surat Tugas Nomor: B-3419/In.28/D.1/TL.01/10/2018, tanggal 30 Oktober 2018 atas nama saudara:

Nama	:	**SITI MUHAJIROH**
NPM	:	1177267
Semester	:	15 (Lima Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILL AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019"

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 30 Oktober 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan K. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3419/In.28/D.1/TL.01/10/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SITI MUHAJIROH**
NPM	:	1177267
Semester	:	15 (Lima Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILL AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 30 Oktober 2018

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 METRO
Jl. Kl. Hasjar Dewantara 91/15A Telp. (0725) 41016 Kotak Pos 138 Kota Metro 34112
NIS/NSS/NPSN : 200020/201120004002/10807602
E-mail : smpnegeri2_metro@yahoo.co.id

SURAT KETERANGAN

Nomor : 060/I.12.3/UPTD SMP.02/LL/2019

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 2 Metro menerangkan dengan sesungguhnya bahwa :

Nama	: Siti Muhajiroh
NPM	: 1177267
Jurusan	: Pendidikan Bahasa Inggris

Berdasarkan surat Wakil Dekan I Institut Agama Islam Negeri Metro Nomor : B-3420/In.28/D.1/TL.00/10/2018 tanggal 3 Oktober 2016 perihal Pra Survey dalam rangka menyelesaikan tugas akhir dengan Judul "**THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILL AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2016/2017**". Nama tersebut di atas telah melaksanakan penelitian pada tanggal 2 Mei 2017 di UPTD SMP Negeri 2 Metro.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 20 Februari 2019
Kepala UPTD SMP Negeri 2 Metro,

MARTATI, S.Pd, M.Pd
PEMBINA TK. I
NIP. 197003161995122002

PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 METRO
Jl.Ki.Hajar Dewantara 91/15A ☎0725-41016 Kotak Pos 138 Kota Metro 34112
NIS/NSS/NPSN : 200020/201120901/1002/10807602
E-mail : smpnegeri2_metro@yahoo.co.id

SURAT KETERANGAN

Nomor : 060/I.12.3/UPTD SMP.02/LL/2019

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 2 Metro menerangkan dengan sesungguhnya bahwa :

Nama	: Siti Muhajiroh
NPM	: 1177267
Jurusan	: Pendidikan Bahasa Inggris

Berdasarkan surat Wakil Dekan I Institut Agama Islam Negeri Metro Nomor : B-3420/In.28/D.1/TL.00/10/2018 tanggal 30 Oktober 2018 perihal Izin Research dalam rangka menyelesaikan tugas akhir dengan Judul "**THE USE OF TEXTLESS COMIC MEDIA TO IMPROVE THE RECOUNT TEXT WRITING SKILL AMONG THE EIGHT GRADE STUDENTS OF SMP N 2 METRO IN THE ACADEMIC YEAR 2018/2019**". Nama tersebut di atas telah melaksanakan penelitian pada tanggal 15 Januari 2019 di UPTD SMP Negeri 2 Metro.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 20 Februari 2019
Kepala UPTD SMP Negeri 2 Metro,

DINAS PENDIDIKAN DAN KEBUDAYAAN * SMP 2 UPTD * METRO

MARTATI, S.Pd, M.Pd
PEMBINA TK. I
NIP. 197003161995122002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : 3240 /In.28.1/J/PP.00.9/10/2018
Lamp :
Hal : **BIMBINGAN SKRIPSI**

15 Oktober 2018

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di-
Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Siti Muhajiroh
NPM	:	1177267
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Of Textless Comic Media To Improving The Recount Text Writing Skill Among The Eight Grade Students Of SMP N 2 Metro In The Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telepon (0725)41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Siti Muhajiroh
NPM : 1177267

Jurusan/Fakultas: TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : XVI/2019

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	21/03/2019	- Comple your thesis : Abstract, Appendix, etc - Revise chapter IV, make it simple and clear	
2	04/04/2019	- Revise your abstract - Chapter IV	
3	05/04/2019	Acc and continue to the first sponsor	

