

**USING COMIC STRIPS TO IMPROVE THE WRITING  
LEARNING PROCESS OF THE EIGHTH GRADE STUDENTS  
OF SMPN 2 PADANGAN, BOJONEGORO IN THE  
ACADEMIC YEAR OF 2014/2015**

**A THESIS**

**Presented as partial fulfillment of the requirements for the attainment of**

***Sarjana Pendidikan* Degree on the English Language Education**



Written by:

Fauzi Fajar Kurnia

10202244091

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGES AND ARTS**

**YOGYAKARTA STATE UNIVERSITY**

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OF SMPN 2 PADANGAN, BOJONEGORO IN THE  
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A THESIS

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Accepted by the board of examiners of Faculty of Languages and Arts,  
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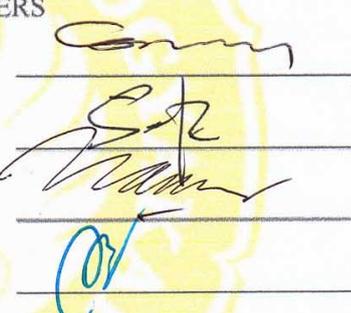
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2015

Penulis



Fauzi Fajar Kurnia

## MOTTOS

***“Allah teaches them what they do not know.”***

**(QS. Al Alaq: 5)**

**“How can I be lonely, when I have you to keep me accompanied”**

**(Anonymous)**

**“life is not about how hard of a hit you can give, it’s about how many  
you can take, and still keep moving forward”**

**(Sylvester Stallone, Rocky)**

**“You never know how strong you are until being strong is the only  
choice you have”**

**(Bob Marley)**

## **DEDICATION SHEET**

This thesis is dedicated to :

My beloved father Martono, S.T. and my lovely mother

Nurwahyuningsri

for their endless supports, prayers, love, and affection.

My brother, sister and

My grandmother

For your love and support

My cats and all of my friends

For making my days beautiful

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Finally, I do hope that this thesis will be useful to all readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism and corrections will be helpful for the writer in correcting this thesis.

Yogyakarta, April 2015

The writer

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# **USING COMIC STRIPS TO IMPROVE THE WRITING LEARNING PROCESS OF THE EIGHTH GRADE STUDENTS OF SMPN 2 PADANGAN, BOJONEGORO IN THE ACADEMIC YEAR OF 2014/2015**

Fauzi Fajar Kurnia (10202244091)

## **ABSTRACT**

This research was aimed to improve the writing learning process of the eighth grade students of SMP N 2 Padangan, Bojonegoro through comic strips in the academic year of 2014/2015.

This study was an action research study. It was done in two cycles, from 14<sup>th</sup> of October to 24<sup>th</sup> of October 2014. Each cycle consisted of three meetings. The steps of the research were reconnaissance, planning, action and observation and reflection. The subjects of this research were 34 students of VIII B class and the English teacher. The data were mainly in the form of qualitative data, and the quantitative data were also added. The data were collected through observing the teaching learning process, giving questionnaire, taking photographs of the teaching learning process and interviewing the students. The instruments for collecting data were the interview guide and questionnaire. The data were analyzed qualitatively and the quantitative data were added to show the number of students' improvement. The field notes and interview transcripts were analyzed qualitatively through four steps namely data collection, data reduction, data display, and conclusions (drawing and verifying). The validity of the research was obtained through five validities namely, process validity, democratic validity, dialogic validity, catalytic validity, and outcome validity.

The results of the research indicated that the use of comic strips effectively improved the students' learning process in writing recount texts. The strategy made a quite much improvement on the students' writing learning process in the aspects of participation, involvement, students' awareness, level of noisiness, and confidence. The number of improvement of the students was 85.5% after the implementation generally, the number of students actively having questions was improved from 26% to 82.3%, students worked their homework were improved from 55% to 91%, students who were interested in doing the task were improved from 41% to 97%, students who were joining the activity without making noise were improved from 38% to 88%, and students who worked individually during the task were improved from 35% to 70%. The use of comic strips also improved the teaching and learning process of writing such as the students' involvement and classroom interaction. Therefore, teachers should always try to create interesting ways for their teaching. Based on the result, the teacher can apply comic strips to improve the students' learning process in writing especially in the text types similar to the recount text.

Keywords: writing, learning process, comic strips

## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Study**

Today, students are expected to be able to communicate through English as the demand of the improved curriculum and the competence. Therefore, the students must be able to share their ideas, opinions, experience in the spoken language as well as in the written language in every situation and place.

Based on the curriculum 2013 for Junior High Schools in Indonesia, it is mentioned that learning English is not only in the class but also at home and society. The teacher is not the only learning resource. The students must be active to explore many sources to improve their knowledge. They can get it from many sources, such as books in the library, other friends or from interactive media such as comics, macromedia flash and even games.

In terms of written English, the writing ability is very low due to many aspects such as grammar, punctuation and the spelling. And it is related to another fundamental problem in terms of interest in learning writing as they do not have enough basic knowledge and interest in writing. Therefore teachers have to determine the effective strategies to improve their interest and ability in writing. And the main problem that leads to the low interest in writing is the lack of media that can give them a big picture of the story they want to write.

The use of interesting media also contributes to the better learning process,, both improving students' participation and their interest in classroom activity which might lead them to have better ability in writing. The teaching and

learning process will not be able to be conducted well if there are some problems related to the student's good interest in the learning process. Another advantage of the improvement in the learning process is to reinforce and help the students in the learning process. Students who have good interest in learning will have better ability and act to follow the process of learning. Besides the students' interest will also help them to learn every activities in the classroom, especially learning writing the recount text.

Students' low interest and lack of ability in writing their ideas with correct grammar, vocabulary and punctuation are some indicators showing their lack of writing practice and media utilization in teaching writing. The first indicator is the students' low interest in writing compared to their interest in speaking. They prefer expressing their ideas orally to expressing them in the written forms. As a result, they can speak English fluently but they cannot write well. Another indicator is most of the students find difficulties in using the correct grammar, vocabulary and punctuation to compose English sentences into readable and acceptable texts.

## **B. Identification of the Problem**

Based on the observation conducted in August 2014 in SMP N 2 Padangan-Bojonegoro in the teaching and learning activity, the researcher found some problems. One of the main problems is the involvement of the students in every activity in the learning process which remains low. The first problem begins

with the media. In the teaching and learning of writing the teacher sometimes uses only one visual aid or medium to teach the students.

The second problem is the monotonous class activities which were held by the teacher in the classroom. The students' ideas cannot be captured and revealed while the monotonous classroom exists, and when they were given writing assignments they did that by copying from the internet.

The third problem is the monotonous learning sources that made students seem uninterested in studying. Since the learning sources were not well-prepared, most of students' activities and worksheet were taken from the LKS which did not contain relevant materials and it had confusing worksheet for students, so it will not encourage students' interest in performing their best. Another problem based on the learning sources was the writing tasks and activities that were weird and uninteresting. The writing activity lacked of meaningful activity and it seem that the writing test was on the LKS and has the same content.

Another problem is the availability of the media which could not be found in the classroom or even in the library. The students dealt with the same medium and that was a kind of boring thing as they did not know things that may be interesting for them, and it made them could not develop their knowledge and ability to learn English.

And the last problem is the English practice of the students especially in writing that is very low due to the low awareness of the importance of English and the little portion of writing tasks. The teacher gave the students more tests in

writing skills than the task to learn. Therefore the students got bored with the routine activity provided by the teacher and it had some impacts on their interest and ability in writing. One of the factors why students of SMPN 2 Padangan get low scores in writing was they lacked of practice. Along the meeting, the teacher gave them theories and even jokes, so the time were not allocated well for them to have practice. Therefore they did not have an opportunity to develop their writing skills, whereas practicing and giving the task are very important. Practicing in writing was only given by the teacher as homework. When it became homework, certainly they did it by themselves and are not guided by the teacher. Therefore some students found some difficulties and were not interested when doing the homework.

The students' attitude toward the target language influences the output of the target language. Students will have good attitude toward the target language if they are interested in their teacher's way of delivering the material.

### **C. Limitation of the Problem**

In the wider area of the problems, those cannot be identified and solved better, so the problems need to be limited in this study. Therefore, the research is mainly focused on the efforts to improve students' learning process in terms of enthusiasm, practice and participation in writing learning process by using the comic strips, due to the weaknesses which were stated before.

Based on the previous explanation, the study of the writing learning process by using the comic strips was expected to encourage students' interest and

their involvement in writing learning process, due to the content of the comic strips which is very interesting and has some creative ideas based on the story of the comic.

In this study, the eighth grade students of SMP N 2 Padangan, Bojonegoro were selected as the subject of this study, because it is revealed that the main problem of uninterested students in the learning process is low practice and the lack of interesting media from other resources. In addition, the students tend to spend much time just for listening and understanding the kind of text types, especially recount text without having enough practice in writing it. If the process is going continuously, it can decrease the students' interest and it will not be able to be increased.

The research was conducted to solve the problems of writing that were stated above by the using comic strips with some considerations related to the text type.

#### **D. Formulation of the Problem**

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows:

“How can writing learning process of the eighth grade students of SMP N 2 Padangan, Bojonegoro in the academic year of 2014/2015 be improved by using Comic Strips?”

**E. Objective of this Study**

From the formulation of the problem, the objective of this study is to improve the writing learning process of the eighth grade students of SMP N 2 Padangan, Bojonegoro in the academic year of 2014/2015 by using Comic strips.”

**F. Significance of this Study**

The result of the study will hopefully be useful for the English teachers in teaching writing through Comic strips.

By conducting this research, the researcher expect the useful contribution to English teaching, especially for:

(1) English teachers of the junior high school

It can give inspiration for their teaching especially in teaching writing subject. It also can give alternative media in teaching and learning English, especially to erase the monotonous activities in the class in order to get the better assessment of the students’ writing performance.

(2) Junior high school students

It can improve their interest and involvement in learning writing recount text to be better and improve their practice. And after the technique has been implemented students can write the recount text better especially in generating their ideas to write the recount text better.

## **CHAPTER II LITERATURE REVIEW**

As stated in the previous section, the aim of this research study is to improve students' writing learning process. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study. It consists of three major sections, namely theoretical review, relevant studies and conceptual framework.

### **A. Theoretical Review**

The current literature in the related themes in this section includes the reviews of writing and Comic Strips.

#### **1. Writing Skill**

##### **a. Definition of Writing**

Writing is a kind of skill that expects the students to produce a text by using English. They have to write about what they think in their mind and state it by using the correct procedure. There are several definitions of writing that can be studied. Meyers (2005:2) states that:

Writing is a way to produce language, which you do naturally when you speak". Writing is speaking to others on paper-or on a computer screen. Writing is a partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising them.

Moreover Hyland ( 2004:5) states that writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an

overdraft, drafting an essay, and so on. One must follow certain social conventions for organizing messages, and these conventions can be described and taught.

Nunan (2003:88) also defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

#### **b. The Nature of Writing**

Oshima and Hogue (1999:3) state that writing is not easy for both native speakers and new learners of English. It takes study and practice to develop this skill. Writing is a process, not a product. It means that a composition is never complete, it is always possible to be reviewed and revised many times.

Writing can also be defined as both physical and mental activity that is aimed to express and impress Nunan (2003:88). The activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into statements and paragraphs that enable a reader in understanding the ideas of the written work.

Harmer (2004:4) says that writing is used for a wide variety of purposes it is produced in many different forms.

#### **c. Micro- and Macroskills of Writing**

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skill, they are the micro-

and macroskills of writing. They are needed to develop the effective writing. Those skills are described as follows:

Microskills:

- (1) Produce graphemes and orthographic patterns of English.
- (2) Produce writing at an efficient rate of speed to suit the purpose.
- (3) Produce an acceptable core of words and use appropriate word order patterns.
- (4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- (5) Express a particular meaning in different grammatical forms.
- (6) Use cohesive devices in written discourse.

Macroskills:

- (1) Use the rhetorical forms and conventions of written discourse.
- (2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- (3) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- (4) Distinguish between literal and implied meanings of writing.
- (5) Correctly convey culturally specific references in the context of the written text.
- (6) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, the microskill covers about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. Meanwhile the macroskill covers wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc.

Therefore, based on the micro- and macroskills that have been determined, the writing activity and process should include them as well as employ writing strategies needed by the students. It aims to help students in constructing the ideas effectively and make them easier to make various kinds of texts.

## **2. The Writing Learning Process**

It is important for the teacher to understand how their students learn, because it will be a consideration how the teacher will teach them. There are many different theories of learning process. Slavin in Brown (2007:7) defines learning as a change in an individual caused by experience.

Meanwhile Burns in Dunn (2002) conceives learning as a relatively permanent change in behavior including both observable activity and internal processes such as thinking, attitudes and emotions.

### **a. Writing Process Approach**

Unlike the product-approach that focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here are lists of typical writing activities done in the process approach mentioned by Brown (2004:335).

- a) focus on the process of writing that leads to the final written products,
- b) help student writers to understand their own composing process,
- c) help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- d) give students time to write and rewrite,
- e) let students discover what they want to say as they write,
- f) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- g) include individual conferences between teacher and student during the process of composition.

### **b. Process of Writing**

In producing good composition of text in writing, it goes through many stages before it is finished. Although no two writers approach writing in exactly the same way, they generally follow six series of action as stated by Meyers (2005: 3-12). The steps are:

#### (1) Explore Ideas

Writing first involves discovering ideas. Before starting to write, a writer has to explore his/her mind as many ideas as possible freely, then he/she record it to save the idea.

#### (2) Pre-write

In this step a writer does not have to worry about the grammar, diction, spelling, or punctuation because he/she will revise it later. There are three steps in pre-writing: first, brainstorming. It is listing thought as they come in mind. Second, clustering, in this step, a writer may write the subject in the middle of the page, circle it and then write related ideas around the main

circle. And the last is free writing, in this step, a writer simply writes about subject without worrying about the sentence structure, spelling, logic and grammar.

### (3) Organize

A writer begins to organize idea after putting his/her idea into words. This process involves selecting, subtracting, and adding ideas, and then outlining.

### (4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then put notes and new ideas in the margins.

### (5) Revise the draft

Revising is among the most important steps of writing, especially for people who write in a second language. A writer may add or omit ideas of material, move and remove ideas material that has not fitted, revise it several times until produce good composition of text. It is considering as the part of writing process that may take the most time.

### (6) Produce the final copy

Finally, writer edits copy over or prints a clean final copy after he/she had revised the draft. Notice that this final copy draft is more entertaining than the original. All of its content develops the main point. Its sentences are clear. And it has plenty of details.

From the explanation above, it can be concluded that writing is a series of process through step by step chronologically. Its process is important in producing a qualified text composition of writing.

### **3. Teaching Writing**

#### **a. Principles for teaching writing**

In the classroom activities the teacher should concern about the principles of teaching writing to achieve the goals of the students. So in practice the teacher must give opportunities for the students to try their best in producing the written text, and it is not simply that the teacher have to provide the students with the any kind of knowledge how to produce the text well.

Brown (2004:61) states that there are some principles for teaching writing, they are understanding students' reasons for writing, providing many opportunities for students to write, providing feedback helpful and meaningful, and the teacher must clarify himself, and for his students, how their writing will be evaluated.

#### **1. Understand students' reasons for writing**

It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.

2. Provide many opportunities for students to write

To improve writing skills, students must always practice. The teacher must give many chances for students to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

3. Make feedback helpful and meaningful

Students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

4. Clarifying

The teacher must clarify himself, and for his students, how their writing will be evaluated . Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.

**b. The Reason for Teaching Writing**

There are many reasons why the teacher must teach writing to students of English as a foreign language. According to Harmer (1998:79), reinforcement, language development, learning style and writing as a skill are the reasons why the teacher teach writing to their students.

1. Reinforcement: to see how the students acquire language is not only by an oral way, but also from the language writing down. The visual demonstration of language construction is needed for students to be an aid to committing new language to memory. It is also useful for students to write sentences using new language shortly after they have studied it.
2. Language Development: The mental activity in writing helps the students to learn by on going learning experience.
3. Learning Style: Each student has a different learning style. Writing is suitable for learners who produce language in slower way.
4. Writing as a skill: Writing is included to basic language skills. Beside writing, the students need to know how to write advertisement, letter, etc.

### **c. Approaches in Teaching Writing**

There are various approaches to teach writing. Hyland (2003:2) proposes some approaches to teach writing, those are:

1. Focus on language structures

In this view, learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

2. Focus on text functions

This approach here relates structures to meanings, making language use criteria for teaching materials. It aims to help students develop effective

paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different types of paragraphs

### 3. Focus on creative expression

This approach can help generate self-awareness of the writer's social position and literate possibilities. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.

### 4. Focus on the writing processes

The process approach to writing teaching emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task.

### 5. Focus on content

This involves a set of themes or topics of interest that establish a coherence and purpose for the course or that set out the sequence of key areas of subject matter that students will address.

### 6. Focus on genre and contexts of writing

Teachers who take a genre orientation to writing instruction consider subject content, composing processes and textual forms to see writing as attempts to communicate with readers. They are concerned with teaching learners how to use language patterns to accomplish coherent, purposeful

prose. The central belief here is that we don't just write, we write something to achieve some purpose: it is a way of getting something done.

In the process of teaching and learning, a teacher must consider six approaches and be able to keep the balance of those approaches. The teacher cannot choose only one of the approaches because to make students have a complex ability in writing, the students need various approaches.

#### **d. Types of writing performance**

There are four categories of writing performance by Brown (2004) that capture the range of written production. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1. *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level a: which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern

2. *Intensive (controlled)*. Beyond the fundamentals of imitative writing art skills in producing appropriate vocabulary within a context, collocations and

idiom? and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. *Responsive*. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses, reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4. *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, term paper, a major research project report, or even a thesis. Writers focus on teaching a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in

many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

**e. The effective ways to improve the writing learning process**

The effective writing learning process must have some criteria as follows:

1. Increasing the students' motivation in writing. According to Harmer, (2001:51), increasing the motivation is the basic need of the students as the main criteria to follow the process of learning.
2. Providing many opportunities for students to write. As stated by Sokolik in Nunan, (2003:92), giving opportunities in writing is the effective process to measure the students ability especially in writing.
3. Encouraging students to make beneficial efforts, as stated by Sokolik in Nunan ( 2003:92), students are attempting to make the classroom activity clear and useful for them by having the good interaction between the teacher and also their friends.
4. Providing vary activities, according to Christison in Nunan (2003:273), various activities and material which may be interesting and attract the students attention to follow the learning process.
5. Providing various materials. Every interesting materials which attract students interest will be useful to make them involved in every activiities (Christison in Nunan, 2003:273).

6. Providing process of writing.

According to Seow in Richards and Renandya (2002:316), the process is the important step to make students understand.

**f. The Roles of Teacher in Writing**

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral changes. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. The various strategies and materials must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing. It means, the teacher must in the good performance when helping the students understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

Harmer (2004:41) proposes some tasks which is done by the teacher before, during and after the process of writing they are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

Demonstrating is the first task that must be done by the teacher in the process of teaching writing. This task has aim to make students understand writing conventions and genre constraints of particular types of writing. Both aims must be drawn to attract students' attentions.

After demonstrating, the teacher has to continue the next task, they are provoking the students. For several students, writing is a big problem because they sometimes lack in transferring the idea from the mind to their writing. This situation can be solved when the teacher help by provoking them to get ideas and then persuading them to work on their writings.

In the process of writing, sometimes students face difficulties. In this situation, the teacher must be ready to support the students to solve them in order to make students always feel comfortable and have interest to write continuously.

When the students have finished their writing, the teacher performs the fourth task, it is a responding. Responding here means how the teacher reacts to the students' writing work. This task focuses to the content and construction of the writing. The responses or reactions to the student's work can be in the form of feedback or suggestions for the students' improvement in writing.

The teacher completes the task with evaluating the students' work and then grades them. This task has function to see how far the progress of students in writing. As conclusion, those task are main requirements of a teacher if he/she wants his/her

students are guided and be a better writer especially guide the students to express the ideas.

According to Harmer (2007:261-262) some information about teacher's roles in the teaching and learning process of writing were explained as follows:

#### 1) Motivator

The teacher as a motivator means that the teacher must be able to motivate his/her students by creating an attractive atmosphere at class, persuading them of the advantages of the activity and encouraging them to always practice writing to achieve the optimal result.

#### 2) Resource

The teacher must be ready to serve every information and language needed by students when they are doing the next level of writing tasks. The teacher also should accompany his/her students to give them advices and suggestions in a constructive and smart ways.

#### 3) Feedback provider

Teacher must respond or react positively to what the students have written. The level of feedback must be balanced with the level of students' ability in writing.

The teacher has very importance roles in the development of students' writing ability. Therefore, he/she should always consider if the teacher can be a motivator, resource, and feedback provider in guiding and facilitating the teaching and learning process.

### **g. Teaching Writing in the Junior High School**

In teaching the junior high school we also need the relevant matter that have to be considered. And we have to justify it with the regulation of the ministry of education. The regulation of ministry of education covers in the form of content standard and the age range of junior high school students.

Firstly, 2013 Curriculum is the development of 2006 Curriculum. The difference between them is the addition of character education which was not included in 2006 curriculum. In junior high schools, the english subject consists of three components. First, the expression ability which concerns of the ability to understand and produce speech and written texts and it is realized in four skills, i.e. speaking, listening, reading and writing. Second, comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Moreover, according to the regulation of ministry of national education/ Permendikbud (2014), the core competence and basic competence for junior high

school students of grade VIII semester 1 is that they have to perform several writing competencies as shown in Table 1.

**Table 1 : Core Competence and Basic Competence of Writing Skill for Junior High School Students Grade VIII Semester 1**

Core Competence	Basic Competence
4. Processing, presenting and reasoning in the concrete domain (using, extracting, composing, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and composing) based on what learned at school and other sources in the same viewpoint/theory.	<p>4.14 Understand the short and simple, oral recount text about experience and activities</p> <p>4.15 Developing short and simple, oral and written recount text, about experience and activities by paying attention to the social function, the structure of the text, and the correct linguistic elements and appropriate context.</p>

The table above shows that the first semester students of Grade VIII will learn writing. However, in this research study, the researcher will only focus on one particular text type that is the recount text. Therefore it is so important before deciding what will be given to the students and what aspects they will have according to the lesson plan based on the curriculum and policy that the government has.

As a result, the teaching and learning writing for the junior high school students grade one must be designed also to help them develop their writing strategies so that they will able to improve their writing skill.

Brown (2000:346) mentions principles for designing writing techniques, they are:

- 1) Incorporate practices of “good” writers,
- 2) Balance the process and product,
- 3) Account for cultural/literacy background,
- 4) Connect reading and writing,
- 5) Provide as much authentic writing as possible,
- 6) Frame the techniques in terms of prewriting, drafting, and revising.

In summary, the teaching of the writing will focus on the recount text. The decision is based on the core competence and basic competence of grade VIII in the first semester. The teaching of writing must also focus on the psychological conditions of the students. Teachers have to teach them with the appropriate learning strategy and techniques. This will make the teaching of writing more effective.

#### **4. Recount text**

##### **a. The Definition of Recount Text**

According to Anderson & Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day’s activities.

##### **b. The Purpose of Recount Text**

According to Mukarto et al. (2007), the generic structure or rhetorical features of a recount text consist of three parts, namely:

### 1) Orientation

It gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.

### 2) List/series of events

It tells a series of events in a chronological order and describes what happened.

### 3) Re-orientation

The lists of reflections of the events exist in the paragraph.

The recount text has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

## **c. Types of Recount Text**

In exploring how text works (Derewianka, 1990: 15-17) there are three types of recount. They are:

### 1) Personal Recount

Personal recount is a recount that retells of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- a) Use of first pronoun (I, we).
- b) Personal responses to the events can be included, particularly in the end.
- c) Details are often chosen to add interest or humour.

## 2) Factual Recount Text

Factual recount is a recount that records the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount).

Language features of factual recount are:

- a) Use of third person pronouns (he, she, it, they).
- b) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d) Mention of personal feelings is probably not appropriate.
- e) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- f) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- g) The passive voice may be used (e.g. the breaker was filled with water).
- h) It may be appropriate to include explanations and satisfactions.

## 3) Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

## 5. Teaching-learning process using the scientific approach

The learning process is very important and takes the important key in the teaching-learning activity and the achievement of the students. The learning process means the students and the teacher have the correlation between them to be a unity in

a class. It can be student-centered approach, where the teaching-learning activity is not teacher-centered.

A student-centred approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviours are to be fostered and developed. Some of the learning strategies that could be incorporated in the comprehensive approach include self-directed learning, co-operative learning, role playing, behavioural rehearsal, peer education and parent involvement. Consideration should be given to allow students to plan some learning experiences. They could be provided with opportunities to identify topics or areas for further study, contribute information relevant to an issue for study and/or make suggestions for follow-up activities.

It is important for the teacher to understand how their students learn, because it will be a consideration how he/she will teach them. There are many different theories of learning process. Slavin in Brown (2007:7) defines learning as a change in an individual caused by experience.

Burns in Dunn (2002) conceives learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions. Then, Brown (2007:8) breaks down the components of the definition of learning, those are:

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Because learning is a natural process, Curriculum 2013 proposes the scientific approach in learning process. The scientific approach is believed as a golden bridge of the development of attitude, skill, and knowledge of students.

And the scientific approach means the basic concepts underlying the formulation of inspiring or teaching method by applying scientific characteristics. The scientific approach is part of the pedagogical approach to learning in the classroom implementation that underlies the application of the scientific method.

Understanding the application of the scientific approach to learning does not only focus on how to develop student competence in observation or experiment, but how to develop the knowledge and thinking skills that can support creative activity in innovating or work.

It is stated in Permendikbud (2014) that the scientific approach in Curriculum 2013 has some steps. They are observing (*mengamati*), questioning (*menanya*), experimenting (*mengumpulkan data*), associating (*mengasosiasi*) and communicating (*mengkomunikasikan*).

- 1) Observing (*mengamati*)

The process of observing by senses (reading, listening, seeing, watching etc.) with or without tools. It has certain advantages, such as the media presents a

real object, learners happy and challenged, and easy to be implemented. Of course learning activities in order to observe this usually requires a long time preparation, relatively large cost and effort, and if it is uncontrolled it will obscure the meaning and purpose of learning.

2) Questioning (*menanya*)

In this process, the students create and ask questions, discuss about some problems, the extra information they want to know, or as a clarification.

3) Experimenting (*mengumpulkan data*)

The third process is experimenting. It means to explore, try, discuss, demonstrate, imitate the shape or motion, experiment, read other sources beside text book, collect data from informants through questionnaire, interview, and modify/add/develop. Students should have skills to develop knowledge about the environment, and able to use the scientific method and scientific attitude to solve the problems that they face everyday.

4) Associating (*mengasosiasi*)

Associating means processing information that has been gathered, analyzing data in the form of creating category, associating or linking phenomena/relevant information in order to find a pattern and conclude them.

#### 5) Communicating (*mengkomunikasikan*)

It is a process of presenting a report in the form of charts, diagrams, or graphics, prepare written reports, and presenting a report covering the process, results, and conclusions orally.

Another explanation is stated by Richards and Renandya (2002:316), those are planning, drafting, revising, and editing. In every stage, it is suggested that it provides various learning activities that can support the learning of specific writing skills.

The planned writing experiences for the students can be described as follows:

##### 1) Planning

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

##### 2) Drafting

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

### 3) Revising

The students review and re-examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

### 4) Editing

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

The students are not always expected to know where and how to correct every error, but editing of the best of their ability should be done as a matter of course.

## **6. Media in Teaching Language**

In teaching and learning language process, effective communication between teacher and students is intensively needed. To establish an effective communication, teachers need media that can help them to deliver a message or information. As stated by Soeparno (1987:1), media are a tool used as a channel to deliver a message

or information from a resource to receiver. In the teaching and learning context, the resource is a teacher, while the receiver is students.

Media also can be used to transfer the learning material to reach the goal of study and increase the student's achievement. In addition, Sudjana and Rivai (2007) state media is a tool in the systematic instruction that can accelerate the students' learning process which in turn is hoped to increase the students' achievement.

Thus, media are the main component and tool such as photograph, chart, diagram, poster, leaflet and brochure pamphlet which are needed in the teaching and learning language process to help establish condition used by the teacher to facilitate the instruction in order to support students to reach the goal of the study.

Moreover there are so many functions of media in the teaching and learning process. According to Sudjana and Rivai (2007:1-2) there are some functions of media, as follows:

(1) To attract students' attention

By using media, the instruction can be more interesting and students will be more interested in learning process designed by the teacher, which in turn will raise their motivation in learning a subject.

(2) To make the lesson more meaningful and understandable

Learning material will be easier to be understood and meaningful. So, it is expected that students will be able to reach the goal of teaching and learning better.

(3) To reduce the length of time

Teaching and learning activities are not only verbal communication. Knowledge that will be transferred to the students will be understood easily by seeing or using the media. So, the length of time required can be reduced.

(4) To make students more active in learning process.

When the process of teaching and learning happens, students are not only listening to the teacher's explanation but also doing other activity such as observing, interpreting, explaining, demonstrating, practicing, etc. on the process, students learn actively which in turn will prevent students from feeling bored and reducing this condition.

Referring to the explanation above, it is clear that the use of media is important in teaching and learning English. They help both the teacher and the students to achieve the goal of the study. And media help the students to gain their interest.

Those are in line with Harmer (2007:177) who suggests four media which can be used in the classroom. Those are realia, pictures, cards, and Cuisenaire rods. Realia is the real objects or the replica of them. The benefit of using realia is it is quite useful and intrinsically interesting. Moreover, realia also provides variety of language work and communication activities. The second is picture. Teachers have always used pictures or graphics whether they are drawn, taken from books, newspapers and magazines, or photographed to facilitate learning. The third is card.

Cards as a media can be used for various activities such as matching and ordering, selecting, and card games. The last is Cuisenaire rods which are actually a set of small blocks of wood or plastics of different length. They can also be used for many activities such as to show stresses, prepositions, and so on.

## **7. Comic Strips**

### **a. Comics**

Comic is about the spoken language that conveyed in the picture and panels. Generally it is different from books. Usually, comic book provides the spoken language related to the reality exist in the real life, completed with gaps, hesitations, and slang. Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially.

Moreover Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

Similar theory of comic is stated by Gravett (2004) that in Japan, *Manga* and other forms of graphic literary materials have been an integral part of the national reading culture, for adults as well as their children, a heritage of remarkable breadth and diversity since the end of WW II.

Hartley in Mallia (2007) limits the use of comic in textbook design entirely to the affective domain, especially in classroom:

"Clearly the affective role of instructions is to therefore in comic strips: their aim being to attract and motivate less-able learners. Often cartoon strips are

used to present a simplified form of instruction, but there has been little research on their effectiveness in this respect. ... The general picture that emerges from studies of text with cartoon embellishments is that cartoons often enhance motivation, but they do not often increase comprehension." (pp. 87-88)

Therefore, by this explanation about the definition of the comic strips, it is clearly stated that it was a sequence of pictures which has the meaningful message conveyed in some words related to the theme of the graphic.

### **b. The Use of Comic in Writing Learning Process**

Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar.

Based on Derrick (2008), there are some ways in using comics in writing.

Those are:

1. Understanding visual symbols.
2. Reading order in Comics.
3. Comic jigsaw.
4. Fill in the text.
5. Putting panels in order.

Therefore, comic strips can be regarded as a potential material in teaching and learning process to gain students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective.

Considering the standard of competence in writing according to the curriculum that students are to be able to understand meaning in the short simple recount text. Comic strips can be both a method and medium of instruction. In the area of basic competence in Writing, the task for students is developing steps in the short simple passage and functional written text accurately, fluently and acceptable.

Therefore the comic strips activities are expected to help students activities in order to be varied and have the meaningful goal especially in process of learning writing.

#### **B. Relevant Studies**

The first study is the research of Yuliana Istiani (2012) which proved that the writing skill of the students can be improved by using Comic Strips. The ability of the students of SMP N 1 Ngemplak in writing text increased after the researcher applied comic strips in the class. The improvements included four aspects. Those are in terms of content, vocabulary, language use, and organization. The study also show that the comic strips was improving the students' interest and involvement in the learning process.

Furthermore the research from Krisnanto (2013) was also succesful to improve ability of students of SMP N 5 Depok in speaking. Based on the study above, it is mentioned that comic strips is effective to improve students' speaking skills. The study showed that comic strips was able to improve the students' speaking in terms of Confidence and participation. Moreover, the use of comic strips could

improve the students' participation in terms of students' interest, concern, and attitude.

Based on those relevant studies, the research will be conducted in improving the students' learning process in writing recount texts within the context of Junior High School students by using Comic Strips.

### **C. Conceptual Framework**

Every skill in the teaching-learning activity plays important roles in the students' language learning mastery and also contributes to the ability in English which may influence to their talent. It means that the objectives of the English teaching and learning process must be emphasized at helping the students to be able to develop their writing competence.

Sometimes the teacher has decided the plans and goal to maximize the learning process but it did not work. It can be seen from the students' writing performances and their responses toward writing. Most of them consider that the writing skill is one of the most difficult skills to be mastered.

From the observations and interviews with the English teacher, several problems were found by the researcher related to the teaching and learning process of writing in SMPN 2 Padangan. The classroom learning writing process does not work well. This happens because there are some problems that may influence the learning process. Those factors are the teaching and learning atmosphere, limited sources of

learning and lack of practice. Besides, the students are also uninterested in the teaching and learning process.

Then, the researcher decided to use comic strips as one of the best solutions to those problems. Comic strips was chosen to be the relevant media to improve the learning process because it has many benefits in the teaching and learning process of writing. The first advantage of using comic strips is that it will make the students' writing interest improved. By using the comic strips, the students are more interested to be involved in the teaching-learning process and be able to write well. It happens because the Junior high school students have the high interest in the comic, as it has some features that entertain them.

Then using comic strips in the teaching and learning process of writing will also change the classroom atmosphere. By giving the comic strips into the teaching and learning process, it expected to break the habit as the entertaining material that seems to be casual and informal are forgotten to be brought into the teaching and learning process.

In relation to its other benefits in writing, comic strips can be used as a medium to practice and drill English everywhere, as the comic strips can be given in every situations in the classroom activity. The students are lack of practice and drilling, therefore the students need a media to do those activities and certainly they also want to be guided by their teacher.

The last, comic strips can be used to improve students' language use and vocabulary because it can be designed into several activities i.e. vocabulary and grammar exercises. The activities will encourage the students to improve their vocabulary and language use.

To conclude, in this research study, the comic strips are used to be a kind of effective media to practice and improve the students' learning process in terms of their participation, interest and writing skill.

### **CHAPTER III RESEARCH METHOD**

This research is a kind of classroom action research (CAR) that tries to solve the problems of classroom activity especially in the teaching and learning process of writing based on the preliminary observations and interviews, so this research is categorized as action research. Lodico et al. (2010:313) mentioned that action research is a type of research that aims to enact immediate changes in an educational setting.

Meanwhile Mc Niff and Whitehead (2002: 39) said that the focus of action research is observing behavior and explaining the result of the observation. The act of observing behavior can be assumed as the way the observer found the problem in the classroom.

#### **A. Subjects of the Research**

The participants of the research were the teacher, the observer, me, and the students of the Eighth grade of SMP 2 Padangan as the subject of research.

The subjects of the research were 34 students of VIII B class of SMP N 2 Padangan. Therefore this class was chosen as the subjects of the study after conducted the discussion with the English teacher. The research was conducted collaboratively by all research team members. This study involved me, the English teacher, and the students of VIII B class of SMP N 2 Padangan.

**B. Research Setting**

This action research was carried out in October, 2014 and conducted in VIII B class of SMP N 2 Padangan, located on Jl. Raya Surabaya 43 Padangan, Bojonegoro.

In the classroom there were two white boards and an attendance board. There were also the organization chart of the class and the schedules for cleaning the class hung on the wall, 19 tables and 35 chairs.

**C. Time of the Research**

The study was conducted in the first semester of the academic year of 2014/ 2015. Then, the action was conducted from October to November 2014. I carried out the actions based on the school schedule, especially the English schedule of VIII B class of SMP N 2 Padangan.

**D. Procedure of the Research**

To conduct this action research, I followed the action research steps suggested by Kemmis and McTaggart in Burns (2010:9). The action research model can be seen below:

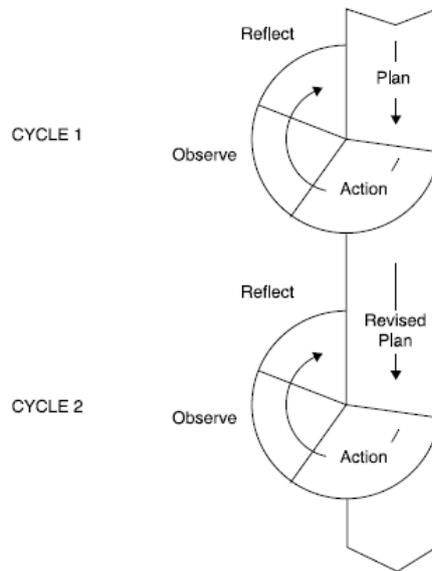


Figure 1: Action Research Model by Kemmis and McTaggart in Burns (2010:9)

### 1) Reconnaissance

In this first step the school problems were found and analyzed. In this study, the teaching and learning process was observed, giving questionnaire and conducting interviews with some students of class VIII B of SMP N 2 Padangan and the English teachers, and holding discussions with the school principal.

Based on the observations, the questionnaire, the interviews, and the discussions, the existing problems were classified. They were problems related to the teaching techniques of the teacher, the activities of the teaching and learning process and the material given during the teaching and learning process.

### 2) Planning

In this step, the collaborator namely the English teacher, and the school principal, were joining to prepare the plans to be implemented. The preparations were conducted such as creating the comic strips panel form

<http://www.bitstrips.com>, choosing materials from many sources, giving comic strips, handouts and tasks for the students.

### **3) Action**

In this stage, the action was taken after the action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Together with the collaborator, the students' reactions were observed during the activities, giving questionnaire and did the interview with some students of VIII B class of SMP 2 Padangan after the English lesson. Based on the observation, field notes, an interviews, the involved members discussed the implemented actions and analyzed the result. The result of the discussion was used as the evaluation that would be used to improve the next actions.

### **4) Reflection**

This phase is an evaluation. The reflection was done every time after the implementation of the actions. All involved members in the research made the reflection. Each member contributed to the reflection on the taken actions. The successful actions were continued in the next teaching and learning process but the unsuccessful actions were modified into the ones that were more suitable.

## **E. Data Collection Technique and Analysis**

Burns (1999 :153) said that “data analysis in Classroom Action Research involves describing and explaining the data”. In this research there were two kinds of data collected as the result of the research, the first was the quantitative data and second was the qualitative data.

The numeric data reflected the students joining the implementation and the number of students' answer in questionnaire. While the verbal data was the explanation of how the implementation of the media have successfully made or not.

The qualitative data were analyzed in four steps. Based on the explanation of Miles and Huberman (1994), qualitative data analysis can be done through some steps. They were data collection, data reduction, data display, and conclusions (drawing and verifying).

The first step was by collecting all the data such as the interview transcripts, questionnaire and field notes. The second step was data reduction. In this step the data were selected, limited, simplified, and transformed by summarizing or paraphrasing the interview transcripts, analyzing the result of questionnaire and field notes. The next step was data display, where the data which had been reduced were then organized and compressed. The data display of this research was in the form of text, field notes, and interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the students' participation, field notes, and interview transcript. In making conclusion, the collaborators and I worked collaboratively to obtain the valid findings.

#### **F. Instrument of the Research**

The research was conducted by using instruments to support the research those are; observation guide, interview guide and questionnaire. Observation were

conducted while the classroom activity was begun and during the class activity, whereas interviews were conducted in the end of the class. Questionnaire was used to get data related to the English teacher's and students' feelings about the implementation of the actions. A digital camera, observation guide, interviews guide, questionnaire, were the instruments for collecting data.

### **1. Observation Guide**

The observation guide was used to describe what happened in the classroom. It was used in the reconnaissance and action steps. In the reconnaissance step, the observation guide was used to find out the problems faced by the teacher in the writing class. In the action step, the observation guide was used to see the implementation of the actions and the successes of the research.

### **2. Questionnaire**

The use of the questionnaire was for getting the specific information from the students. The questionnaire provided the specific information about students perspective in the implementation of the strategy.

### **3. Interview Guide**

The interview was used to collect the information about students experience, opinion, ideas and the impression, especially after implementation. It was useful for investigating the students' opinion about knowledge and the improvement that they have after the implementation and before the implementation.

## **G. Validity and Reliability of the Research**

To fulfill the validity of the research, Anderson in Burns (1999:161) proposes five criteria namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. The democratic validity is related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this research, the criterion is related to the participants' opportunity to give their personal opinion, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussions with the research team member. During the discussion they were given abundant chances to give ideas, comments, and suggestion toward the research. The first, some discussions were held to discuss the progress of the research. In the end of every meeting, the English teacher and I had a discussion to reflect the actions of that day. In the end of every cycle, a discussion was held to evaluate the actions that had been implemented and to plan the actions in the next cycle.
2. The outcome validity is related to notions of actions leading to outcomes that are successful within the research context. In this research, the outcome was related to the students' improvement on writing.
3. The process validity is related to the criterion to make the action research believable. This criterion raises questions about the 'depend ability' and competency research'. The process validity was fulfilled by reflecting on

the data collection and modifying the strategies to answer the question occurred during the process. To fulfill the process validity, the data were examined and identified whether the participants were able to go on learning.

4. The catalytic validity; it relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In my research it is related to the response of the stakeholders towards the changes occurring during the actions. To establish the catalytic validity, the understanding about the social realities of the context was deepened. Despite the interaction as the main problem, there was another problem. Some of the students did not have enough interest to practice writing through comic strips. The involved members agreed to solve the problem by giving the reward for the most active students and the best group.
5. The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research finding with collaborators and some students of English Education Department of UNY. The members of the discussion gave their opinion and their criticisms about the research report. Most of them were also research practitioners who gave their opinion about the research report.

By considering the situation and condition in the field, all criteria of validity above were chosen to reflect the truth, the reality and crucial matters of

the research. They were the democratic, the outcome, the process, catalytic and dialogic validity.

To obtain trustworthiness, a triangulation technique was used. Burns (1999:164) proposes four forms of triangulations, but in this research, only two forms of triangulation were used. They are time triangulation and investigator triangulation.

1) Time Triangulation

The data would be collected at one point in time or in over period of time to get a set sense of what are involved in the process. In this study, the data were collected from October 2014. During that period of time, this research was conducted in using Comic strips to improve students' learning process in writing.

2) Investigator triangulation

More than one observer was involved in the same research setting to avoid the observer being biased and to provide checks on the reliability of the observations. In this study, there were two observers in this study, i.e. the English teacher as collaborator.

## **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

This chapter presents important matters concerning research findings and discussion. These are presented in three headings they are research procedure and findings, the implementation of the actions and discussion.

### **A. Research Procedure and Findings**

This action research was conducted in two cycles. There were some steps in the research. They were the reconnaissance step, planning, action and observation (implementation), and reflection. In the reconnaissance step, the problems that occurred in the teaching and learning process were observed and identified. The second step was planning. After the problems had been identified, and some plans to be implemented were decided. During the implementation, the teaching and learning processes were observed. Finally, in the reflection stage, they worked together, discussed, and reflected the actions which had been implemented. The effective and ineffective actions were identified here, therefore the better plans could be designed for the next cycle.

#### **1. Reconnaissance**

Initial fact-finding was the first step in conducting action research. To identify the field problems, some class observations, interviews with the English teacher and the students, and discussions with the English teacher as the collaborator were conducted. The observations were conducted in two meetings, August 9<sup>th</sup> and

30<sup>th</sup> 2014. The English teacher of VIII B was interviewed on August 9<sup>th</sup> and for the students of VIII B on August 30<sup>th</sup> 2014.

**a. Identification of the Field Problems**

To identify the field problems of the English teaching and learning process in Grade VIII B class, the data were gathered through class observations, interviews, and discussions. The class observations were done in a meeting. After conducted some observations in the class, some students were interviewed and then discussed the problem with the English teacher. Based on the observations, interviews and discussions, some problems that occurred in the English teaching and learning process were identified. The field problems occurred during the teaching and learning process can be seen in Table 5.