Mengetahui :
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telepon (0725)41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Siti Muhajiroh
NPM : 1177267

Jurusan/Fakultas: TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : XVI/2019

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	8/04/2019	- Revise your Abstract - Revise Chapter II - Revise Chapter III	[signature]
2.	9/04/2019	Revise Chapter IV	[signature]
3.	10/04/2019	Revise table of Content	[signature]
4.	11/04/2019	Perbaiki Sistematika [illegible] Dimengasahkan	[signature]

Mengetahui :
Ketua Jurusan Tadris Bahasa Inggris

[signature]

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

[signature]

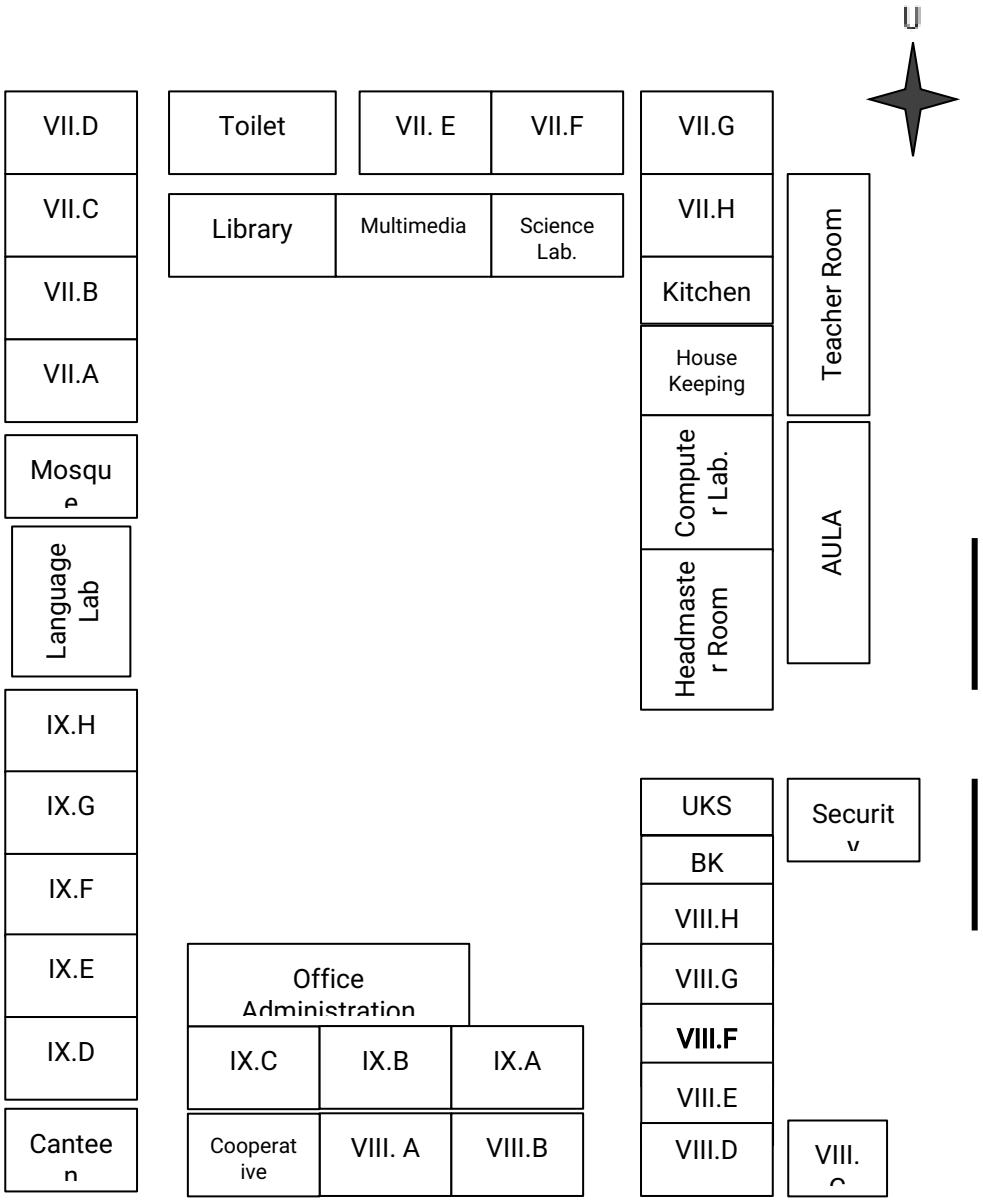
Drs. Mahrus As'ad, M. Ag
NIP. 19611221 199603 1 001