**Table 2: The Field Problems Concerning the English Teaching and Learning Process in Grade VIII B of SMP N 2 Padangan**

No	Problems	Code
1.	Some students were not participated in the teaching and learning process.	Std
2.	The students tended to be silent when the teacher asked them.	Std
3.	Some students were passive and easily got bored in reading and writing activity.	Std
4.	Some students did not pay attention to the lesson.	Std
5.	The students found difficulties in understanding the meaning of words.	Std
6.	Some students were not involved in doing the assignment.	Std
7.	Some students did not understand the teacher's explanation when she spoke in English because they did not know the meaning of English words and sentences.	Std
8.	The use of interesting media was limited in the teaching and learning process.	Me

(continued...)

(continued)

No	Problems	Code
9	The materials were taken from textbook and LKS sometimes were monotonous.	Ma
10.	The teaching method used in writing activity was not interesting.	Mt
11.	The English teaching and learning process was teacher-centered.	A
12.	The activities were boring.	A

Note:

S : students                      Mt : method  
T : teacher                        Ma : material  
Me : media                         A : activities

#### **b. Weighing the Problems based on the Urgency Level**

After identifying the field problems, the aspects that have to be repaired was considered. As stated in the first chapter, it only focused on the students' learning process and the media in writing. As the result, problems that related to those were limited and selected. Based on the discussion there are six categories of the main problem that most significant and related to this research.

**Table 3: The Field Problems based on the Significance Level**

No	Problems	Code
1.	Some students were not participated in the teaching and learning process.	St
2.	Some students were not involved in doing the assignment.	St
3.	The teacher rarely grouped the students in order to build up discussion.	Tch
4.	The teaching method used in writing activity was not interesting.	Mtr
5.	The English teaching and learning process was teacher-centered.	Act
6.	The activities were boring.	Act

**c. Problems Selection based on the Feasibility to Solve**

Because of the limitation of time, fund, and energy, some of the feasible problems to be solved were selected. The problems were as follows.

**Table 4: The Assessment of the Problems based on the Feasibility to Solve the Problems**

<b>No</b>	<b>Problems</b>	<b>Code</b>
1.	The teaching media that were used in writing activity was not interesting.	Mtr
2.	Some students have little participation in every activities and were not involved in doing the assignment.	St
3.	Some students have little practice in writing.	St
4.	The activities were boring.	Act

**d. Pre-requisite Analysis**

After determining the feasible problems needed to be solved, the pre-requisite analysis were done. They selected the feasible problems into prerequisite order. It aimed to find the cause-effect relationship between the problems and the action implemented. They agreed that the teaching minimum usage of media in the teaching and learning process became the major problem influencing other problems. The teacher also mostly has most order students to translate the text or just telling story which was not related to the learning activity.

**e. Determining the Actions to Solve the Field Problems**

Based on the identification of the most important problems that needed to be solved soon, those problems were considered that it was related to the students' interest in writing. Students' interest reflected to their involvement in every learning

activity in the classroom became an important aspect that influences the students' success. Therefore, improving the students' learning process in writing through interesting media and activities was being the main goal.

**Table 5: The Actions to Solve the Field Problems**

No	Actions
1.	Implementing comic strips as the media of teaching-learning process
2.	Giving the handout which contained more task related to the comic strips.
3.	Applying interesting activities based on comic strips
4.	Changing the classroom management

**f. The Relationship between the Field Problems and the Actions**

After the research action plans were designed, the research were linked with the field problem to make the activities based on the problem. So the solution to make problem solving of this research plan will be stated below.

**Table 6: The Relationship between the Field Problems and the Actions**

No	Problems	Actions
1.	The teaching media used in writing activity were not interesting.	Implementing comic strips as the media of teaching-learning process.
2.	Students' writing practice is very little.	Giving handout which contained more task related to the comic strips.

3.	Some students have little participation in every activity and were not involved in doing the assignment.	Applying interesting activity related to the comic strips and changing the classroom management to put the students in groups.
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To solve the first and second problems, comic strips were implemented and the handout were distributed. The activities in using the comic strips were interesting for students at all. They dealt with so many kinds of comic that made they seem interested and combined with the teacher explanation during the lesson.

Inside the comic strips activity were various and interesting. There were class presentations and team grouping. By combining the whole aspects, the English teaching and learning process would be better. Besides, the interesting activities were used to make the teaching and learning process more attractive for the students. In this cycle, the students were given the comic strips as the the input text to their worksheet later. First the students have to consider items that the recount text has. Then the students had to find one which has the items that the recount text has. The students were also provided by some reading comprehension taskbased from the comic they read.

And to solve the third problem, the group work was applied. This helped the students to have self learning and built up discussion. In other words, the students allocated more time and energy to take part in the teaching and learning process. The students were willing to be involved in doing the assignment and concerning the problem in students' participation in classroom activities. The plan to make the

teaching and learning management to be more interesting was used here, such as making group name with superheroes names and giving rewards of the activities they have done.

## **B. Implementation and Discussions**

### **1. The Report of Cycle I**

#### **a. Planning of Cycle I**

Considering the problems identified above, some actions were applied as the effort to solve the problems. The efforts focused on improving students' involvement in writing. These were described as follows:

##### **1) Implementing Comic strips and giving handout**

In this cycle, comic strips were implemented in the handout, and the steps which was contained in this handout was following the steps of the K13 order to improve students' learning process which had an impact to their involvement the participation during the learning process in writing. In the teaching-learning process, there were class presentations. During the class presentations the students must pay careful attention. By doing so, they would do well on the task. After that, they did the worksheets in a group. In the last meeting of the cycle, there was individual task. It was writing their own wonderful holiday in their own words.

##### **2) Applying interesting comic strips activity and the classroom management**

Knowing the result of observations and interviews that some of the students were not interested to join in classroom activities and take part in the teaching and learning process, some actions to be synchronized the Comic Strips with some

interesting activities were planned and changing the classroom management to be more controlled such as making the name of the story in the comic strips and the group they belonged, as the example by the heroes in the Comic. It was important to praise their existence and they will be interested after all and giving rewards in the end of the activity. There would be interesting activity alongside the implementation by group discussion and teamworking.

b. Actions and Observations in Cycle I

The actions were carried out three times, on Friday, October 10, Wednesday, October 15, and Friday, October 17, 2014. The study was aimed to improve students' learning process in writing which was related to their involvement and participation in learning the recount text. In this cycle, the action was implemented and notes were taken on observing the teaching and learning process from beginning until after the class ends.

1) Implementing comic strips and giving handout

The handout was contained comic strips, and they were provided first in the observing step of K13 curriculum, where after done it at the last they have to write their own story of their holiday. It was put it in the beginning of first cycle to make them familiar and to step in the next cycle as the students would deal most with the comic strips activity. Besides, it was a good model as the input text to begin with the new activity based on the comic strips.

In the beginning there was 7 groups which consist of 5 students each where 1 group was about four, due to the class was consisted of 34 students. And in implementing comic strips, some procedures were taken. In the beginning, there was

group division. There would be group consisting of four until five students. There were thirty four students in the class, so there were seven group at all, which six groups with five students and one group with four.

After that, the students were asked to gather with their teammates and to make circle. In this time, they got group names from characters in famous cartoon “*Marvel Avengers*”. each group have identities to help in recognizing the active students and groups. There were the name “Hulk”, “Thor”, “Ironman”, “Captain America”, “Spiderman”, “Antman” and “Hawk-eye” group to make the group to be interesting.

The next activity was class presentation. The students were started into material by using some questions and clues, so the materials were not directly given. Then they were given some choices to be analyzed about the comic strips based on recount text. It aimed at improving students’ self learning and encouraging the students to give their opinion. And it was proven by few students tried to answer the answer the question by clues or just guessed it. But it was only 4 students who seem to be active at the beginning.

In the beginning, most students also did not get the point of *recount text* clearly. Besides that, the explanation was little bit so fast. It is supported by the interview below.

R: Researcher; ET: English teacher

R :.... *Materi yang diajarkan menurut Bapak bagaimana?* (What do you think about the material?)

ET : *sebetulnya recount text itu termasuk text types yang sederhana yang seharusnya bisa dikerjakan siswa dengan mudah, tetapi siswa disini mungkin agak kesulitan untuk mengisi suatu teks recount dengan 5 events minimal ya. Masalahnya karena sering sekali mereka menanyakan “pak habis ini (diisi apa ?/ pak ini kalau begini gimana)” ya sepertinya mereka kurang bisa menuangkan ide mereka dalam kelima events tersebut.*

*Tadi saya perhatikan pas mas memberikan penjelasan tentang komik saya dibelakang liat mereka memperhatikan betul, mungkin dirasa menarik ini memang medianya. (actually the recount text is simple, but the students have the difficulties in giving attention and completing the events, so they have no idea about what they will write then. But it was interesting when you giving the explanation about the comic strips.)*

R : *iya pak terimakasih.* (yes sir.)

(Source: Interview Transcript 17, October 10<sup>th</sup>, 2014, see Appendix 2)

Then the comic strips as the input text was given. There were six panels and the story told about the students who spent their own holiday by playing around in the park and tried to play the skateboard. The students were simply read the comic strips and marking the events based on the comic strips. In this activity some students were giving their attention while the other students did not. So to make sure they got understand or not, they were questioned and repeat the material again.

After the students got some points, the materials were given. The students raised their hand to ask about the material and after make sure that the students were fully understand the first task was ran.

The first task was simply about read and underlining the verb inside the comic strips they read. There were no difficulties after all and the students fully

understand about the instruction and they did the task well, it was proven by when they were given some questions about the verb provided in the text they answer it all. But there were still few students who did not know about the meaning. So the students were ordered to open their dictionary to find the meaning of the words.

After that the students were explained about the grammar used in the recount text. Some of the students understood while the others were not. They still had the difficulties with the irregular verb that has the different form of the V1 and V2 significantly.

The grammatical feature were explained again and giving them the list of the regular and the irregular verb that may be used in some text while the research was conducted. In the couple of minutes in the first meeting, the students were ordered to do the task about the verb form. The task ordered students to make sentences in the past negative form and the past interrogative form, while the positive form was on the present form.

As soon as the students finished doing the task, they were ordered to have a discussion to find the use of the simple past tense and past continuous tense from every source in the shared group, there were 7 groups they belonged to. They continued to the next task provided by him. The students began to raise their hand and give their opinion about the material. At the first time, the students were passive and did not have a word. After the students finished doing the discussion, they submitted their worksheets. Students were asked about the conclusion of what they learned in the class from the beginning until closing. They also drew the conclusion from the material given. At last, the class was ended and the students said goodbye.

The second meeting there were the students who was absent from the class, it was about 2 students. The students began to analyze the text and the orientation, why and how many events happening, who were involved and the time of the story. They were also began to search the difficult words in group without assistance. After that The students dealt with the recount text in re-arranging sentences.

The students were active but it was little, there were few students who sat behind who did not involved and chat each other. So the teacher gave the attention to them and they were given by the repetition of the story and they have to answer it. From few students behind there were 6 students who ask correctly, but some of them also have the willing and the interest to try answering the question. Another presentation about chronological order and the conjunction of the story were also given. The students collecting information from the text and were given clues about that. The students tried to guess and finally some of them known about it. It was about the time conjunction to relating the events to be a coherent chronological order in a story. And to make sure about it the students working the task in group and each students have to provide their answer. There were 4 groups were all the members finished the task in time and 3 group rest has 3-4 students who had their member did not finished the task in time. Then students began with another comic strips task but they must be working individually while they sitting in their group, and the task was about re-arrange the paragraph into a good text. It was provided by the comic strips below the text so the students had the guidance to help them work in group together.

The paragraph was about the nice holiday, and the students have so much questions whe doing this task. There were the unusual places that they never heard

before, because the story told them about someone who had a trip to USA. The students were interested in doing this task and they all have done it in 15 minutes and their work must be submitted.

Finally the time gone then each group has to submit their work, no excuses. The students were given the last task in the second meeting, and the task was the multiple choices with the comic strips above. The students were provided the comic strips to replace the reading passages, beside the comic strips has more space than the reading passage and it must be interesting for them. There were no difficulties for them to solve the task and it has done 5 minutes before the bell rang. Then the time was limited and before the bell rang they were questioned about the conclusion of the meeting.

R: Researcher; S16: Student 16; S17: Student 17; S7: Student 7

R: okay student what we have learned today?

S16: *recount text sir, penghubung kalimat* (recount text sir and conjunction)

S17: *cerita pengalaman selama liburan sir* (holiday story sir)

R: what are the structure of a recount text? Anyone still remember?

S16: *orientation, events sama re-orientation* (orientation, events and re-orientation sir)

R: how many events did exist in the text?

S7: *hmmmm 5 sir.* (five sir)

(Source: interview transcript 06, October 15<sup>th</sup>, 2014, see Appendix 1)

In the last meeting of the cycle the students began to work individually to answer the question in the next task. The task was about the read the comic strips and make the story based on the comic strips. There were some students who confused but they still working and doing by themselves.

After finishing the task the students were in group again to compete in writing their own holiday. Each group had to provide a good holiday story and every group has different ideas of story. And before the time was up the group had to be ready to submit their story and the winner will be announced in the next meeting. The students were start to work they looked so seriously to be the winner, but some students complained. It can be seen by the field notes below. The story of the comic strips was about the nice holiday events and it aimed to attract students due they must have the story of their memorable holiday.

R heard the students complaining about the activity they have done were too much and they felt tired. *“Sir, kok banyak banget to ngerjainnya?, buat PR aja gimana pak?”* R answered it was the last task they would have for this meeting.

Source:/Field Note 6/October 15<sup>th</sup>, 2014/ See Appendix 1

But there were 3 groups behind that were very clumsy. So each member was ordered to be serious. In the assessment of this activity ordered to the leader to make every member give their idea to be written in the story so there were no students who did not giving their ideas. And notes were taken by the collaborator to mark for those who were active.

And in the last, the winner will be announced in the next meeting. The students had one last task of this first cycle and the task was to write their own memorable holiday events during their lifetime and they do it individually. But due to the time was limit, the students will made the task as the homework and will be

collected later. And there were the students' responses in various words about the classroom activity.

R: okay students because the time is limit so we have to finish this meeting now, and the winner will be announced in the next meeting so be patient okay

S1: *lho pak kenapa ga sekarang aja? Jam nya bu Neta (Art Teacher) di pake aja pak, Cuma pelajaran kesenian kok pak* (why not now? Just use the mrs. Neta time sir. It's just art course)

S3: *sekarang aja pak penasaran ini lho* (make it now sir, we are curious sir)

S4: *besuk aja pak biar seru* (keep in schedule sir)

S5: *sekarang aja pak biar dapet hadiah sekarang biar ga usah jajan lagi* (make it now and we are not going to buy snacks)

(Source: Field notes 7, October 17<sup>th</sup>, 2014, see Appendix 2)

The individual improvement was calculated as soon as possible. The improvement were marked from each student, beside it was collected from the interview. The improvement was based on the students' cooperation in the classroom activity, teamwork and involvement.

## 2) Applying interesting activity

There was an interesting activity of the comic strips as put into the section of the 1st cycle. Students were asked to write the recount text in a group. The best group will have the present. The rule of the activity was

- a) Each group have to write the recount text about holidays.
- b) There were 7 different categories that was chosen by the students through lottery before the activities begin. Those are : Playing, Sport, cooking, activity at home, shopping in the market, studying and helping parents
- c) The story which do not related to the theme they had will be disqualified.
- d) Every group members give their idea at least one event.
- e) The story at least consist of 5 events.
- f) The winner will be announced in the next meeting

Each group were asked simply to write their own funny or memorable experience. First they were explained the rule above and they had questions about the rule, after that the students start to working in a group. For the best and proper story will be get a present for two best stories. The students were enthusiast about the present.

In the first meeting, the students were divided into small group. Each group consisted of four to five students with different gender and achievement. To gain students' involvement, the group names were created by using famous cartoon names. some characters in "*Marvell Avengers.*" were used here. One student from each group was ordered to take lottery consisting of group name. The students who had already got the name directly came to their group. There was also a student smiling at her group because she got character whom she liked. It is described in the field note below.

Some of the students who have got group names are smiling directly. "*yes grup ku dapet ironman*", said one of the students. Another students were aslo commenting on result of the lottery, "*Pak boleh ganti nama grup apa nggak? Hulk kan gembrot*". Some students are laughing because of that. (Source: Field Note 5, October 10<sup>th</sup>, 2014, see Appendix 1)

This activity was the beginning to introduce the students to the teaching and learning process. They could have something familiar with them so it made them thought that the activity will be about the superhero they had. This statement was supported by the teacher's opinion.

R: Researcher; ET: English teacher

ET : .... *Sebagian siswa ,memang susah untuk dikondisikan. Tapi dengan memberikan nama grup seperti tokoh tokoh tadi juga menarik perhatian siswa sehingga mereka bisa tertarik dan penasaran.*

(Source: Interview Transcript 12, October 10<sup>th</sup>, 2014, see Appendix 2)

To engage students' interest, they were promised by a reward of the games competition that will be held in the next meeting. But the students had no information about the games they will play later. It was expected that the students would be more interested in learning English because they would feel that they got rewards in doing the task successfully. This plan was implemented by *saying good, that's right, great, awesome and good job* when they tried to answer the questions or did anything they were asked to do.

The reward will be given in the first meeting of second cycle. There will be the group achievement to consider the best team to win the reward. For one who most correctly fulfil the requirement of the competition and succesful they will get the reward.

The one who win may be the happiest group because they accepted the present happily. The present was the snacks and stationery. But, there were students who were disappointed. They were sad because they got no rewards. One of them felt that he did a good work but she got no rewards. The statement was shown in the following quotation.

R: Researcher; S3: Student 3

- R : *Tadi dapat hadiah gak Dek?* (Do you get the reward?)  
 S3 : *ngga mr. Td padahal udh buat cerita semenarik mungkin tapi juga ga menang. (no sir, I thought I'll win but my interesting story didn't.)*  
 R : *Hehe, bagus bener ga? Berarti pertemuan besok harus lebih baik lagi ya. (Hehe, was it? So you have to be more active in the next meeting.)*  
 S3 : *InsyaAllah Mr. Perlu kerja keras lagi ini mikirnya. (InsyaAllah Mr. I think we need more teamwork to think.)*
- R : *Iya Dek, hasilnya kan tergantung sama kerjasama kelompok makanya yang kompak ya,. Sebisa mungkin kalian memberikan ide dan saran sebagai masukan biar dapet cerita yang bagus, oke. (You're right, score from each student is very influential to the success of a team. It's better for you to have more teamwork to be better.)*  
 S3 : *Padahal aku ngerasa dah menang tapi kok belum menang ya, hedeh. (I believe that I've already won indeed. But, I was not.)*  
 (Source: Interview Transcript 9, October 22<sup>nd</sup>, 2014, see Appendix 2)

To support the qualitative data, the interview was conducted to decide the amount of students who had the improvement after the implementation. The interview can be seen below.

R: Researcher; S31: Student 31

- R : *"udah selese belum ngerjainnnya?"*(have you done it?)  
 S31 : *"Udah mas.."*(yes of course)  
 R : *"gimana nulis recount text dibantu pake komik gini suka ga?"*(do you like to write with using the comic strips?)  
 S31 : *"iya suka mas, bantu banget."*(yes I like, it help me so much)  
 R : *"bantunya gimana?"*(how does it help)  
 S7 : *"jadi ga susah-susah amat."*(it was being not difficult at all)  
 R : *"Emang biasanya susah?"*(was it difficult before?)  
 S31 : *" banget mas"*(very difficult)  
 R : *"gitu ya, makasih dek."*(I see, thanks all)  
 S31 : *"Iya mas. Sama-sama"*(you're welcome)  
 (Source: Interview Transcript 10, October 17<sup>th</sup>, 2014, see Appendix 2)

### c. Reflection of Cycle I

After implementing the actions, the actions were evaluated and reflected the actions and found out whether the action was successful or unsuccessful. The

discussion was done based on the observations in the teaching and learning process, opinions from the students and the teacher. All opinions were collected as the result of the discussion in reflecting the actions that had been implemented in Cycle I.

#### 1) Implementing Comic strips and giving handout

The implementation of using comic strips and handout to improve the students learning process was not completely effective due to the improvement of the students they achieved and the students condition after the first cycle was applied. The activity of the comic strips provided them with so many opportunities to get involved in the teaching-learning process. Some activity they could enjoy to make them seem to be interested in facing the recount text.

However, there were still few students who had low involvement. They have chat with their friends. They did not pay attention to the instruction and explanation given. Even, some of them disturbed other groups. It was proven by the moment when they caught in chatting and joked with their teammates.

R caught 2 teammates were doing chat, then they asked about what they were talking about. They were joking each other about their friend and laughed each other. They were questioned about the recount text and the conjunction exist in the recount text. Some of them known while a students did not. They ordered to be silent later or they will be in front of the class to write the recount text by themselves. Finally they could be quiet.  
Source : Field Note 5, October 22<sup>th</sup>, 2014. see appendix 1

Then, there were passive students in some groups. They only listened to their friends' explanation then copied the tasks. The other problem was related to the classroom management. It was difficult to control students' movement in the classroom. They liked running and speaking loudly when they did the assignments. Therefore, their movement had to be controlled more in the next cycle.

## 2) Applying interesting activity

Put the students in a group and join to the activity that required teamworking really made them involved in the learning process. Almost all of students in every group put their ideas to complete the text and compete to be a winner of the best story maker.

In addition, the students got both knowledge and pleasure from making the recount text about the holiday. They had the learning process without pressure so they did it sincerely. It is supported by the student's statement below.

R: Researcher; S23: Student 23

R : *suka gak sama game nya tadi?* (Do you like the activity today?)

S23 : *Suka suka.* (I like it sir.)

R : *Kenapa emangnya?* (Why do you like it?)

S23 : *Kita bisa kerja kelompok biar gak sepaneng. Jadi tu gak yang membaca teks, terus ngerjain soal aja.* (yes sir it make us enjoy the activity in the classroom, so we are not only dealt with task)

(Source: Interview Transcript 11, October 17<sup>th</sup>, 2014, see Appendix 2)

Although the activity was effectively done, there was still the weakness that make the activity didn't meet the expectation. It was consuming so much time and took another task time to fulfil the game activity. The teacher also said that this activity was rather time consuming. With the limited time given, the opportunity to give more examples in giving enough input text and the time for providing the grammar usage in the recount text was very little and limited. So students might have the difficulties in using the grammar use in their text. And they might be difficult to decide the vocabularies they would use in their recount text.

#### d. Summary of Cycle I

From the implementation of the actions in Cycle I, there were some actions that were effective and ineffective. The descriptions of the effective and ineffective actions were as follows.

- 1) The use of comic strips to improve students' learning process especially in the involvement in writing was successful but still in low scale, due to the students participation which still little and it was resulting the little improvement. It had improvement before comic strips were implemented, although it only covered of students' learning process it was not enough for the significant improvement to say that this research is completely success. However, few students were still passive in the teaching and learning process. They joked and chatted with their friends. And providing the handout for the students was effective to make students have more practice and doing the exercises. But the handout was also need the improvement in terms of the various task and exercises to make the students have more practice in the next cycle.
- 2) The actions by using the comic strips to attract their interest, besides it also gave the big picture of the story was effectively used for making the students open their mind about the story in general. Making the well and warm classroom situation in the first cycle was one of the strategy before implementing the comic strips in a great scale. And it made them felt involved to the learning process as they had the monotonous activity before. But the level of noise was still high and needed some improvement in the next cycle.

## 2. The Report of Cycle II

The strategic actions in the implementation of Cycle II were not much different from the strategic actions in the implementation of Cycle I. The descriptions of the stages in Cycle II were described below.

### a. Planning of Cycle II

Based on the findings of Cycle I, some aspects that needed to be improved were found. In solving the problem, similar strategic actions in Cycle I was still used to be implemented in Cycle II. Those strategic actions were implementing comic strips, applying interesting activity and changing classroom management. However, there were some differences in the team group activities, the differences were believed to make the better improvement in the students' learning process. It will be making different seating arrangement, and applying *hide and find* activity based on the comic strips. These were the description of the actions implemented in Cycle II.

#### 1) Implementing comic strips and giving handout

There were no differences in implementing the comic strips and handout distribution in the teaching-learning process. The handout were used to improve students practice opportunity and the comic strips were used as the model and task to show students' performance. But the addition were added to make the learning process and students enthusiasm better than before.

In the second cycle students were introduced to another theme of comic strips. The students did the individual task after the comic strips was given. The individual task for the students was expected to raise students' involvement after they did the teamwork most in the first cycle.

The different seating arrangement in the reading comprehension task was also made. These actions were expected to minimize students work together with their desk-mates. And in the last meeting, there was an individual task in the form of writing like the students did in the first cycle

## 2) Applying interesting activity based on the comic strips

The implementation of the interesting activities were repaired to have the better activity for the students that improve their participation more significant. In the first cycle the students got involved so many but there few students that still uninvolved due to the low attention that they had. In this second cycle the activity was set to meet the students need as the attention taker.

In this game the group got scabbled comic strips panels and they have their own title. The title was different for each group so they have to find the suitable comic strips panels which placed on the other group. There are seven group and two group will be the first, followed by other two groups and so on. The time in finding the suitable panels were limited it was about 4 minutes in each two group. So the students had enough time to think in the panels that suitable for the title before they went around.

### b. Actions and Observations in Cycle II

The actions were carried out three times, on Wednesday, October 22, friday, October 24, and Wednesday October 29, 2014. The genre of the text was *recount text*. The descriptions of the implementations were as follow.

### 1) Implementing the comic strips and giving handout

In the first meeting of first cycle the winner of the previous activity was announced, and the winner was group Hulk with the holiday in the tawangmangu. Their story of holiday was very funny, it was about Aldi went to the tawangmangu and with their friends but in their way they had some terrible moments that was very ridiculous. They were bitten by monkeys and they stole their snacks on the road. The recount text was perfect and have accomplished the requirement of the competition.

The Hulk group was being the winner and they were very happy to take the present from. The teacher told them not to be arrogant and other group not to be anarchy following this result.

To refresh the situation, the students were sitting in their desk-mates and for groupwork they still placed on the previous group, there were no difference in grouping for the next cycle. It aimed to make the time efficient and they retained the chemistry with previous group. Some students were enjoyed to stay in previous group. It can be seen from the field note below.

There were several students who feel comfortable with the arrangement. Then they asked to move directly, *“ayo segera pindah ke group masing-masing, kaya kemarin ya, nanti jam pelajaran keburu habis”* (Let's make a group with your own group, the time is limited).

(Source: Field Note 8, October 22<sup>nd</sup>, 2014, see Appendix 1)

To refresh the situation the students were questioned to recall the types of recount text they have remembered. There were many students who still remember well while some students did not. Then simple explanation to make sure they totally understood about the materials were given, in order to give students opportunity to ask about the presentation they heard. And there were about 3 students asked him to

be detailed and give another example. After giving the all presentation other task were given. The students worked individually and after students finished working there will be the class discussion about the task. The class discussion was about the answer of the students' worksheet and followed by another task. In the next task the students doing the same type of the task in the first cycle. The students began to analyze the text and provided the answer orally by stating the orientation, why and how many events happening, who were involved and the time of the story. The comic strips were different from the first cycle to ensure the students get so much example of the recount text model based on the comic strips. There were so many students did the task well and almost all did the well job. The class participation and enthusiasm about 30 students while the 4 students rest were still like to permit to the lavatory or just have a little chat with his team group.

Then the explanation were given to led into the final conclusion. The students didn't have difficulties to get the material. They enjoyed the teaching and learning process. They were involved in answering questions and giving their opinion. The description could be seen below.

Researcher tried to recall the students memories by asking students to give examples of simple past tense verb and they mention them loudly and enthusiastically, "*went, decided, took, looked*". Then, the researcher asks them to give examples of stating the re-orientation of the recount text. And a students shouted "*that is a great experience.*"

The researcher give praise and giving correction of the wrong auxiliary

(Source: Field Note 8, October 22<sup>nd</sup>, 2014, see Appendix 1)

During the explanation, students asked questions when they had not known yet. The teacher as collaborator also tried to give some questions to groups randomly. The students were chosen randomly and the teacher make sure that in this 2 cycle all of their students were questioned and they will be able to participate in the learning process.

After finishing the material, the multiple choice worksheets were given to the students. But the time was limited and it there was still 5 minutes to end the class. The conclusion and feedback were given to the students and ordered to make the last task being homework. After giving conclusion and feedback the class was ended.

In the second meeting after the class was opened, the students began the meeting by sitting in their group. Then they were asked about the homework they had and their worksheet were submitted in front of the class. The result shows that all of the students did their homework and they did it well. They were appreciated of their work and informed that there will be a game that had an award that similar in the first cycle. They were interested and ready to start the class.

As the next activity, the comic strips were given as the example for the students. They began with analyze the panels and its pictures then they tell how the story happened. Some groups had almost the same opinion about the story and there two groups in different view. After that the story was given in the whiteboard and followed by students' right opinion.

The students were given the task again, and the task was about giving the conjunction and sequence of events. The students were given the Comic strips and they must fill the blank conjunctions with the available choices. After they done with the conjunctions, they dealt with the paraphrasing the events of the story above. They also told about how was something happen, who were included and the place.

Then the next activity was delivered to them, and they put into the group activity. There were some cutted random panels of comic which had the title above. They were in group to re-assemble the panels of comic in right arrangement. They worked in group and they seem to be curious about the right arrangement. Sometimes they asked another group to have the right arrangement, they were warned to stay in their group to discuss and tried to solve the problem in their group. In this group activity there were some students in different group who were passive and only listen to their leader. It was about 3 students they were questioned why they did not give the opinion to the group. It could be seen through the conversation below.

R: *kamu kok diem aja kenapa? galau ya?* (why are you so silent? You feel complicated)

S: *nggak pak bingung ini, urutannya gimana pak?* (I' confuse to find the order)

R: *lha kalo menurut kamu gimana? Trus kalo kamu punya ide tentang urutannya ya di share sama kelompokmu.* (it based on your understanding and if you find it just share it to your group-mates)

S: *iya pak sebentar.*(okay sir, a minute)

(Source: Field Note 9, October 24<sup>th</sup>, 2014, see Appendix 1)

As soon as the students finished doing the group task and they were asked about the right arrangement of the panel. All of group did well and all of their work was correct. Then it was followed by the games that was promised and in the game students were under control as the students followed the instruction and can collaborate in a group without any problem when game was begun. The students involvement in this activity was high due to all students join the group and did their best in give their opinion and ideas to finish the game.

Worksheets were given to each student. They are asked to do the task individually. Several students were complaining about the task, because they think the task were too much and difficult “*pak kok soalnya terus terusan? Banyak lagi*”

(Source: Field Note 9, October 24<sup>th</sup>, 2014, see Appendix 1)

In the last meeting of the cycle, the students were informed about the winner of the games. It was the *Captain America* group as the winner. And after students celebrating their winning they were ordered to be focus on the next activity. The students were having the task like they done in the first cycle. The task was re-arranging the sentences into a good paragraph. The students were getting usual to this task because they did it well in the first cycle. The passage was provided by comic strips and they have to re- arrange it based to the story in the comic strips. The students finished the task and the answer was discussed together in front of the class. In this day there were two students who absent, and it made the little problem about the implementation.

The last task was writing about their unforgettable experience. While doing the students did not sit with their desk-mates. It was to avoid cheating with their team-mates. Therefore they were swapped to the other place. The teacher supported this action. The interview below describes teacher's opinion.

R: Researcher; ET: English teacher

R : *gimana pendapat bapak tentang task terakhir yang sudah saya berikan tadi? (What is your opinion about the task?)*

ET : *Saya rasa di proses pembelajaran di Cycle kedua ini sudah berhasil.saya lihat siswa sudah tidak banyak ngobrol dan mereka juga terlihat lebih aktif mengerjakan. Saya juga setuju mas tadi memberikan hadiah pada mereka, hal ini jadi memotivasi mereka (I think the Cycle II is quite success. The students were more active and they did not have talk to much. I agree with the gift you gave to them.)*

R : *iya pak, tempat duduknya juga saya sudah bedakan dan pisahkan sama teman sebangku. (That's true Sir, I rearranged their seating arrangement. If they still had sat with their normal desk-mates, the chance for working together would have been higher.*

ET : *ya saya sependapat mas. Kali ini mereka terlihat lebih anteng (I agree with you. They are quieter and calmer when doing the task.)*

(Source: Interview Transcript 19, october 29<sup>th</sup>, 2014, see Appendix 2)

## 2) Applying interesting activity

The provided activity was the hide and find games. Through this activity the students was expected to have a good teamworks and share their thought to help their group to be the winner. As the activity required much time and teamwork to make the students get interested of this activity that related to the comic strips.

The interesting activity was applied for accompanying the comic strips, that was a hide and find games where the activity can grab the students' attention to improve their participation. It only took one meeting to be finished. Furthermore, this game could build up competition among groups.

This activity had some rules that students must pay attention to this. They would do the game after the explanation. After they paid attention and understood, they directly do the activity.

The rules of the games were:

1. Every group has their own title and the randomly given panels
2. Each groups search the panels that appropriate to their title.
3. In searching the panels all of group members are going around in every group.
4. Every group only have 5 minutes in searching.
5. All of panels that not related to each title must be kept until the other group search it.
6. Those who cheat will be disqualified.

Those were the rule of the game which was delivered to the students before the game begun. To make sure they understand about the rules, an example of the game by taking two groups was given as the model. And after they practice it there were no questions of the students. It meant that the students understood.

The students began the games by doing the lottery to consider which team go first. Then after the lottery the Thor group were the first and Hulk group were the last group. In the beginning of the game the Thor group was still confuse because they did it first. But the little assistance made them enjoy the game after all. In this game the Iron Man group were making disturbance by doing cheat to hide the card for another group. Then the Captain America group couldn't find the panels. So the Iron Man group were punished ad their point was decreased and they seem so upset. They were also interested to work harder and struggling in their chance to collect the appropriate panels.

And until the time was up the last group that was Hulk Group were quite enjoy to find the panels due to the rest of the panels were still little, but other panels was inappropriate, it was to make the last group not so easy in doing the game. So it did not mean that they were the winner. Finally the game was over and they were given by feedback of today's meeting. Then the students were informed that next meeting would be the last meeting of this activity and the research. There were various comments of the students and they seem to be upset.

The challenging and fun atmosphere were given like in the first cycle, and the students were expected to have the higher involvement than they did in the first cycle. The hide and find games was given as the attraction to distract students boredom and their chat with their friends.

The students' participation was expected to be higher than before as their willing to collaborate with their friend in doing the games was very high.

#### c. Reflection of Cycle II

The implementation was discussed with the collaborator to have reflection about the actions. The reflections in Cycle II were described as follow.

##### 1) Implementing Comic strips and giving handout

The implementation of using Comic strips in Cycle II was successful. The students were more involved in the teaching and learning process because I gave more controlled game in the second meeting. It also minimized noisiness in the class.

Moreover, they became more active than the previous cycle when giving opinion and answering questions. I do not need to request or remind them to be active. This interview transcript can reflect students' feeling.

R: Researcher; S1: Student 1; S26: Student 26

R : *Kalian kok lebih aktif ya sekarang.* (You are more active now, aren't you?)

S1 : *Iya pak. Sekarang saya jadi terbiasa pas jawab pertanyaan.* (Yes, Sir. I feel more confident when answering questions.)

S26 : *soalnya asik mas, gambarnya lucu e* (it was interesting, and it has the funny pictures sir)

(Source: Interview Transcript 17, October 29<sup>th</sup>, 2014, see Appendix 2)

In addition, the class atmosphere became quieter so they could do the learning process better. It could be seen from their writing task, where they have improvement in combining the words into a paragraph.

## 2) Applying interesting activity

Generally, the implementation of hide and find game was successful. It was more effective and more efficient rather than the game that provided in the first cycle. The students also competed with other groups. Most of the students really enjoyed the game. It is indicated in the interview and field note below.

R: Researcher; S4: Student 4

R : “Halo Frido.”

S4 : “Ada apa mas?”

R : “Gimana perasaanmu dikasih hadiah pas game kemaren?”

S : “Seneng Mas. Jadi termotivasi. Tadi kelompokku banyak banget hadiahnya.”

R : “bagus deh, semangat terus ya

S4 : “masih ada game lagi apa ngga mas?”

R : “Oh ya ga ada, ini kan pertemuan terakhir sama saya.”

S4 : “yaaahhh, yaudah deh mas.”

(Source: Interview Transcript 14, October 29<sup>th</sup>, 2014, see Appendix 2)

Furthermore, the material could be delivered easily. The students enjoyed the game at all and they fully understood about the material. All of students were actively involved and collaborate each other in each group, they seem to be enjoyed

the game due to the reward that will be given. It was found that the students enjoyed activity which was fun and competitive like *hide and find*. Students were more participated well in learning the material.

Moreover, the implementation of giving rewards was effective in improving the learning process. They became more active when they praised by some good comments. In addition, the students who could not get rewards from the competitions were also happy. It was because I gave present to each student of the winning group. They really liked it. It can be seen from the interview below.

R: Researcher; S27: Student 27; S5: Student 5

R : *Suka ga sama hadiahnya?* (Do you like the gift?)

S27 : *suka pak, bisa dibagi-bagi sama temen.* (Yes, I like it. It can be shared to another.)

S5 : *wah tapi saya ga menang pak, ada game lagi pak?* (is there another game sir? I don't win today.)

R : *He, ya nggak ada to, Cuma 2 ini. Nggak menang tapi kan sudah berpartisipasi.* (He, alhamdulillah. You do not win the game but you have participated.)

(Source: Field Note 15, October 29<sup>th</sup>, 2014, see Appendix 1)

#### d. Summary of Cycle II

Based on the reflection above, the implementation of Comic Strips and its accompanying actions in Cycle II were successful. The summary of the implementation of those actions were as follows.

- 1) The use of comic strips to improve students' learning process and involvement especially in writing was effective. They could solve the problem especially in writing the recount text by the feature the comic strips had. The comic strips activity in the classroom also encouraged students enthusiasm as they seem to see

and read the manga comic as the questionnaire answers did. The students' activities in the class were so many and they have so many improvement in team-working, willing to work, classroom participation, paying attention to the material given. However, few students were still passive, joked and chatted with their friends were decreased. The implementation of comic strips activities were successfully done and make them enthusiast and involved in every activities. The group, teamwork and togetherness atmosphere in the activity was one of the important factor that help the students improvement to be better. In addition, the activity was more effective and more efficient. The material was delivered easily in sufficient time.

- 2) The actions by providing the classroom activity with some interesting activity and material by using comic strips were effectively done. The students show their effort in following the learning process due to the improvement of their involvement in learning process.

Regarding the finding of Cycle II that all actions were successful in improving the students' involvement especially in reading and the objectives of the research were achieved, therefore this research agreed to be ended in this cycle.

### **C. Discussion**

This subchapter presents the research findings of all actions that had been done in the research. The findings could be inferred from the observation of the teaching and learning process, interviews with the students and interviews with the English teacher. As stated before, the research aimed at improving students' learning

process especially in terms of interest and the participation while they learning writing recount text in students of VIII B in SMP N 2 Padangan through comic strips.

In the first cycle, the main action was implementing comic strips in the last steps of 1 cycle. It was successful to make students understand and help them find the big picture of the recount text story. They also make the discussion with their friends to make sure they were in line with their friends in finding the main story. They were not only doing best for them selves but also helping their friends understand. Besides, the use of interesting activity was effective in arousing students' creativity and avoiding boredom.

However, there were some problems which occurred in implementing the actions related to classroom management, students' participation of those who was absent and time management. Therefore, to solve those problems in Cycle 2 the students' involvement must be improved effectively.

The following table are comparison between actions in Cycle I and Cycle II.

**Table 7: The Comparison of the Actions in Cycle I and Cycle II**

<b>Cycle I</b>	<b>Cycle II</b>
Giving the comic strips to make the students enthusiastic	Giving the Comic strips with more addition and some interesting tasks related to the Comic Strips.
Applying the activities that requires teamwork but it less controlled.	Applying the activities which requires teamwork with some rules with influence in achievement point for each group.
Giving handout to make students practice and deal with the Comic strips materials.	Giving handout to make students practice and deal with the Comic strips materials and giving the additional task that more interesting for students to make them participated more in the

	classroom activities.
The students put in their own seat with their partner.	The students have the different seating arrangement in doing the task.

Then, the table below showed the research findings. It described changes occurring in the teaching and learning process from the pre-action, Cycle I, and Cycle II.

**Table 8: The Result of the Action Research Study**

No	Pre-Condition	Cycle 1	Cycle 2
1.	The teaching media used in reading and writing activity was not interesting.	The teaching method became interesting. However, there was noise during the teaching and learning process.	The teaching method became interesting. There was less noise because the researcher added some individual task in each meeting.
2.	Some students having little participation in every activities and were not involved in doing the assignment.	The students were involved in the teaching and learning process. However, some students were passive. They do not pay attention to the teacher.	Most of the students were involved in the teaching and learning process.
3.	Students' writing practice was very little	The students have more writing practice due handout was helpful and provide some tasks integrated to the comic strips.	Most of the students have more writing practice and it was useful for students' improvement.

Before the implementation of the actions, the teaching and learning process was less interesting and so noisy. The activities did not interesting to the students to be actively take part in the teaching and learning process.

After the actions were implemented, the teaching-learning process became more interesting and more enjoyable. The students were actively involved during the teaching-learning process. They also tried to learn the material autonomously. In a group, they helped each others to reach group goal. Each individual had contribution to the success of a group so that they paid attention from the beginning till the end of the teaching and learning process. They also did the tasks seriously.

Besides, the use of interesting activity of the comic strips especially in the second cycle gave them interesting and enjoyable activity that they never had before. The activities made them interested due to there are no students asked to go to the toilet or just joked each other. They were happy with the rewards given as well. They had more spirit to work harder after receiving the rewards.

Moreover, the students' participation in writing recount text improved after the implementation of the actions. It could be seen from the students' reading score. There was an improvement from Cycle I to Cycle II where the improvement were based on the criteria of effective writing process. Statistically, the improvement is shown in table below.

**Table 9: The Result of the Students' improvement in learning process**

Data	Before the Actions		After the Actions			
	Quantity	Procentage	Cycle I	Procentage	Cycle II	Procentage
Students actively gave questions	9	26%	18	53%	28	82.3%
Students followed and involved into the learning process well	7	20.5%	22	64.7%	29	85%

Students did their homework	19	55.8%	25	73.5%	31	91%
Students complained about the activity	-	-	3		1	
Students were interested in doing the task	14	41%	26	76.4%	33	97%
Students worked independently during the individual task.	12	35%	18	53%	24	70%
Students followed the activity without making noise.	13	38%	25	73.5%	30	88%
Mean	36%		65%		85.5%	

Based on the result above, the research team agreed that the implementation of Comic strips were successful to improve students' involvement especially in writing recount text. I and the English teacher agreed to end the research in Cycle II because the objective of the research has been achieved.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter discusses about the conclusion of the research, implication and suggestion for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows.

#### **A. Conclusions**

This research was implemented to the eighth grade students of SMPN 2 Padangan –Bojonegoro started on October, 2014, during the first semester of the academic year of 2014/2015. This study was successful to improve the learning process of writing recount text of the VIII B students at SMPN 2 Padangan by using Comic strips. The research was carried out in two cycles, and it was effective in improving the students' writing learning process. The actions consisted of the use of comic strips as modelling of the input text, tasks combining with the use of activities, such as, games to improve the learning process.

After implementing the two cycles, some effective ways were found in order to improve the writing learning process of the eighth grade students at SMPN 2 Padangan by using comic strips in the academic year of 2014/2015. First, the comic strips could attract students interest in learning the recount text as the input text. The use of comic strips made students better in learning the material and doing their tasks. This way is also effective to make students feel comfortable in gathering their ideas due to the simple and understandable comic strips.

Then the students were actively involved in the classroom participation by using comic strips, due to the various activities related to the comic strips that make students able to enjoy it. Besides they also give their comments about the learning activity.

The feedback was given to make them aware of their mistakes then they made the corrections. They were able to make the students more active in joining the group discussion. Some students still mixed the English and Indonesian in the discussion but they followed the activity enthusiastically in the lesson. Therefore, the teaching and learning process became more interactive and communicative. Some students' changes and improvement are presented below.

- a. The first criterion is the improvement of students' interest. Before the implementation the students were not interested in the teaching-learning activity of writing. After the implementation and the use of various activities, the students were interested in following the learning process.
- b. The students follow the steps and instruction in writing. The students were under control and the level of noisiness can be minimized. They were paying attention to the activity in the classroom and they were paying attention in every teacher explanation.
- c. At the first time the students were lazy to do their activity including homework. After implementation of the comic strips and providing the task, they were aware of their responsibility. Students did their task and daily homework well, as if it was their responsibility of their study.