Table of Building SMP Negeri 2 Metro

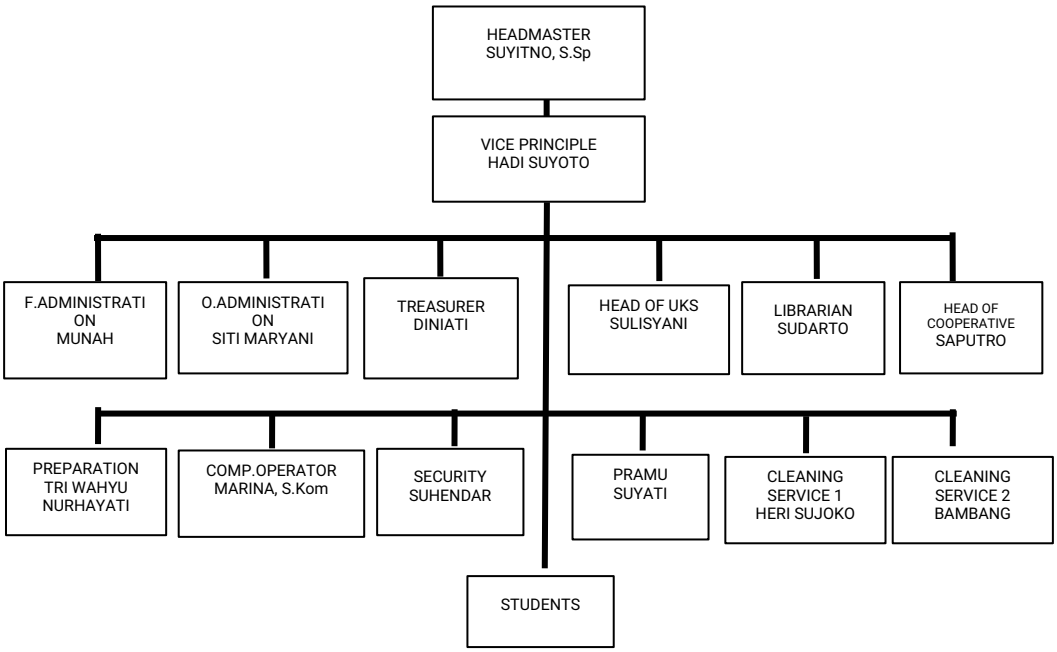
No.	Room Type	Total (Room)	Size (m^2)	Condition
1.	Headmaster	1	9 x 5	Good
2.	Vice Principle	1	9 x 3	Good
3.	Teacher	1	18 x 7	Good
4.	Administration/TU	1	7 x 9	Good
5.	Room Guest	1	5 x 3	Good
6.	Library	1	14 x 7	Good
7.	Science Laboratory	1	14 x 8	Good
8.	Skills	1	14 x 8	Good
9.	Multimedia	1	12 x 8	Good
10.	Art	1	9 x 7	Good
11.	Language Laboratory	1	14 x 8	Good
12.	Computer Laboratory	1	12 x 7	Good
13.	Hall	1	15 x 8	Good
14.	Warehouse	1	4 x 4	Good
15.	Kitchen	1	6 x 3	Good
16.	Teacher Toilet + KS	1	3 x 2	Good
17.	Student Toilet	1	2 x 1.5	Good
18.	Counseling Guidance	1	7 x 5	Good
19.	UKS	1	9 x 7	Good
20.	Classroom	24	9 x 7	Good
21.	OSIS	1	5 x 3	Good
22.	Mosque	1	8 x7	Good
23.	Cooperative	1	3 x 4	Good
24.	Canteen	1	9 x 3	Good
25.	Pump House Water Tower	2	2 x 2	Good
26.	Vehicle Ward	2	9 x 7	Good
27.	House Keeper	1	9 x 6	Good
28.	Security Post	1	3 x 3	Good