- d. In the beginning of the first cycle the students seem to be not actively involved in every activity in the classroom. And after the second implementation of the comic strips and its feature, the students were actively involved into the teaching and learning process. Students were interested in doing the task and have the willingness to answer the questions and the students were actively gave question and comments during the teaching and learning activity.
- e. The use of handout was useful for students in following the learning process. Students were provided some materials that would be studied and done in the classroom. Students tend to work independently in their individual task and some comments were given to make students involved.

And related to the students' change and improvement above, the steps in implementing the comic strips were presented below

- a. Students were reading the comic strips as the input text of the next activity they would face. The comic strips were in the first task and they simply read about the comic strips as the input of the recount they would have.
- b. The comic strips were done as the students were doing the time conjunction task. The students were given by the time conjunction material and students were giving the conjunction inside the comic strips' bubble text.
- c. The comic strips were given as the reading material for them to have the reading comprehension task. The comic strips feature here could be used

as the reading comprehension task for the students to improve their knowledge about the text and how they write the recount text.

- d. The comic strips were given as the jumbled panels, and the students had to re-arrange the comic strips based on the story of the recount text given.
- e. Comic strips were given as the guidance for the students to write the recount text. Based on the comic strips panels the students started to write the recount text based on their understanding and the their own ideas.

## **B. Implications**

The conclusions have described the use of comic strips that is effective to improve students' learning process. The implications of the research are presented as follows.

1. The implementation of comic strips attracted the students' attention and interest in the teaching and learning process. By using comic strips, the students can make the recount text well. The comic strips made students do their task more interesting and they done it leisurely. They enjoyed the interesting pictures and simple conversations that they could understand well. By the use of media, the learning process better than before and they get interested after all.
2. The group discussions were effective to make the students involved in groups . It helped them to practice their English in the classroom. It gave opportunities for the smarter students to correct their partner if they made

mistakes and made them as the role model of other students in their group.

The mixed ability group which was well arranged could help and encouraged the slow learners in doing the writing tasks.

3. Feedbacks from the teacher or their friends made them aware of mistakes they made writing. After that, the students realized and aware of the mistakes they made and it encouraged them after all.
4. Writing through comic strips helped them to be better in exploring ideas. Since the comic strips is used, the students has a greater idea to make sentences of the recount text. And by bringing the greater ideas to the students they also have the interest to make any sentences without so much difficulties.

### **C. Suggestions**

Some suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusions and implications of this research. They are presented as follows:

1. For the English teacher

The English teacher should prepare various media for the teaching-learning process to avoid students' boredom. It is important for the teacher to maintain students' focuses which play important role in the teaching-learning process. Once students keep their focus they will be interested, and after they get interested to the teaching and learning process they will be better at the class in every classroom activities.

## 2. For the School Institution

The school can apply some efforts to improve the quality of the students' learning process in the writing skill considering the problems that occur in the school, they also could use the comic strips as the media since it provides the relevant, communicative and interesting feature to support the teaching and learning process especially in writing.

## 3. For Other Researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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# APPENDICES

**APPENDIX A**  
**FIELD NOTES**

**FN 01**Date :Friday, 8<sup>th</sup> 2014

R : Researcher

S : Satpam

GP : Guru piket

GBI: Guru Bahasa Inggris

KS: Kepala Sekolah

Place : School

No.	Kegiatan
1.	R datang ke sekolah pukul 10.00 WIB untuk koordinasi dengan GBI.
2.	R kemudian melapor kepada S. R menyampaikan maksud kedatangannya yaitu untuk bertemu dengan GBI. S kemudian meminta R untuk menemui GP. R mengucapkan terima kasih kepada S dan kemudian menemui GP.
3.	GP bertanya maksud kedatangan R, lalu GP menangkap maksud R dan mempersilahkan R menunggu kedatangan GBI di rsekolah.
4.	GBI bertemu dengan R dan berdiskusi tentang jadwal kegiatan belajar dan mengajar, sekaligus bertanya perkembangan pembelajaran siswa kelas 8 selama ini.
5.	GBI dan R mencapai persetujuan tentang kelas yang akan digunakan untuk penelitian dan memberikan jadwal pembelajaran.
6.	R dipersilahkan untuk datang kembali setelah mempersiapkan bahan ajar yang diperlukan.
7.	R meminta izin kepada GBI untuk menemui KS sekaligus untuk berpamitan.
8.	R bertemu dengan KS di ruangnya dan meminta izin. KS mempersilahkan dengan syarat R membuat surat penelitian.
9.	R mengucapkan dan berpamitan kepada KS.

**FN 02**Date : 9<sup>th</sup> 2014

R : Researcher

GBI : Guru Bahasa Inggris

Place : School

No.	Kegiatan
1.	R menemui GBI pukul 10.00 di ruang guru.
2.	R diizinkan GBI untuk masuk ke kelas dan mengamati pembelajaran Bahasa Inggris.
3.	GBI membuka pembelajaran dengan menyapa dan siswa merespons dengan ekspresi “good morning”, sedangkan sebagian siswa lain terlihat

	diam dan kurang bersemangat menjawab salam tersebut.
4.	Setelah itu GBI menuliskan berbagai cara menceritakan deskripsi dari Teman dekat
5.	GBI berkeliling untuk memastikan para siswa mencatat apa yang GBI tulis di papan tulis.
6.	GBI memberi penjelasan berbagai contoh mengenai teks yang sudah ditulis di papan tulis.
7.	Saat GBI sedang menjelaskan, sebagian besar siswa kurang memperhatikan dan lebih banyak berkonsentrasi dengan urusan mereka dan sebagian masih bercanda dengan teman sebangku.
8.	GBI kemudian menarik perhatian siswa dengan menyanyikan lagu yang mempunyai lirik mengajak para siswa untuk berpartisipasi dalam kegiatan belajar mengajar.
9.	Setelah suasana belajar mengajar kembali kondusif, GBI melanjutkan penjelasannya kemudian mem- <i>pronounce</i> -kan ekspresi yang ia tulis kemudian diucapkan ulang oleh para siswa.
10.	GBI memerintahkan siswa secara berpasangan untuk membuat cara untuk menceritakan
11.	Siswa tidak sedikit yang merasa kebingungan dalam membuat teks deskripsi dan tidak sedikit pula yang bertanya kepada GBI tentang kesulitan yang dialami.
12.	GBI memberikan penjelasan tentang pertanyaan yang diajukan oleh siswa.
13.	R membuat tabel data perolehan siswa dalam kegiatan learning process mereka.
14.	R mengamati kegiatan siswa berdasarkan data kategori yang telah R buat
15.	R diminta oleh GBI untuk memperkenalkan diri dan memberikan agenda kepada siswa tentang pengajar yang akan dilaksanakan oleh R
16.	R meyakinkan siswa dengan cara berjanji untuk memberikan <i>reward</i> kepada siswa yang aktif dalam kegiatan belajar mengajar yang akan segera dilaksanakannya.
17.	R membagikan Questionnaire kepada siswa tentang materi komik strips yang akan digunakan dalam kegiatan belajar mengajar
18.	R mengakhiri pertemuan hari ini dengan memimpin siswa untuk berdoa sebelum pulang.
19.	R mengucapkan terimakasih dan salam perpisahan "good bye" kepada siswa.
20.	R keluar kelas dan menemui GBI di ruang guru.
21.	GBI meminta R untuk datang kembali di hari sabtu untuk melakukan observasi kelas.
22.	R berterima kasih kepada GBI dan mengucapkan salam perpisahan.

### FN 03 (Questionnaire)

Date : 9<sup>th</sup> 2014

R : Researcher  
 S : Satpam  
 GBI : Guru Bahasa Inggris  
 Place : School

No.	Kegiatan
1.	R datang ke sekolah pukul 07.00 WIB untuk observasi pertama kelas 8B dan mengumpulkan data dari questionnaire dan interview.
2.	R melapor S dan menyampaikan tujuan kedatangan. S mempersilahkan.
3.	R menemui GBI dan GBI mempersilahkan R untuk masuk ke dalam kelas 8B.
4.	R masuk ke dalam kelas 8B dan memberi sapaan “good morning students, how’re you today?” dan hanya sebagian kecil siswa yang menjawab salam.
5.	R lalu mengulangi salam dan akhirnya dijawab serentak oleh para siswa.
6.	R memperkenalkan diri di depan para siswa dengan bahasa inggris, namun beberapa siswa protes, kemudian R memperkenalkan diri dengan bahasa Indonesia.
7.	R membagikan questionnaire kepada siswa dan menyampaikan tujuan diberikannya questionnaire tersebut.
8.	Saat siswa mengisi data questionnaire tersebut, R beberapa kali melakukan interview terhadap siswa secara acak mengenai pembelajaran writing bersama GBI selma ini.
9.	GBI masuk kelas ketika siswa sedang mengisi questionnaire. GBI memberikan perintah epada siswa agar menjawab pertanyaan questionnaire dengan sungguh-sungguh agar R dapat mengambil data secara valid.
10.	Siswa mengisi questionnaire dan sesekali beberapa siswa bertanya tentang maksud poin questionnaire tersebut.
11.	R dengan sabar membalas satu demi satu pertanyaan siswa dan akhirnya semua poin dalam questionnaire tersebut berhasil dijawab oleh siswa.
12.	R mengucapkan terimakasih kepada para siswa karena telah mengisi questionnaire dan bersedia untuk di-interview.
13.	R mengucapkan salam perpisahan terhadap siswa “good bye” dan serentak siswa menjawab salam R.
14.	R keluar kelas dan menemui GBI di ruang guru. Di dalam ruang guru, GBI mengajak R untuk berdiskusi tentang jadwal melakukan penelitian
15.	R berterimakasih dan berpamitan pulang kepada GBI.

#### Field note 4 (Teacher’s Interview)

Date : August 30<sup>th</sup> 2014

R : Researcher

S : Satpam

GBI : Guru Bahasa Inggris

Place : School lobby

No.	Kegiatan
1.	R datang ke sekolah pada pukul 09.00.
2.	R menemui Satpam untuk menyampaikan tujuan dan meminta izin bertemu GBI.
3.	Satpam meminta R untuk menunggu di lobi sekolah.
4.	GBI menemui R dan mempersilahkan untuk di-interview.
5.	R melakukan interview dengan GBI. (lihat interview transcript).
6.	R berterimakasih kepada GBI karena rela menyisihkan waktunya untuk diinterview.
7.	R pamit dan mengucapkan salam perpisahan kepada GBI.

### Field Note 5 (1<sup>st</sup> meeting of Cycle I)

Date: Friday, October 10<sup>th</sup> 2014

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and VIII B

No.	Kegiatan
1.	R datang ke sekolah pada pukul 07.00.
2.	R menemui Satpam untuk meminta izin bertemu GBI.
3.	Satpam meminta R untuk menunggu di lobi sekolah.
4.	GBI menemui R dan langsung mengizinkan R untuk masuk ke dalam kelas.
5.	R memberikan Observation Checklist dan RPP kepada GBI.
6.	GBI dipersilahkan duduk di kursi belakang untuk mengobservasi jalannya kegiatan belajar mengajar yang akan dilakukan R.
7.	R membuka kelas dengan mengucapkan salam pembuka "assalamu'alaikum wr. Wb" "good morning Students" "how are you today" kepada siswa.
8.	Beberapa siswa merespons kurang kompak.
9.	R mengulang sapaan salamnya kemudian siswa mengulang dengan lebih kompak.
10.	R bersama GBI mulai membagi siswa dalam beberapa kelompok untuk dikondisikan dalam kerja kelompok selanjutnya.
11.	Beberapa siswa senang dengan pembagian nama, sedangkan ada 1 kelompok protes karena nama kelompoknya Hulk " <i>Pak boleh ganti nama grup apa nggak? Hulk kan gembrot</i> ".
12.	R mulai menceritakan tujuan pembelajaran pada pertemuan kali ini.
13.	R membagikan hand-out yang berisi tentang comic strips yang telah disusun oleh R
14.	R memerintahkan siswa untuk mengamati Comic yang telah diberikan

	dan menganalisisnya
15.	R memberikan cerita <i>recount</i> yang berdasarkan pada komik serta pengecohnya yang berupa bentuk <i>text type</i> yang lain
16.	R menstimulasi siswa untuk menanyakan fungsi social, struktur teks, unsur kebahasaan ekspresi yang terdapat pada komik ber genre <i>recount text</i> tersebut
17.	Siswa mengikuti dengan seksama dan bertanya mengenai kesulitan yang mereka dapat ketika membaca <i>Comic strips</i>
18.	R memberikan penjelasan mengenai <i>recount text</i> beserta unsur-unsurnya kepada siswa
19.	Siswa memperhatikan tetapi sebagian siswa gaduh dan beberapa tidak mengerti penjelasan dari guru sehingga guru harus menghampiri dan mengulangi penjelasannya.
20.	Siswa kemudian mencari kata-kata sulit yang terdapat dalam komik yang telah diberikan.
21.	R kemudian memberikan handout tentang penggunaan kata kerja lampau <i>simple present tense</i> dan <i>past continuous tense</i> beserta contoh kalimat yang tertera..
22.	R kemudian menginstruksikan siswa untuk mencari dari berbagai sumber mengenai penggunaan kata kerja bentuk lampau secara berkelompok dan diskusi.
23.	Sebagian siswa nampak antusias dengan apa yang dilakukan oleh R.
24.	Setelah bel berbunyi R mengakhiri dan memberikan feedback serta mengucapkan salam perpisahan kepada siswa “good bye, wassalamu’alaikum wr. Wb”
25.	Siswa menjawabnya dengan “good bye” dan menyalami R.
26.	R keluar kelas dan menemui GBI, R menanyakan bagaimana biasanya bapak mengendalikan siswa yang aktif kinestetik
27.	GBI menjelaskan bahwa mereka sebenarnya punya potensi, namun sifat mereka memang berbeda dengan yang lain, maka harus mengkolaborasikan pengajaran dengan sesuatu yang lebih menarik.
28.	R pun terinspirasi dan berjanji akan memberikan sesuatu yang berbeda pada pertemuan –pertemuan hari ini.
29.	R tetap tinggal disekolah sembari menulis field notes beserta catatan poin pengajaran
30.	R meminta kepada GBI, daftar hadir siswa sekaligus meminta izin untuk pulang.

### Field Note 6 (2<sup>nd</sup> meeting of Cycle I)

Date: Wednesday, October 15<sup>th</sup> 2014

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and VIII B

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.00.
2.	R menunggu masuk jam pelajaran sembari mempersiapkan perangkat pembelajaran.
3.	Pukul 10.00 R menemui GBI di ruang guru dan bersama-sama masuk ke ruang kelas 8B.
4.	R membuka pembelajaran dengan sapaan salam "assalamu'alaikum" good morning everybody", dan kali ini para siswa nampak lebih antusias dengan menjawab sapaan dari guru. "good morning, I'm fine thank you".
5.	R kemudian menanyakan siapa siswa yang tidak hadir "is everybody here?" Siswa merespon dengan bingung serta menjawab "yes sir"
6.	R menceritakan tujuan pembelajaran hari ini dan menceritakan implementasi yang akan didapatkan oleh siswa di kehidupan sehari-hari.
7.	Setelah suasana pembelajaran sudah kondusif, R menginstruksikan siswa untuk segera bergabung dengan kelompok yang telah terbentuk seperti sebelumnya.
8.	R memulai pembelajaran dengan membagikan hand-out yang berisikan pesan teks sederhana kemudian siswa secara berkelompok mengamati teks tersebut dengan seksama.
9.	R menstimulus siswa untuk menanyakan isi recount text, tujuan, fungsi sosial, unsur kebahasaan, dalam teks recount yang terdapat dalam komik.
10.	Siswa kemudian mencari kata-kata sulit yang terdapat dalam komik.
11.	R kemudian memberikan presentasi mengenai penggunaan chronological order beserta conjunction.
12.	Siswa mencatat keterangan mengenai presentasi dan diberi tugas secara berkelompok untuk mengerjakan task yang berhubungan dengan chronological order.
13.	R mengamati beberapa siswa di kelompok belakang yang masih mengobrol. Lalu R memberikan mereka pertanyaan dan menegurnya.
14.	Setelah selesai menyelesaikan task yang diberikan oleh R, siswa mengerjakan task lain yang masih bertema tentang liburan, yaitu membentuk kembali paragraph acak menjadi urut berdasarkan gambar dari panel komik yang tertera.
15.	Ada siswa yang mengeluh tentang banyaknya task yang diberikan "Sir, kok banyak banget to ngerjainnya?, buat PR aja gimana pak?" R menjawab kalau ini yang terakhir buat meeting hari ini.
16.	Setelah sebelumnya R memberi peringatan kepada siswa, mereka kemudian menjadi enggan untuk mengobrol lagi dan mulai mengerjakan dengan serius
17.	Beberapa siswa terlihat bingung mencari kalimat yang benar, lalu R memberikan stimulus mengenai chronological order beserta kata penghubung.
18.	R memberi feedback kepada siswa dengan cara memberikan hand-out

	yang berisi penggunaan kata kerja bentuk kedua/ lampau.
19.	Setelah selesai memberikan feedback mengenai task yang telah dikerjakan R memberikan siswa task yang berupa pilihan ganda.
20.	Siswa terlihat antusias mengerjakan soal pilihan ganda, sedangkan task sebelumnya yang berupa merangkai kalimat menjadi urut, mereka terlihat kurang antusias.
21.	Akhirnya bel akhir pelajaran berbunyi. R segera mengakhiri pelajaran dan memberikan salam, tak lupa juga memberikan feedback tentang apa yang telah dipelajari hari ini.
22.	R mengakhiri pembelajaran dengan mengucapkan terimakasih dan menyampaikan salam “good bye” “Wassalamu’alaikum Wr. Wb.”

### Field Note 7 (3<sup>rd</sup> meeting of Cycle I)

Date: Friday, October 17<sup>th</sup> 2014

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and English Laboratory

No.	Kegiatan
1.	R datang ke sekolah pada pukul 07. 00
2.	R menemui guru piket untuk meminta izin masuk ke sekolah.
3.	R mempersiapkan perangkat pembelajaran.
4.	R membuka pembelajaran dengan salam pembuka “ <i>Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?</i> ” Kemudian para siswa menjawab “ <i>Wa’alaikumsalam Wr. Wb. Good morning. I’m fine.</i> ” Kemudian menanyakan yang tidak hadir “ <i>is everybody here?</i> ” dan mereka menjawab “ <i>yes sir</i> ”
5.	R kemudian membahas soal pilihan ganda secara singkat yang telah mereka kerjakan.
6.	R juga membahas beberapa tulisan essay siswa yang kurang tepat dan menanyakan kepada siswa bagaimana membuat kalimat yang benar.
7.	R kemudian memberikan tugas kepada siswa untuk membuat sebuah kalimat menggunakan kata kerja bentuk past tense.
8.	Beberapa siswa aktif bertanya kepada R soal kosakata dan penulisan yang tepat. GBI menandai dan mencatat nama mereka yang aktif.
9.	R menjawab semua pertanyaan yang diajukan oleh siswa.
10.	R melanjutkan dengan task individu dengan memberikan Comic strips untuk ditulis kembali dalam bentuk recount text.
11.	Comic strips ini tidak tertera kalimat sehingga siswa harus menganalisa sendiri cerita tentang komik ini.
12.	Siswa mengerjakan soal dengan tenang.
13.	Setelah selesai mengerjakan hasil pekerjaan dikumpulkan dan siswa

	diminta untuk berkelompok dan bersaing dalam kompetisi
14.	Siswa diberikan peraturan mengenai kompetisi menulis dan kelompok terbaik akan diberikan hadiah pada pertemuan berikutnya.
15.	Siswa paham akan instruksi dari R dan segera mengerjakan secara berkelompok.
16.	R dan GBI berkeliling dalam setiap kelompok untuk menandai setiap siswa yang aktif dan memberikan ide mengenai penulisan bagi kelompoknya.
17.	Siswa diminta untuk mengumpulkan pekerjaan dari kelompoknya masing-masing dan diharap untuk sabar karena pemenang akan diumumkan pada pertemuan berikutnya.
18.	Beberapa siswa meminta agar diumumkan saat itu juga <i>“lho pak kenapa ga sekarang aja? Jam nya bu Neta (Art Teacher) di pake aja pak, Cuma pelajaran kesenian kok pak “</i> Siswa lain juga meminta agar segera diumumkan <i>“sekarang aja pak penasaran ini lho.” “sekarang aja pak biar dapet hadiah sekarang biar ga usah jajan lagi.”</i>
19.	R mengucapkan salam perpisahan <i>“Good bye, Wassalamu;alaikum Wr. Wb.”</i>
20.	R menemui GBI di ruang guru dan melakukan diskusi terkait action yang telah diberikan pada cycle I.
21.	R meminta izin pulang kepada GBI dan berterima kasih atas kritik dan saran yang diberikan untuk cycle selanjutnya.
22.	R meninggalkan sekolah.

### Field Note 8 (1<sup>st</sup> meeting of Cycle II)

Date: Wednesday, October 22<sup>nd</sup> 2014

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Teacher office and 8B Classroom

No.	Kegiatan
1.	R datang ke sekolah pada pukul 09.55
2.	R menemui GP dan menunggu di lobi sekolah.
3.	R mempersiapkan perangkat pembelajaran.
4.	R membuka pembelajaran dengan salam pembuka <i>“Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?”</i> Kemudian para siswa menjawab <i>“Wa’alaikumsalam Wr. Wb. Good morning. I’m fine.</i> Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab <i>“Nihil”</i> . Guru kemudian mengingatkan siswa perihal

	pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
5.	R menginstruksikan siswa untuk segera bergabung dengan kelompoknya <i>“ayo segera pindah ke group masing-masing, kaya kemarin ya, nanti jam pelajaran keburu habis”</i>
6.	R menampilkan Comic strips yang bertema tentang pengalaman yang tak terlupakan. Serta R menyambung dengan pertanyaan mengenai pengalaman para siswa ang tak terlupakan.
7.	Beberapa siswa mengacungkan tangan serta bercerita pengalaman mereka.
8.	R memberikan kosakata yang berkaitan dengan kalimat yang terdapat pada Comic Strips.
9.	R menyebutkan beberapa kata kerja past tense <i>“went, decided, took, looked”</i> . Kemudian R memerintahkan students menyebutkan kalimat re orientation, salah satu siswa menjawab <i>“that is a great experience.”</i>
10.	R menyuruh siswa untuk membaca kata kerja untuk mengecek pronunciation dan mengulang lagi ucapan yang tepat dari kata-kata yang menurut para siswa masih sulit dengan siswa menirukan apa yang guru ucapkan.
11.	R membagikan tugas kepada siswa untuk menganalisis isi Comic strips berbentuk recount text.
12.	Beberapa siswa yang masih bingung lalu bertanya kepada R. R pun menjawab seluruh pertanyaan siswa.
13.	R kemudian membahas task yang baru saja dikerjakan siswa.
14.	R memerintahkan siswa untuk mencari contoh berbagai cara untuk menuliskan kalimat berbentuk past tense
15.	R memerintahkan siswa yang sudah mendapatkan contoh kalimat tersebut untuk menuliskannya ke papan tulis.
16.	Setelah para siswa menuliskan kalimat tersebut, R menanyakan kepada siswa yang lain, apakah apa yang ditulis di papan tulis adalah kalimat yang benar. R kemudian memberikan tanggapannya.
17.	Beberapa siswa juga menanyakan pertanyaan terkait hal-hal yang menurut mereka masih bingung. R kemudian menjawab kembali pertanyaan yang diajukan oleh siswa.
18.	Tak lama kemudian bel pun berbunyi sehingga R langsung memberikan tugas yaitu mem-paraphrase events dalam Comic strips dengan kata-kata mereka.
19.	R mengucapkan salam perpisahan <i>“Good Bye, Wassalamu’alaikum Wr. Wb.”</i>

**Field Note 9** (2<sup>nd</sup> meeting of Cycle II)

Date: Friday, October 24<sup>th</sup> 2014

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Teacher office and 8B Classroom

No.	Kegiatan
1.	R datang ke sekolah pada pukul 11.00
2.	R menemui GP untuk meminta izin masuk ke sekolah. R diminta untuk menunggu di lobi sekolah.
3.	GBI menemui R di lobi sekolah dan berdiskusi di ruang guru.
4.	R mempersiapkan perangkat pembelajaran.
5.	R membuka pembelajaran dengan salam pembuka " <i>Assalamu'alaikum Wr. Wb. Good morning Everybody. How are you today?</i> " Kemudian para siswa menjawab " <i>Wa'alaikumsalam Wr. Wb. Good morning. I'm fine.</i> " Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab "Nihil". Guru kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
6.	R mengingatkan siswa tentang pekerjaan rumah yang diberikan mereka pada pertemuan sebelumnya agar dikumpulkan pada R
7.	R memberikan Comic strips yang masih bertema tentang " <i>unforgettalbe experience</i> " untuk dianalisa mengenai events dalam komik tersebut serta mencari kata yang sulit dalam komik.
8.	R memastikan semua siswa sudah membaca dan setiap group diberi kesempatan untuk menceritakan isi dari komik tersebut.
9.	Beberapa group memiliki opini yang sama dan beberapa lagi berbeda, lalu R memberikan stimulus mengenai cerita tentang komik tersebut.
10.	R kemudian bertanya kata-kata apa saja yang sekiranya dianggap sulit oleh siswa, mereka diminta pula untuk menyebutkan artinya.
11.	R meminta salah satu perwakilan dari tiap kelompok untuk menuliskan contoh cara menuliskan kalimat yang menceritakan " <i>unforgettable experience.</i> "
12.	Setelah semua kelompok selesai, R menginstruksikan kepada semua siswa bahwa mereka akan melaksanakan game seperti yang dilakukan pada cycle 1.
13.	Siswa antusias dalam menanggapi lalu R dan GBI memberikan arahan dalam game ini.
14.	R memberikan aturan mengenai aktivitas yang akan mereka lakukan.
15.	R dan GBI memulai game setelah menjawab pertanyaan dari siswa mengenai game ini
16.	Beberapa siswa antusias dalam game ini dan beberapa siswa masih ada yang kurang terlibat dalam diskusi dan kerja kelompok. R bertanya kepada siswa <i>kamu kok diem aja kenapa? galau ya? "nggak pak bingung ini, urutannya gimana pak?"</i>

17.	Ada juga siswa yang komplain tentang banyaknya tugas “ <i>pak kok soalnya terus terusan? Banyak lagi</i> ”
18.	5 menit sebelum bel berbunyi, game telah selesai dan pemenang diumumkan saat itu juga dan hadiah akan diberikan pada pertemuan berikutnya.
19.	Tak lama kemudian bel pun berbunyi sehingga R langsung mengakhiri pertemuan dan memberi informasi bahwa pertemuan selanjutnya adalah pertemuan terakhir mereka dengan R.
20.	Seluruh siswa mengeluh dan ingin pembelajaran dilakukan seperti saat bersama R
21.	R mengucapkan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”

**Field Note 10** (3<sup>rd</sup> meeting of Cycle II)

Date: Wednesday, October 29<sup>th</sup> 2014

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Ruang Guru, Lab. Bahasa and Ruang kelas 8B

No.	Kegiatan
1.	R datang ke sekolah pada pukul 09.50
2.	R menemui GP untuk meminta izin masuk ke sekolah. R dipersilahkan masuk ke dalam sekolah.
3.	R membuka pembelajaran dengan salam pembuka “ <i>Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?</i> ” Kemudian para siswa menjawab “ <i>Wa’alaikumsalam Wr. Wb. Good morning. I’m fine.</i> ” Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab “ <i>Nihil mas</i> ”. Guru kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
4.	R mulai mengingatkan para siswa tentang materi yang diajarkan pada pertemuan kemarin, dan menulis kalimat mengenai pengalaman pribadi yang berkesan.
5.	R juga kembali menjelaskan fungsi-fungsi dari conjunction dan sequence of events.
6.	R kemudian memberikan siswa task tentang <i>re-arrange paragraph</i> atau membentuk kembali kalimat acak menjadi kalimat yang bermakna yang bertema tentang “ <i>unforgettable experience</i> ”

7.	Dalam mengerjakan tugas tersebut, para siswa berkali-kali bertanya tentang masalah-masalah yang ia hadapi kepada R, R pun secara sabar menjawab setiap pertanyaan dari siswa.
8.	Setelah semua siswa mengerjakan tugas, para siswa mengumpulkan hasil dari pekerjaan mereka kepada R.
9.	R kemudian memberikan task terakhir kepada siswa yaitu menuliskan recount text yang bertema pengalaman pribadi yang tak terlupakan.
10.	Siswa mengerjakan dengan serius dan diberikan waktu yang cukup lama dalam mengerjakan task ini.
11.	Setelah siswa menyelesaikan tulisan mereka, maka R mengakhiri pertemuan karena waktu yang terbatas, serta pemberian hadiah kepada kelompok yang memnangkan <i>hide and find games</i> pada pertemuan sebelumnya.
12.	R mengucapkan kata perpisahan serta erima kasih atas partisipasi dala research ini dan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”

### Field Note 11

Date: Friday, September 26<sup>th</sup> 2014

R: Researcher

GBI: Guru Bahasa Inggris

KS: Kepala Sekolah

Place: Ruang Guru, Ruang kepala sekolah

Farewell day

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.15
2.	R menemui guru dan mengucapkan terima kasih atas bantuan serta partisipasi dalam pelaksanaan <i>Classroom Action Research (CAR)</i> ini
3.	R memberikan cinderamata kepada guru dan menuju ruang kepala sekolah untuk menyampaikan informasi tentang research dan mengucapkan terima kasih atas ijin untuk penelitian di SMP N 2 Padangan
4.	R mengucapkan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”

**APPENDIX B**  
**INTERVIEW GUIDELINES**  
**AND TRANSCRIPTS**

## **INTERVIEW GUIDE BEFORE THE ACTION**

### A. Interview with the Teacher

1. Masalah-masalah apa yang bapak hadapi di kelas khususnya pada saat pembelajaran *writing* di kelas bapak?
2. Menurut bapak mengapa pembelajaran *writing* itu sulit?
3. Aktivitas apa yang sering bapak lakukan dalam pembelajaran *writing* di kelas?
4. Media apa saja yang sering bapak gunakan dalam pembelajran *writing*?
5. Menurut bapak, bagaimana kemampuan *writing* siswa kelas VIII?
6. Kesulitan apa yang biasanya siswa hadapi ketika menulis teks?
7. Bagaimana cara bapak meningkatkan motivasi siswa dalam hal *writing*?
8. Apakah bapak tau bahwa Comic Strips dapat meningkatkan proses pembelajaran siswa?
9. Apakah bapak pernah atau sering menggunakan media Comic Strips untuk memperkuat pembelajaran?
10. Ada yang ingin bapak tambahkan?

### B. Interview with the Students

1. Apakah kamu suka belajar Bahasa Inggris terutama *writing*?
2. masalah apa yang biasa kamu temui pada saat pelajaran *writing* di kelas?
3. Selama ini bagaimana cara kamu mengatasi masalah tersebut?
4. Materi dan aktivitas apa yang sering digunakan guru di kelas pada saat pelajaran *writing*?
5. Kamu pernah atau sering membaca komik atau tidak?
6. Untuk apa biasanya Comic Strips digunakan?
7. Menurut kamu, Menulis sesuatu di Comic Strips itu aktivitas yang menyenangkan tidak?
8. Ada yang ingin ditambahkan?

## **INTERVIEW GUIDE AFTER THE IMPLEMENTATION**

### Teacher

1. Apa pendapat bapak tentang actions yang telah saya terapkan?
2. Menurut bapak, apakah materi yang sudah saya sampaikan sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan KI dan KD?
3. Menurut bapak apakah writing activity lewat Comic strips menarik dan meningkatkan minat siswa dalam pembelajaran dalam kelas?
4. Menurut bapak apakah siswa dapat memahami materi dengan jelas dan mudah?
5. Menurut bapak apakah materi-materi dan aktivitas-aktivitas pembelajaran writing lewat Comic Strips efektif untuk meningkatkan kemampuan writing siswa?
6. Peningkatan itu terutama terlihat dimana pak?
7. Apa saran bapak untuk action selanjutnya?

### Students

1. Bagaimana pendapat kamu tentang pertemuan kemarin?
2. Apakah kamu menikmati belajar menulis bahasa inggris lewat Comic strips?
3. Menurut pendapat kamu, apakah belajar menulis bahasa inggris dengan Comic Strips menarik dan meningkatkan minat belajar kamu terutama dalam hal writing?
4. Dapatkah kamu memahami materi tersebut dengan jelas dan mudah?
5. Dapatkah kamu memahami penjelasan guru?
6. Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan writing kamu?
7. Ada masalah yang lain?

## INTERVIEW TRANSCRIPTS

### INTERVIEW TRANSCRIPT 1

**Date: Wednesday, August 30<sup>th</sup> 2014**

**Place: Classroom**

**Interviewer: Researcher (R)**

**Interviewee: Budi (S1)**

- R : "Pagi dik."
- S1 : "Pagi."
- R : "Namanya siapa?"
- S1 : "Budi"
- R : "Oh ya, dek budi suka sama pelajaran bahasa inggris?"
- S1 : "Suka mas."
- R : "Ehm. Kalo writing? Pas pelajaran bahasa inggris suruh nulis pake bahasa inggris sama buat kalimat gitu suka apa engga?"
- S1 : "Kurang terlalu suka."
- R : "Kurang suka ya,, kenapa dik?"
- S1 : "bingung mas mau nulis apa, kurang begitu paham kalimat sama kata-kata bahasa ingris"
- R : "Jadi kamu menganggap writing susah ya. apa saja kesulitannya dek?"
- S1 : "Sulitnya ya kosakatanya mas.."
- R : "Kalo dapet kesulitan gitu kamu ngapain?"
- S1 : " cari dikamus, tapi lama mas."
- R : "oh gitu. Makasih dek"
- S1 : "Sama-sama mas."

### INTERVIEW TRANSCRIPT 2

**Date: Wednesday, August 30<sup>th</sup> 2014**

**Place: Classroom**

**Interviewer: Researcher (R)**

**Interviewee: Lintang Budiarti (S12)**

- R : "Selamat pagi.."
- S12 : "Pagi."
- R : "Nama kamu siapa ya?"
- S12 : "Lintang,,"
- R : "Dik Lintang, suka gak dengan bahasa inggris.."
- S12 : "Suka.."
- R : "Kenapa suka?"
- S12 : " ya suka aja mas daripada pelajaran matematika, haha."
- R : "Bagaimana dengan kegiatan menulis dalam bahasa inggris?"
- S12 : "Enggak begitu seneng."

- R : “Kenapa dik?”  
 S12 : “Kesulitan dalam menemukan idenya mas.”  
 R : “Lah dulu guru bahasa inggrisnya gimana ngajarannya?”  
 S12 : “Cuma suruh nulis aja mas.”  
 R : “Terus kesempatan nulisnya sama contoh buat nulis 8kalimatnya banyak ga?”  
 S12 : “Enggak sih mas. Bikin cepet bosen.”  
 R : “oh gitu ya. Makasih ya dek.”  
 S12 : “Iya mas. Sama-sama”

### **INTERVIEW TRANSCRIPT 3**

**Date: Friday, October 17<sup>th</sup> 2014**

**Place: Classroom**

**Interviewer: Researcher (R)**

**Interviewee: Ahmad Taufiq (S7)**

- R : “udah selese belum ngerjainnya?”  
 S7 : “Udah mas..”  
 R : “gimana nulis recount text dibantu pake komik gini suka ga?”  
 S7 : “iya suka mas, bantu banget.”  
 R : “bantunya gimana?”  
 S7 : “jadi ga susah-susah amat.”  
 R : “Emang biasanya susah?”  
 S7 : “ banget mas”  
 R : “gitu ya, makasih dek.”  
 S7 : “Iya mas. Sama-sama”

### **INTERVIEW TRANSCRIPT 4**

**Date: Saturday, August 9<sup>th</sup> 2014**

**Place: Teacher's office**

**Interviewer: Researcher (R)**

**Interviewee: Drs. Sriyono, M.Pd. (T)**

- R : pak, kalo selama ini siswa belajar inggris materinya dari mana?  
 T : Ini sementara saya copy-kan buku pelajaran bahasa inggris yang dari pemerintah dan sesekali saya jelaskan lewat papan tulis.  
 R : Tapi kalo saya perhatikan tadi dalam buku tersebut tidak menyediakan aktivitas yang bagus untuk belajar menulis? Gimana menurut bapak?  
 T : sementara ini menjadi pegangan anak-anak dulu mas. Memang buku ini masih harus direvisi dan banyak sekali perbaikan.

### **INTERVIEW TRANSCRIPT 5**

**Interviewer: Researcher (R)**

**Interviewee: Interviewee: Drs. Sriyono. (T)**

**Day/date: Saturday, August 9<sup>th</sup> 2014**

**Place: School Lobby**

- R : “Selamat pagi pak”
- T : “ Iya, selamat pagi”
- R : “saya ingin tahu pak, bagaimana sih proses pembelajaran khususnya pembelajaran *writing* di kelas bapak? Apakah siswa langsung disuruh menulis atau bagaimana pak?”
- T : “sebelum siswa mulai menulis ya harus diberi tahu seperti apa contoh contoh tulisan yang akan mereka tulis, secara tidak langsung guru kan juga memberikan tahaan awal seperti jumble words atau kata acak dulu selanjutnya mereka bisa menambahkan kata atau fill in the blank pada incomplete sentence. Lanjut lagi mereka bisa menyusun kalimat acak/ re-arrange sentences.
- R : “jadi mereka mengerjakan yang lebih mudah terlebih dahulu kemudian mengerjakan ke tingkatan yang lebih sulit, seperti itu ya pak?”
- T : “Iyaa bisa dikatakan seperti itu.”
- R : “Kemudian ada tidak pak masalah-masalah yang bapak hadapi di kelas khususnya pada saat pembelajaran *writing*?”
- T : “Kesulitan ya maksudnya?”
- R : “Iya seperti kesulitan-kesulitan pak.”
- T : “mereka kadang suka tidak tahu apa sebenarnya yang mereka tulis, jadi mereka bingung setelah nulis ini mw nulis apa lagi untuk kalimat selanjutnya.”
- R : “jadi masih kurang bisa menentukan ide pokok atau inti cerita yang akan mereka tulis gitu pak?”
- T : “Iya mas, dan kadang Susunannya seperti Bahasa Indonesia. Jadi susunan kata kata mereka itu masih amburadul, seperti pemakaian to infinitif ya masih ditulis juga “to” nya, masih ikut kaus gitu. Kalo sekarang ada teknologi seperti Google translate itu. Tapi kan akses mereka kesana terbatas karena juga memerlukan jaringan internet. Lagipula juga kadang susunannya juga kurang akurat”
- R : “Hmm. Lalu bagaimana dengan kesempatan menulis siswa di dalam kelas, apakah mereka memiliki kesempatan yang banyak untuk menulis? Padahal mereka di kelas hanya memiliki waktu 2 X 40 menit saja.
- T : “iya memang *writing* itu prosesnya lama ya dan memeriksa pekerjaan siswa juga harus satu demi satu seperti memberikan feedback pada setiap kesalahan yang dibuat siswa dalam menulis.
- R: “Apa saja aktivitas yang sering bapak lakukan pada saat pembelajaran *writing* di kelas agar lebih menarik?”
- T : “Biasanya bapak berikan gambar. Gambar itu sangat membantu siswa dalam menulis dan imajinasi siswa langsung muncul. Kemudian waktu

mempelajari recount text, bapak menyuruh mereka untuk menulis pengalamannya pada saat liburan.

R : “Apakah bapak pernah menggunakan komik atau sejenisnya dalam aktivitas writing siswa?”

T : “Saya sih belum pernah mas. Tapi saya kira menarik juga karena media visual itu juga berpengaruh juga sama daya ingat mereka, apalagi anak-anak SMP kan juga masih dalam masa anak dimana mereka juga masih suka tokoh kartun.

R : “Terima kasih pak atas waktunya. Semoga bapak tambah sukses”

T : “Iya sama-sama mas.”

#### **INTERVIEW TRANSCRIPT 6**

**Interviewer: Researcher (R)**

**Interviewee: Rina damayanti (S16), Puji Susilowati (S17)& Ahmad Taufik (S7)**

**Day/Date: Wednesday, October 15<sup>th</sup>, 2014**

**Place: VIII B**

R : okay student what we have learned today?

S17 : recount text sir, penghubung kalimat

S16 : cerita pengalaman selama liburan sir

R : what are the structure of a recount text? Ada yang inget? Does anyone still remember?

S17 : orientation, events sama re-orientation

R :how many events did exist in the text?

S7 : hmmm... ada 5 sir.

#### **INTERVIEW TRANSCRIPT 7**

**Interviewer: Researcher (R)**

**Interviewee: Jelita neni (S28).**

**Day/date: Wednesday, October 22<sup>nd</sup> 2014**

**Place: Class lobby**

R : “Halo dek. mau Tanya sesuatu nih?”

S28 : “Tanya apa mas?”

R : “Selama ini kan kamu cuma belajar lewat teks recount yang dari pak Sri tuh, kalo sekarang gimana belajarnya? terbantu ga ?

S28 : “Iya mas, kalo dibandingin dengan teks dari Pak Sri, lengkapan yang dari mas, saya jadi lebih paham materinya sama cerita komiknya”.

R : haha. Dipelajari ya dek handoutnya. tengkyu.”

S28 : “oke deh mas.”

#### **INTERVIEW TRANSCRIPT 8**

**Interviewer: Researcher (R)**

**Interviewee: Khofifaf (S14) dan Hanifah (S15).**

**Day/date: Wednesday, October 22<sup>nd</sup> 2014**

**Place: Class lobby**

R : “halo kalian, sori lho mau aku ganggu bentar”

S14&15 : “Ada apa ya mas?”

R : “komik yang mas berikan membantu gak dalam belajar kalian?”

S14 : “Ya mas. Kalo biasanya kita bosan kalo suruh nulis sama Pak Sri, sekarang kita jadi suka sama materinya.”

S15 : “Bisa dibawa pulang juga mas, bisa dibaca-baca di rumah, malah pengen gambar sendiri.”

R : “Oke dek. Makasih ya.”

S14 : “Haha. Ya mas.”

#### **INTERVIEW TRANSCRIPT 9**

**Interviewer: Researcher (R)**

**Interviewee: Siti Habibah (S3)**

**Day/date: Wednesday, October 22<sup>nd</sup> 2014**

**Place: Class lobby**

R : Tadi dapat hadiah gak Dek?

S3 : ngga mas. Tadi padahal udh buat cerita semenarik mungkin tapi juga ga menang.

R : Hehe, bagus bener ga? Berarti pertemuan besok harus lebih baik lagi ya.

S3 : InsyaAllah Mas. Perlu kerja keras lagi ini mikirnya.

R : Iya Dek, hasilnya kan tergantung sama kerjasama kelompok makanya yang kompak ya,. Sebisa mungkin kalian memberikan ide dan saran sebagai masukan biar dapet cerita yang bagus, oke.

S3 :Padahal aku ngerasa dah menang tapi kok belum menang ya, hedeh.

#### **INTERVIEW TRANSCRIPT 10**

**Interviewer: Researcher (R)**

**Interviewee: Nurul Cahya (S31)**

**Day/date: Friday, October 17<sup>th</sup> 2014**

**Place: Classroom of 8B**

R : “udah pada selese belum ngerjainnya?”

S31 : “Udah mas..”

R : “gimana nulis recount text dibantu pake komik gini suka ga?”

S31 : “iya suka mas, bantu banget.”

R : “bantunya gimana?”

S31 : “jadi ga susah-susah amat.”

R : “Emang biasanya susah?”

S31 : “ banget mas”

R : “gitu ya, makasih dek.”  
 S31 : “Iya mas. Sama-sama”

#### **INTERVIEW TRANSCRIPT 11**

**Interviewer: Researcher (R)**

**Interviewee: Novi Fitriana (S23)**

**Day/date: Friday, October 17<sup>th</sup> 2014**

**Place: Classroom of 8B**

R : suka gak sama game nya tadi?  
 S23 : Suka suka mas.  
 R : Kenapa emangnya?  
 S23 : Kita bisa kerja kelompok biar gak sepaneng. Jadi tu gak yang membaca teks, terus ngerjain soal aja.