Source : Documentation of SMP N 2 Metro

The Sketch of Location of SMP Negeri 2 Metro



The Organization Structure of SMP Negeri 2 Metro



The Condition of Teachers and Official Employers at SMP N 2 Metro

No	Level of Education	Number and Status of Teacher				Total
		GT/PNS		GTT/Honor		
		L	P	L	P	
1.	S3/S2	1	2	-	-	3
2.	S1	6	27	1	1	35
3.	D4	-	-	-	-	-
4.	D3/Sarmud	1	-	-	-	1
5.	D2	-	-	-	-	-
6.	D1	2	3	-	-	5
Total		10	32	1	1	44

Source : Documentation of SMP N 2 Metro

Number of Teacher with teaching task accordance to background education

No	Teacher	Number of teacher with educational background in accordance with the teaching task				Number of teacher with educational background who is not accordance with teaching duties				Total
		D1/ D2	D3/Sarmud	S1/ D4	S2/S3	D1/ D2	D3/Sarmud	S1/ D4	S2/S3	
1.	Science	-	1	6	-	-	-	-	-	7
2.	Mathematics	-	-	4	2	-	-	-	-	6
3.	Indoesian	-	-	5	-	-	-	-	-	5
4.	English	-	-	5	-	-	-	-	-	5
5.	Religion	-	-	3	-	-	-	-	-	3
6.	IPS	-	-	4	1	-	-	-	-	5
7.	Sports	1	-	2	-	-	-	-	-	3
8.	Art&Culture	2	-	-	-	-	-	-	-	2
9.	PPKn	-	-	2	-	-	-	1	-	3
10	TIK	-	-	-	-	-	-	-	-	-
11	Prakarya	1	-	-	-	-	-	-	-	1
12	BK	-	-	2	-	-	-	-	-	2
13	Lainnya: a. Lampung	-	-	-	-	-	-	2	-	2
	b. Librarian	-	-	-	-	1	-	-	-	1
Total		3	1	32	3	1	-	3	-	44

Source : Documentation of SMP N 2 Metro

DOCUMENTATION

5
6

CURRUCULUM VITAE

Siti Muhajiroh was born in Banjarrejo on July 16th, 1992, and spent her childhood in 38 B Banjarrejo, a remote area in East Lampung. Ethnically speaking, she comes from Javanese family descent. She is the first child of the late Kasdi and Tarbiyatun.

She took her elementary school at SDN 2 Metro, and then she took her Junior High School at SMPN 2 Metro for three years. Having graduated from Junior High School she continued her study on Vocational High School level at SMKN 1 Metro in Hotel Accomodation Programe and was finished in 2010. After graduating from Vocational High School she decided to have lecture in English major at IAIN Metro. To merely study in the classroom is not enough for her, accordingly she joined the English organization (JSEC) to increase her English performance. She was active at UKM LKK Al-Ishlah as a head of Syiar Department, she wants to learn more about Islam and become a good moslem. She was also become a leader at IKABIM (*Ikatan Mahasiswa Bidik* Misi) IAIN Metro. She was also active in National Bidik Misi Organization as Treasurer. She was also member of SEMA, BEM Tarbiyah and KAMMI. She hopes that one day she can continue her study to master of degree.