#### **INTERVIEW TRANSCRIPT 12**

**Interviewer: Researcher (R)**

**Interviewee: Dimas Aditya (S26)**

**Day/Date: Friday, October 24<sup>th</sup> 2014**

**Place: Class lobby**

R : “Dek aku mau tanya nih sebentar.”  
 S26 : “Tanya apa mas?”  
 R : “Kemarin kan mas ngasih tugas buat PR jawab pertanyaan dari komik Strips, gimana udah dikerjakan?”  
 S26 : “Udah, Terus kenapa mas?”  
 R : “Susah apa engga dek?”  
 S26 : “Ya susah-susah gampang mas.”  
 R : “Membantu kamu apa engga? Dulu kamu kan kalo disuruh ngerjain PR kan ga pernah ngerjain?”  
 S26 : “ya kalo ini menarik sih mas, aku suka malahan kalo materinya gini terus.”  
 R : “Oh gitu ya dek? Dikerjain sendiri apa sama temen belajar kelompok?”  
 S26 : “sendiri lah mas, alhamdulillah bisa kok.”  
 R : “Haha. Lanjutkan dek, good job deh”

#### **INTERVIEW TRANSCRIPT 13**

**Interviewer: Researcher (R)**

**Interviewee: Wimar Ramzi (S29)**

**Day/Date: Friday, October 17<sup>th</sup> 2014**

**Place: Classroom**

R : “kamu kok sering bianget tanya di kelas dek ?”  
 S29 : “Iya mas, ga boleh to?”  
 R : “Boleh lah dek, malahan bagus, kamu aktif banget. Tapi kamu tanya itu emang beneran ga tau atau sekedar iseng atau ngetes malahan?”

- S29 : “ya kadang emang beneran ga tau sih mas, tapi kadang Cuma memastikan itu bener gitu apa engga.”  
 R : “oh gitu ya, bagus dek, pertahankan, kasih contoh buat temenmu yang lain biar aktif kaya kamu”  
 S29 : “Iya mas”

#### **INTERVIEW TRANSCRIPT 14**

**Interviewer: Researcher (R)**

**Interviewee: Afredo Nugraha (S4)**

**Day/Date: Friday, October 24<sup>th</sup> 2014**

**Place: Class lobby**

- R : “Halo Frido.”  
 S4 : “Ada apa mas?”  
 R : “Gimana perasaanmu dikasih hadiah pas game tadi?”  
 S : “Seneng Mas. Jadi termotivasi. Tadi kelompokku banyak banget hadiahnya.”  
 R : “bagus deh, semangat terus ya  
 S4 : “masih ada game lagi apa ngga mas?”  
 R : “Oh ya ga ada, besok kan pertemuan terakhir sama saya.”  
 S4 : “yaaahhh, yaudah deh mas.”

#### **INTERVIEW TRANSCRIPT 15**

**Date: Wednesday, October 29<sup>th</sup> 2014**

**Place: Classroom**

**Interviewer: Researcher (R)**

**Interviewee: Rudi Sanjaya (27) & Bahruddin nirwan (5)**

- R : Suka ga sama hadiahnya?  
 S27 : suka pak, bisa dibagi-bagi sama temen.  
 S5 : wah tapi saya ga menang pak, ada game lagi pak?  
 R : He, ya nggak ada to, Cuma 2 ini. Nggak menang tapi kan sudah berpartisipasi.

#### **INTERVIEW TRANSCRIPT 16**

**Date: Wednesday, October 22<sup>nd</sup> 2014**

**Place: Classroom**

**Interviewer: Researcher (R)**

**Interviewee: Nafisah (S33) & Rara Ningrum (S34)**

- R :”gimana kalo pake komik kalian bisa lebih enjoy apa engga ngerjain soal-soalnya?”  
 S33 :”iya pak, ada gambarnya, jadi bisa ngira-ngira ini komik bercerita tentang apa.”  
 S34 :”ya mending pak tapi kalimatnya kok ada yang susah ya? Tapi asik pak, ada gambarnya, saya suka. “  
 S33 : “pak komiknya kok engga seperti komik naruto?”

R : “ya sesuai sama tema to dik, ini kan temanya liburan, jadi ini saya buat ceritanya kalian yang berlibur.”

#### **INTERVIEW TRANSCRIPT 17**

**Date: Wednesday, October 29<sup>th</sup> 2014**

**Place: Classroom**

**Interviewer: Researcher (R)**

**Interviewee: Budi (S1) & Dimas Aditya (S26)**

R : Kalian kok lebih aktif ya sekarang.

S1 : Iya pak. Sekarang saya jadi terbiasa pas jawab pertanyaan.

S26 : soalnya asik mas komiknya

#### **INTERVIEW TRANSCRIPT 18**

**Interviewer: Researcher (R)**

**Interviewee: Drs. Sriyono. (T)**

**Day/Date: Friday, October 10<sup>th</sup> 2014**

**Place: Teacher's office**

R : seperti yang bapak liat tadi, Materi yang saya ajarkan menurut Bapak bagaimana?

ET : sebetulnya recount text itu termasuk text types yang sederhana yang seharusnya bisa dikerjakan siswa dengan mudah, tetapi siswa disini mungkin agak kesulitan untuk mengisi suatu teks recount dengan 5 events minimal ya. Masalahnya karena sering sekali mereka menanyakan “pak habis ini (diisi apa ?/ pak ini kalau begini gimana)” ya sepertinya mereka kurang bisa menuangkan ide mereka dalam kelima events tersebut. Tadi saya perhatikan pas mas memberikan penjelasan tentang komik saya dibelakang liat mereka memperhatikan betul, mungkin dirasa menarik ini memang medianya. Coba besok ditayangkan dalam LCD saja ya biar lebih oke.

R : ya pak. Besok saya usahakan.

#### **INTERVIEW TRANSCRIPT 19**

**Interviewer: Researcher (R)**

**Interviewee: Drs. Sriyono (ET)**

**Day/Date: Friday, October 10<sup>th</sup> 2014**

**Place: Teacher's office**

R : gimana pendapat bapak tentang task terakhir yang sudah saya berikan tadi?

ET : Saya rasa proses pembelajaran di siklus kedua ini sudah meningkat dibandingkan di siklus pertama, saya kira ini sudah berhasil. Para siswa

mencoba untuk mengerjakan soal sendiri waktu menulis pengalaman pribadi mereka. Mungkin hal ini karena tempat duduk mereka tidak seperti biasanya.

R : iya pak, tempat duduknya juga saya sudah bedakan dan pisahkan sama teman sebangku.

ET : ya saya sependapat mas. Kali ini mereka terlihat lebih anteng

**APPENDIX C**  
**QUESTIONNAIRE**

### Kuesioner Comic strips

Lingkari pada pilihan jawaban yang sesuai dengan keadaan Anda.

1. Apakah adik-adik suka membaca komik?
  - a. Iya
  - b. Tidak
  
2. Seberapa sering adik-adik membaca komik dalam 1 minggu?
  - a.  $\leq 1$  jam
  - b. 1-2 jam
  - c.  $\geq 2$  jam
  
3. Apakah adik-adik memiliki langganan/saluran untuk meminjam/ mengakses komik?
  - a. Iya
  - b. tidak
  
4. Dimana biasanya adik-adik membaca komik?
  - a. Lewat internet
  - b. Lewat buku komik
  - c. Lewat majalah
  - d. lain-lain.....
  
5. Apa tujuan adik-adik membaca komik?
  - a. Hiburan
  - b. Mengisi waktu luang
  - c. Mencari inspirasi
  - d. Lain-lain.....
  
6. Komik jenis apa yang sering adik-adik baca?
  - a. Manga/anime (jepang)
  - b. Percintaan/romansa
  - c. Komedi
  - d. Detektif
  
7. Apakah adik-adik pernah belajar suatu ilmu lewat komik?
  - a. iya
  - b. tidak

**Setelah Penerapan**

Petunjuk:

Jawablah pertanyaan di bawah ini dengan melingkari salah satu jawaban.

Jawablah dengan jujur. Anda tidak perlu menuliskan nama anda di atas kertas.

1. Menurut anda Seberapa jauh pemahaman anda mengenai pembelajaran menggunakan komik ini?
  - a. 50%
  - b. 75%
  - c. 80%
  - d. 90%
2. Apakah anda lebih suka dan tertarik dalam mengikuti pembelajaran lewat comic strips ini?
  - a. Iya
  - b. Tidak
3. Menurut anda, dalam hal apa pembelajaran melalui komik ini menjadi menarik?
  - a. Ceritanya menarik.
  - b. Gambarnya bagus.
  - c. dapat memberikan gambaran mengenai soal-soal.
4. Apakah anda lebih tertarik dalam menggunakan media komik ini atau media sebelumnya (oleh guru)?
  - a. Media Comic Strips
  - b. Pembelajaran sebelumnya (oleh guru)
5. Apakah dalam aktivitas kelompok media komik ini sangat membantu?
  - a. Iya
  - b. tidak
6. Apakah setelah menggunakan media komik ini anda menjadi lebih bisa dalam mengerjakan tugas individu?
  - a. Iya
  - b. Tidak
7. Apakah setelah menggunakan media komik ini anda menjadi lebih tertarik dalam mengerjakan pekerjaan rumah?
  - a. Iya
  - b. Tidak
8. Apakah setelah menggunakan media komik ini anda menjadi lebih mudah dalam mengerjakan tasks yang saya berikan?

- a. Iya
  - b. Tidak
9. Apakah dalam penerapan komik bersama saya anda menjadi lebih aktif memberikan pertanyaan dalam kelas dibandingkan sebelumnya ?
- a. Iya
  - b. Tidak
10. Dari aktivitas yang telah diberikan, mana yang paling adik-adik suka dari penggunaan komik ini?
- a. Games
  - b. Matching Tasks
  - c. Writing tasks
  - d. Lain-lain.
11. Apakah ada kesulitan dan keluhan anda selama penggunaan media komik dalam kegiatan di kelas?
- a. Iya (tuliskan alasan serta saran)
  - b. Tidak

# **APPENDIX D**

# **COURSE GRID**

**COURSE GRID OF SMPN 2 PADANGAN BOJONEGORO IN USING COMIC STRIPS IN THE ACADEMIC YEAR OF 2014/2015**

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : 8

**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.*

Cycle I						
Learning Materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
<p><b>Text :</b> Recounts <b>Topic :</b> My Holiday Vacation <b>Function:</b></p>	By the end of the course, the students are expected to be able to write a	<ul style="list-style-type: none"> <li>Identify the generic structure of recount text.</li> <li>Identify the</li> </ul>	<p><b>a. Observing</b></p> <ul style="list-style-type: none"> <li>Students are given the comic strips and start to read the comic silently and guess the topic and</li> </ul>	<p>Written test (writing their own experience in holiday)</p>	<ul style="list-style-type: none"> <li>Comic strips were given as input text.</li> <li>Comic strips were given to</li> </ul>	<ul style="list-style-type: none"> <li>Comic Strips</li> <li>Examples of written text</li> <li>English</li> </ul>

Cycle I						
Learning Materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
<p>Retelling activities happen in the past.</p> <p><b>Generic Structure:</b> Orientation Record of events Reorientation</p> <p><b>Grammar use:</b> nouns, pronouns, past tense, conjunctions and time connectives to sequence the events,</p>	recount text.	<p>social function of the ext</p> <ul style="list-style-type: none"> <li>• Identify past verbs used in the Recount text.</li> <li>• Match the vocabulary with its meaning.</li> <li>• Arrange and rewrite a Recount text based on the Comic Strips</li> <li>• Write their own holiday vacation.</li> </ul>	<p>the unfamiliar words. They may open the dictionary if necessary.</p> <ul style="list-style-type: none"> <li>➤ Students follow the teacher explanation about the text related to the comic.</li> <li>➤ Students follow the explanation about the generic structure and the definition of the recount text.</li> <li>➤ The teacher explains the genre, purpose, and the social context of the text</li> </ul> <p><b>b. Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Students write the matters they do not know about generic</li> </ul>		<ul style="list-style-type: none"> <li>• help students in analyzing the generic structure, social functions and conjunction.</li> <li>• Comic strips were given to guide students in answer the task.</li> <li>• Comic strips were given to help students re-arranging the sentences.</li> <li>• Comic strips were given to guide students writing simple</li> </ul>	book “When English Rings a Bell”

Cycle I						
Learning Materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
adverbs and adverbial phrases, and adjectives.			<p>structure of the recount text.</p> <ul style="list-style-type: none"> <li>➤ Students begin to write the matters they do not know about the social structure about the text</li> </ul> <p><b>c. Collecting Informations</b></p> <ul style="list-style-type: none"> <li>➤ Students look for another example of the recount text from every sources.</li> <li>➤ Students learn the past tense and past progressive.</li> <li>➤ Students learn about sentence conjunction.</li> </ul>		text.	

Cycle I						
Learning Materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
			<ul style="list-style-type: none"> <li>➤ Students learn about writing the recount text.</li> <li><b>d. Analyzing Data</b></li> <li>➤ Students read the comic strips and answer the question based on the story.</li> <li>➤ Students analyze the difficult words and the connectors in the recount text</li> <li>➤ Students analyze the use of past tense and past progressive</li> <li>➤ Students fill the blank sentences of the recount text.</li> <li><b>e. Communicating</b></li> <li>➤ Students begin to</li> </ul>			

Cycle I						
Learning Materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
			<p>write sentences to tell the recount text story.</p> <ul style="list-style-type: none"> <li>➤ Teacher gave the feedback for the students.</li> </ul> <p><b>f. Creating</b></p> <ul style="list-style-type: none"> <li>➤ Students re-arrange the sentences of the recount text based on the comic strips.</li> <li>➤ Students write the recount text about their own holiday</li> <li>➤ Teacher give the feedback for the students.</li> </ul>			

## COURSE GRID OF SMPN 2 PADANGAN BOJONEGORO IN USING COMIC STRIPS IN THE ACADEMIC YEAR OF 2014/2015

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : 8

**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.*

Cycle 2						
Learning materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
<p><b>Text :</b> Recounts <b>Topic :</b> My Unforgettable</p>	By the end of the course, the students are expected to	<ul style="list-style-type: none"> <li>Identify the generic structure of recount text.</li> </ul>	<p><b>a. Observing</b></p> <ul style="list-style-type: none"> <li>Students are given the comic strips and start to read the comic silently and guess the</li> </ul>	<p>Written test (writing their own memorable experience)</p>	<ul style="list-style-type: none"> <li>Comic strips were given as input text.</li> <li>Comic strips were given to help</li> </ul>	<ul style="list-style-type: none"> <li>Comic Strips</li> <li>Examples of written</li> </ul>

Cycle 2						
Learning materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
<p>Experience <b>Function:</b> Retelling activities happen in the past. <b>Generic Structure:</b> Orientation Record of events Reorientation</p> <p><b>Grammar use:</b> nouns, pronouns, past tense, conjunctions and time connectives to sequence the</p>	be able to write a recount text.	<ul style="list-style-type: none"> <li>Identify the social function of the text.</li> <li>Identify past verbs used in the Recount text.</li> <li>Match the vocabulary with its meaning.</li> <li>Arrange and rewrite a Recount text based on the Comic strips.</li> <li>Write their own</li> </ul>	<p>topic and the unfamiliar words. They may open the dictionary if necessary.</p> <ul style="list-style-type: none"> <li>➤ Students follow the teacher explanation about the text related to the comic.</li> <li>➤ Students follow the explanation about the generic structure and the definition of the recount text.</li> <li>➤ The teacher explains the genre, purpose, and the social context of the text</li> </ul> <p><b>b. Questioning</b></p> <ul style="list-style-type: none"> <li>➤ Students write the</li> </ul>		<p>students in analyzing the generic structure, social functions and conjunction.</p> <ul style="list-style-type: none"> <li>• Comic strips were given to guide students in answer the task.</li> <li>• Comic strips were given to help students re-arranging the sentences</li> <li>• Comic strips were given to guide students in writing simple recount text.</li> </ul>	<p>text</p> <ul style="list-style-type: none"> <li>• English book “When English Rings a Bell”</li> </ul>

Cycle 2						
Learning materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
events, adverbs and adverbial phrases, and adjectives.		memorable Experience	<p>matters they do not know about generic structure of the recount text.</p> <ul style="list-style-type: none"> <li>➤ Students begin to write the matters they do not know about the social structure about the text</li> </ul> <p><b>c. Collecting Informations</b></p> <ul style="list-style-type: none"> <li>➤ Students look for another example of the recount text from every sources.</li> <li>➤ Students learn the past tense and past progressive.</li> <li>➤ Students learn about</li> </ul>			

Cycle 2						
Learning materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
			<p>sentence conjunction.</p> <ul style="list-style-type: none"> <li>➤ Students learn about writing the recount text.</li> </ul> <p><b>d. Analyzing Data</b></p> <ul style="list-style-type: none"> <li>➤ Students read the comic strips and answer the question based on the story.</li> <li>➤ Students analyze the difficult words and the connectors in the recount text</li> <li>➤ Students analyze the use of past tense and past progressive</li> <li>➤ Students fill the blank sentences of the recount text.</li> </ul>			

Cycle 2						
Learning materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
			<p><b>e. Communicating</b></p> <ul style="list-style-type: none"> <li>➤ Students begin to write sentences to tell the recount text story.</li> <li>➤ Teacher gave the feedback for the students.</li> </ul> <p><b>f. Creating</b></p> <ul style="list-style-type: none"> <li>➤ Students re-arrange the sentences of the recount text based on the comic strips.</li> <li>➤ Students write the recount text about their own holiday</li> <li>➤ Teacher give the feedback for the students.</li> </ul>			

**APPENDIX E**  
**LESSON PLANS**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN2PADANGAN-BOJONEGORO  
 Mata pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII/1  
 Materi Pokok : Recount text (pengalaman pribadi dan peristiwa yang telah terjadi)  
 Waktu : 6 × 40 menit

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
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
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
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

No	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.2 Berpamitan pada guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.3 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.4 Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang

		<p>berterima.</p> <p>2.1.5 Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran menyatakan dan menanyakan kemampuan melakukan suatu tindakan.</p>
2.	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.12.1 Mengidentifikasi fungsi sosial dalam <i>recount text</i>.</p> <p>3.12.2 Mengidentifikasi generic structure dalam <i>recount text</i>.</p> <p>3.12.3 Mengidentifikasi kosa kata seperti nama waktu (Monday, exactly at four, before sunrise dan Sunday afternoon) dalam teks <i>recount</i> serta penghubung waktu (first, then, after that, before) dalam <i>recount text</i>.</p> <p>3.12.4 Mengidentifikasi tata bahasa yang berisi tentang penggunaan kata kerja lampau simple past tense dan past continuous tense dalam teks <i>recount</i>.</p> <p>3.12.5 Mengidentifikasi kosa kata sulit yang berhubungan dengan teks</p>
3.	4.14 Menangkap makna (reading) teks <i>recount</i> tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	<p>4.14.1 Membaca teks <i>recount</i> tentang peristiwa masa lampau.</p> <p>4.14.2 Mengidentifikasi informasi rinci dalam teks <i>recount</i> yang berisi tentang peristiwa masa lampau yang terdapat dalam teks.</p> <p>4.14.3 Menyebutkan jalan cerita dari teks <i>recount</i> yang berisi tentang peristiwa masa lampau yang telah dibaca.</p> <p>4.14.4 Menemukan informasi khusus dalam teks <i>recount</i> yang berisi tentang peristiwa masa lampau yang telah dibaca.</p>

4.	4.15 Menyusun teks recount tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.15.1 Menyusun ulang teks singkat yang menceritakan suatu kejadian/ peristiwa.</p> <p>4.15.2 Membuat teks singkat yang berisi tentang pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks serta logis dan koheren.</p>
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### C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

#### Pertemuan Pertama

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial recount text dalam teks singkat.
9. Mengidentifikasi struktur recount text.
10. Mengidentifikasi generik struktur teks recount.
11. Mengidentifikasi kosa kata dalam recount text.
12. Mengidentifikasi unsur kebahasaan seperti penggunaan simple past tense dan past continuous tense dan kata kerja aktif
13. Menyusun ulang teks recount yang menceritakan mengenai pengalaman berlibur
14. Melengkapi teks singkat yang menceritakan mengenai pengalaman berlibur.
15. Melengkapi teks singkat yang menceritakan mengenai pengalaman berlibur.

#### Pertemuan Kedua

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.

3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang pengalaman berlibur.
9. Mengidentifikasi penggunaan kata ganti yang tepat.
10. Membuat kalimat singkat mengenai recount text yang berhubungan dengan comic strips
11. Membuat teks singkat tentang pengalaman berlibur dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **Pertemuan Ketiga**

1. Mengikuti semua aktivitas yang diberikan oleh guru dengan semangat.
2. Memiliki semangat yang lebih untuk belajar bahasa inggris khususnya berbicara.
3. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berlibur.
4. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berlibur.
5. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang peristiwa masa lalu.
6. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pengalaman berlibur.

#### **D. Materi Pembelajaran**

Teks tulis tentang:

- a. Pengalaman tentang Liburan.
  - b. Kejadian masa lampau.
1. Fungsi sosial  
Menceritakan, melaporkan, meneladani dan membanggakan pengalaman .
  2. Struktur teks
    - deskripsi tentang orang yang terlibat
    - menguraikan secara runtut kejadian yang telah terjadi
    - a. Last saturday I went to the mountain with my friends, they were Rudi, Joni and Rini
    - b. After climbing the mountain we took a rest in the nearest hut. Finally we decided to come back home because we were very tired.
  3. Unsur kebahasaan
    - a. Kata kerja simple past tense dan past continous tense

- b. Kata kerja aktif (menunjukkan tindakan atau kegiatan)
- c. Adverbia penghubung waktu : first, then, before, finally, etc.
- d. Adverbia penunjuk waktu : yesterday, last month, an hour ago, etc.
- e. Penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children).
- f. Ejaan, tanda baca dan tulisan tangan

### E. Sumber/Media Pembelajaran

#### I. Sumber:

Kementerian Pendidikan dan Kebudayaan. 2014. *“When English Rings a Bell”*. Jakarta: Kementerian Pendidikan dan Kebudayaan

#### II. Media Pembelajaran :

*Hand out, White Board, Board marker, Laptop, LCD, Comic Strips.*

### F. Metode Pembelajaran

Pendekatan : *Scientific Approach*

### G. Langkah Pembelajaran

#### Pertemuan Pertama

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> <li>a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama.</li> <li>b. Guru mengkondisikan suasana belajar yang menyenangkan.</li> <li>c. Guru memeriksa kehadiran siswa.</li> <li>d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;</li> <li>e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li> <li>f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</li> </ol>	10 menit
Inti	<ol style="list-style-type: none"> <li>a. <b>Mengamati</b> <ul style="list-style-type: none"> <li>➤ Siswa membaca comic strips recount yang berisi tentang peristiwa berlibur yang telah disiapkan oleh guru.</li> <li>➤ Siswa mendengarkan penjelasan mengenai recount text</li> </ul> </li> </ol>	10 menit

	<p>yang berisi peristiwa berlibur oleh guru secara lisan.</p> <ul style="list-style-type: none"> <li>➤ Siswa mengamati penjelasan mengenai definisi, tipe dan bentuk-bentuk dari recount text.</li> <li>➤ Para siswa menuliskan hal pokok yang belum diketahui berkaitan dengan menuliskan teks recount yang melibatkan peristiwa berlibur</li> </ul> <p><b>b. Menanya</b></p> <ul style="list-style-type: none"> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan kosa kata terkait dengan struktur teks dari recount text yang berisi peristiwa berlibur</li> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan fungsi sosial dalam recount text yang berisi peristiwa berlibur</li> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan unsur kebahasaan seperti kata penghubung dan penanda waktu (Yesterday, in monday, last month, etc.) serta kata kerja beserta penggunaannya terkait dengan struktur teks dari recount text yang berisi peristiwa berlibur</li> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan struktur teks dari recount text yang berisi peristiwa berlibur</li> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait isi recount text yang berisi peristiwa berlibur</li> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan bagaimana menceritakan recount text yang berisi peristiwa berlibur</li> </ul> <p><b>c. Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mencari kata-kata sulit dalam recount text dan menemukan artinya dalam kamus.</li> <li>➤ Siswa mengidentifikasi fungsi sosial dalam recount text mengenai recount text.</li> <li>➤ Siswa mengidentifikasi unsur kebahasaan yang berhubungan dengan penggunaan kata penghubung dalam recount text.</li> <li>➤ Siswa mengidentifikasi tata bahasa dalam recount text mengenai penggunaan kata kerja.</li> <li>➤ Siswa mencari berbagai cara untuk menceritakan</li> </ul>	<p>15 menit</p> <p>20 menit</p>
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	<p>peristiwa masa lalu selain yang dicontohkan oleh guru.</p> <ul style="list-style-type: none"> <li>➤ Siswa menemukan cara menceritakan kejadian masa lalu selain dari teks recount yang telah diberikan oleh guru.</li> <li>➤ Siswa menulis berbagai cara untuk menceritakan peristiwa masa lalu hasil dari pekerjaan temannya di papan tulis yang sudah benar.</li> </ul> <p><b>d. Menganalisis data</b></p> <ul style="list-style-type: none"> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang isi teks dari teks recount yang telah dibaca.</li> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang fungsi sosial teks recount yang telah dibaca.</li> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang struktur kalimat dari teks recount yang telah dibaca.</li> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang unsur kebahasaan dari teks recount yang telah dibaca.</li> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang tata bahasa dari teks recount yang telah dibaca.</li> <li>➤ Siswa meminta bantuan guru bila memerlukannya.</li> </ul>	15 menit
Penutup	<ol style="list-style-type: none"> <li>a. Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan</li> <li>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</li> <li>d. Guru dan peserta didik mengucapkan salam perpisahan.</li> </ol>	10 menit

## Pertemuan 2

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> <li>a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama.</li> <li>b. Guru mengkondisikan suasana belajar yang menyenangkan.</li> <li>c. Guru memeriksa kehadiran siswa.</li> <li>d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;</li> <li>e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li> </ol>	10 menit

	<p>f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</p> <p>g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</p>	
Inti	<p><b>e. Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>➤ Siswa membentuk kelompok dari dua pasangan lalu mempresentasikan jawaban terhadap pertanyaan-pertanyaan yang telah dirumuskan melalui wakil kelompok.</li> <li>➤ Siswa menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.</li> </ul> <p><b>f. Mencipta</b></p> <ul style="list-style-type: none"> <li>➤ Siswa menyusun kalimat acak yang berisi tentang pengalaman berlibur menjadi sebuah kalimat yang benar.</li> <li>➤ siswa membuat teks singkat yang bercerita pengalaman liburan pribadi</li> <li>➤ Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa.</li> </ul>	<p>15menit</p> <p>45 menit</p>
Penutup	<p>a. Peserta didik bersama guru menyimpulkan pembelajaran.</p> <p>b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan</p> <p>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</p> <p>d. Guru dan peserta didik mengucapkan salam perpisahan.</p>	10 menit

### Pertemuan 3

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<p>a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama.</p> <p>b. Guru mengkondisikan suasana belajar yang menyenangkan.</p> <p>c. Guru memeriksa kehadiran siswa.</p> <p>d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</p> <p>e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</p> <p>f. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti tes.</p>	10 menit

Kegiatan Inti	<b>g. Mencipta</b> <ul style="list-style-type: none"> <li>➤ Siswa menyusun kalimat acak yang berisi tentang pengalaman berlibur menjadi sebuah kalimat yang benar.</li> <li>➤ siswa membuat teks singkat yang bercerita pengalaman liburan pribadi</li> <li>➤ Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa.</li> </ul>	60 menit
Penutup	<ol style="list-style-type: none"> <li>a. Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan</li> <li>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</li> <li>d. Guru dan peserta didik mengucapkan salam perpisahan.</li> <li>e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.</li> </ol>	10 menit

#### H. Penilaian (Instrumen penilaian terlampir)

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Guru,

Bojonegoro, September 2014  
Peneliti,

Drs. SRIYONO  
NIP.19600603 198019 1 015

FAUZI FAJAR KURNIA  
NIM 10202244091

LAMPIRAN :  
**LAMPIRAN 1**  
**Pertemuan 1**

**Observing**

**Task 1**

Read the following *Comic Strips* and then tick (✓) and write items that you do not know and/or you want to know further.

**'AN EXCITING HOLIDAY'** **BY FAUZI FAJAR**

Last year I had a holiday in my hometown with Jimmy

We played football in child's playing park

It was empty so we can play football about an hour

But someone ordered us to move

Then we tried to skate in the other side of the park

We hired the skateboard to skate there

Jimmy was looked so nervous because it was his first time in doing skateboard

WWW.BITSTRIPS.COM

**Questioning**

I want to know....		(√)
1.	The meaning from the difficult words.	
2.	The social purpose of the text.	
3.	The text about.	
4.	How to reconstruct a good story.	
5.	How to tell the past experience.	
6.	How to tell my holiday into a recount text.	

**The Lion and the Bear**

On a summer day, when the hot weather made the animals thirsty, a Lion and a Bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the Lion and the Bear stopped fighting. The Lion said, "It is better for us to be friends."

*Taken from Scaffolding English for Junior High School Students Grade VIII (Adapted from <http://etext.lib.virginia.edu>)*

### Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New south Wales, Australia.

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25,000 people.

The Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and the Sydney Symphonyan.

There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.

*Taken from: Scaffolding, English for Junior High School Grade VIII (Adapted from: www.wikipedia.org)*

To : Year VII students

The school will hold a student gathering for Year VII students on August 15th at the hall. For more information, contact Rudy at the Students' Association office.

Students' Association  
Secretary

Shanty

### Holiday in my Hometown

Last year I had a holiday. I was only in my hometown because I didn't take any vacation. But there was my friend Jimmy who asked me to spend our holiday together. We played some games that made us happy along this holiday. And one day we had an interesting play.

First we played football in the park. It was the child's playing park, but it was empty so we decided to played there. We played football about one hour before someone orderred us to move. After that we move to the other side of the park. There was a big skateboard and it was empty. Then we hired a skateboard to play there. Next we tried to skate, I went first and followed by Jimmy. I went calmly because I get used to skate in the elementary school. But Jimmy was looked so nervous because it was his first time to skate.

Finally, we came back home in the evening. That was one of our great days in last year's holiday and we were so happy.

#### Task 2

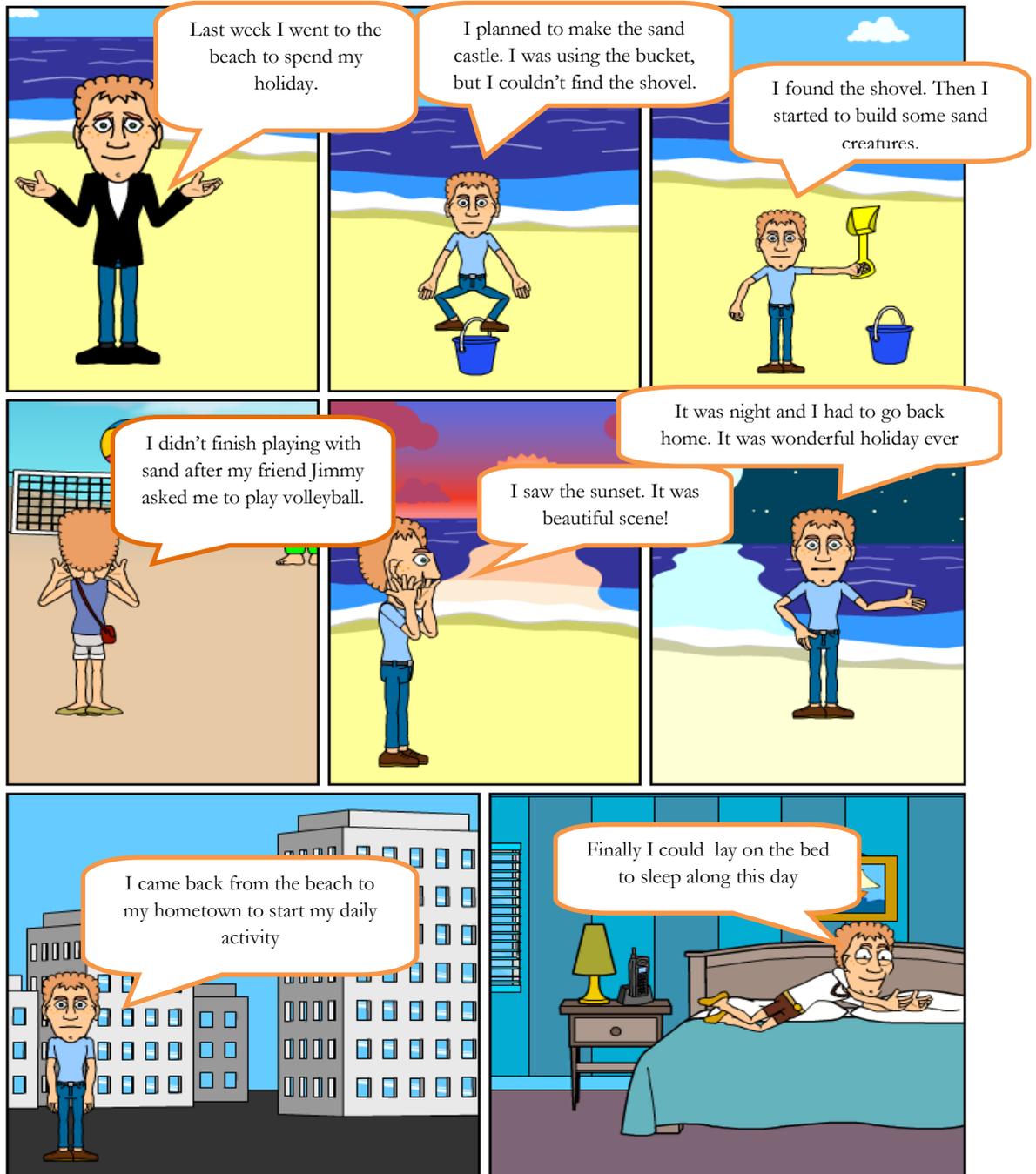
**Read some texts above and answer the following questions based on your current knowledge.**

1. Which one of the texts above tells about one's experience?
2. One's experience is usually told in a recount text. Can you see the differences among the texts?
3. What makes it a recount text?

Look and read the following comic strips and its recount text below.

'AN AMAZING DAY IN THE BEACH'

BY FAUZI FAJAR



<b>“AN AMAZING DAY IN THE BEACH”</b>	
<p><b>Orientation</b></p> <p>I have an amazing day when I went to the beach with my friends last week. It was very interesting and I couldn't forget it.</p>	<p><b>Orientation</b></p> <ol style="list-style-type: none"> <li>1. Who.           <ul style="list-style-type: none"> <li>-Me</li> <li>-Jimmy</li> </ul> </li> <li>2. Where.           <ul style="list-style-type: none"> <li>-The beach</li> </ul> </li> <li>3. When.           <ul style="list-style-type: none"> <li>-Last week</li> </ul> </li> </ol> <p><b>What are the events</b></p> <ol style="list-style-type: none"> <li>1. Visited the beach</li> <li>2. Made a sand castle</li> <li>3. Found the shovel</li> <li>4.</li> <li>5.</li> </ol>
<p><b>Events</b></p> <p>I visited the beach near the suburb with my friend. There I could play some interesting games and activities. First I want to make a sand castle which very big and miraculous. But I can't find the shovel. Then I decided to search the shovel, and when I found the shovel Jimmy asked me to accompany him to play volleyball. I couldn't deny it because I love volleyball. Next I moved to the place where Jimmy played the volleyball games.</p> <p>After playing the volleyball I realized that night was about to come. I could see from the sunset which very beautiful and make me amazed. Then we decided to go home and back to hometown to start our daily activity in the rest of the holiday.</p> <p>Finally when I arrived at home I looked for my bed and I laid on the bed.</p>	
<p><b>Re-Orientation</b></p>	

**Collecting**

**Analyzing**

**Communicating**

**Task 3**

Underline the difficult words from the recount text above and find their meaning in the dictionary.

English	Indonesian

**Task 4**

Study following active verbs then find another active verbs on your dictionary.

Went	Visited	Built
Forgot	Played	Searched
Started	Made	Offered
Decided	Moved	Accompanied
Saw	Took	Became
Laid	Found	Delivered

## Task 5

Read the following comic strips and answer the subquestions below.

**'A TRIP TO MALANG'** **BY FAUZI FAJAR**

Yesterday I went to Malang to have a trip for a science report.

First I visited the Galery Belajar. There were lot of interesting games here.

Next I visited Coban Rondo to collect the plant I wanted.

Then I came to another side. There was an amazing place and so many vegetations here.

I could find beautiful view here and the weather was cool.

But I couldn't find the plants for the science project.

Finally I found the plant I searched for. It was amazing.

I was tired and I would take a rest here and come back later.

Text	Sub-questions
<p style="text-align: center;"><b>A trip to Malang</b></p> <p><b>Events</b></p> <p>Yesterday, I had a field trip to Malang to.....</p> <p>The first destination was.....</p> <p>In the middle of the day, I left for .....</p> <p>I enjoyed it very much because.....</p> <p>Then I looked for another.....</p> <p>Finally, I went back to .....</p>	<p><b>Orientation</b></p> <ol style="list-style-type: none"> <li>1. Who.</li> <li>2. Where.</li> <li>3. When.</li> </ol>

**Task 6**

Find the difficult words, sentence connectors and verbs from the recount text above and find their meaning in the dictionary.

English	Indonesian	Sentence connectors	verbs
<i>Destination</i>	Tujuan	Then	Held
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

### Task 7

Read the Comic strips "A trip to Malang" above and answer the question.

- Where did the writer have a field trip?
  - Surabaya
  - Malang
  - Yogyakarta
  - Jakarta
- What was the goal of their field trip?
  - Writing the science report.
  - Holiday.
  - Religious visit.
  - Adventure.
- What events were the writer most enjoying at the Jawa Timur Park?
  - Galeri Belajar.
  - Clown exhibitions.
  - Aeroplane project
  - Waterfall
- What kind of exhibitions did the Jatim park have?
  - Historical
  - Monumental
  - Sport
  - Scientific
- Where did the writer go after visiting Jatim Park?
  - Ngliyep
  - Mall
  - Coban Rondo
  - Beach
- What did the writer get in Coban Rondo?
  - Quiet beach
  - A fresh and cool waterfall
  - Shopping place
  - Beautiful park

7. How was the writer get in Coban Rondo?
- By using train
  - Take a helicopter
  - By passing a twisting road along the jungle
  - By climbing the hill
8. Where did the first place the writer visit?
- Ngliyep
  - Jatim park
  - Borobudur
  - Coban Rondo
9. When was the writer goes to home?
- 8 o'clock
  - 7 o'clock
  - 6 o'clock
  - 5 o'clock
10. How many tourism destination did the writer has?
- 1.
  - 2
  - 3
  - 4

### Task 8

Study the table below and then rearrange the jumbled words in to a good sentence.

(+) present

Subject	Verb 1	Object	Adverb
I	have	a trip	To Malang.
It	is	a	room.
We	buy	a ticket	-

(+) past

Subject	Verb 2	Object	Adverb
I	had	a trip	to malang
It	was	-	last month
We	bought	a ticket	-

(-) present

Subject	Don't /Doesn't	Verb 1	Object	Adverb
I	dont	have	a trip	to malang
It	doesn't	exist	-	there
We	don't	buy	a ticket	

(-) past

Subject	Didn't	Verb 1	Object	Adverb
I	didn't	have	a trip	to Malang
It	didn't	exist	-	there
We	didn't	buy	a ticket	

(?) present

Do/does	Subject	Verb 2	Object	Adverb
Do	I	have	a trip	to Malang
Does	It	exist	-	there
Do	We	buy	a ticket	

(?) past

Didn't	Subject	Verb 1	Object	Adverb
Didn't	I	have	a trip	to Malang
Didn't	It	exist	-	there
Didn't	We	buy	a ticket	

(?)

5W+1H	Did	Subject	Verb 1	Object
When	did	I	have	a trip
Where	did	it	exist	-
How	did	We	buy	a ticket

**Task 9**

Fill in the blanks with correct form of *simple present tense* and *simple past tense*.

No	Yesterday	Today
1	They were on sailing	They are on sailing
2	He took the ship away	He ... the ship away
3	Miranda bought her ticket	Miranda ... her ticket
4	Budi played badminton	Budi ... badminton
5	She ran to the pavement	She ... to the pavement
6	Ivan made some cupcakes for birthday	Ivan ... some cupcakes for birthday
7	It was raining outside	It ... raining outside
8	Randy had a holiday gift	Randy ...a holiday gift
9	Andy bought the new running shoes	Andy ... the new running shoes
10	We visited the museum	We ... the museum

**Task 10**

**Change the verb into negative and interogative form by using *Simple Past Tense*.**

1. I built a house.

(-)

(?)

2. He was a singer.

(-)

(?)

3. They were lazy.

(-)

(?)

4. She broke her leg.

(-)

(?)

5. We took three mangoes.

(-)

(?)

6. She made a mistake

(-)

(?)

7. They brought their bag

(-)

(?)

8. Ellen drank juice each day

(-)

(?)

9. Billy went to Jakarta

(-)

(?)

10. He was lazy

(-)

(?)

**Task 11**

Read and Study the adverb of time list below.

points of time (definite)	frequency (definite)
<ul style="list-style-type: none"> <li>• now</li> <li>• then</li> <li>• today</li> <li>• tomorrow</li> <li>• tonight</li> <li>• yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• annually</li> <li>• daily</li> <li>• monthly</li> <li>• weekly</li> </ul>
frequency (indefinite)	relationships in time (indefinite)
<ul style="list-style-type: none"> <li>• always</li> <li>• constantly</li> <li>• ever</li> <li>• frequently</li> <li>• never</li> <li>• normally</li> <li>• often</li> <li>• rarely</li> <li>• usually</li> </ul>	<ul style="list-style-type: none"> <li>• already</li> <li>• before</li> <li>• early</li> <li>• earlier</li> <li>• eventually</li> <li>• finally</li> <li>• first</li> </ul>

## Task 12

In pairs, fill in the blanks with suitable connectors below the text.

### Visiting Bali Island

I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends.

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. (1.....) we were drove to the hotel to take a rest and had meals. (2.....) we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! (3.....) we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea.(4 .....) we went back to Pati.

(5.....) a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

Adapted from: <http://www.chusna-septia.blogspot.com>

Finally	Then	Except
After that	First	After
Although	Because	But

## Pertemuan 2

### Task 1

Rearrange the sentences entitled "Nice holiday" so that you can have a good recount.

#### Nice holiday

- I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.
- Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies - Paramount, Warner Bros., RKO and Columbia - had studios in Hollywood. I did not want to leave but I had to.
- Last summer I got a fantastic holiday. I visited some great places.
- After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.
- The places made me feel at home but I have to go home. Next time I would return to them.

Adapted from: <http://www.englishstory.blogspot.com>

### Task 2

Rearrange the jumbled sentences so that you can have a good recount, and then put the suitable title for this text.

a) An hour later, I got bored watching him choosing a shirt, he got confused to choose one. So I left him and went to the cassette counter.

b) Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area, his motorcycle was there but I couldn't find him. I waited for him but finally, I decided to go home.

c) Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store.

d) When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store.

e) Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again.

f) When I got home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

g) We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one.

Pertemuan 3

Task 1

Read following comic which is titled "Visiting my Aunt" and make a recount text based on the comic.

'VISITING MY AUNT'

BY FAUZI FAJAR





## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 PADANGAN  
 BOJONEGORO  
 Mata pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII/1  
 Materi Pokok : Recount text (pengalaman pribadi dan peristiwa yang telah terjadi)  
 Waktu : 6 × 40 menit

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
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
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
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

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.2 Berpamitan pada guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.3 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.4 Menjawab ungkapan

		<p>pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima.</p> <p>2.1.5 Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran menyatakan dan menanyakan kemampuan melakukan suatu tindakan.</p>
2.	<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.12.1 Mengidentifikasi fungsi sosial dalam recount text.</p> <p>3.12.2 Mengidentifikasi generic structure dalam recount text.</p> <p>3.12.3 Mengidentifikasi kosa kata seperti nama waktu (Monday, exactly at four, before sunrise dan Sunday afternoon) dalam teks recount serta penghubung waktu (first, then, after that, before) dalam recount text.</p> <p>3.12.4 Mengidentifikasi tata bahasa yang berisi tentang penggunaan kata kerja lampau simple past tense dan past continuous tense dalam teks recount.</p> <p>3.12.5 Mengidentifikasi kosa kata sulit yang berhubungan dengan teks</p>
3.	<p>4.14 Menangkap makna teks recount tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>	<p>4.14.1 Membaca teks <i>recount</i> tentang peristiwa masa lampau.</p> <p>4.14.2 Mengidentifikasi informasi rinci dalam teks recount yang berisi tentang peristiwa masa lampau yang terdapat dalam teks.</p> <p>4.14.3 Menyebutkan jalan cerita dari teks recount yang berisi tentang peristiwa masa lampau yang telah dibaca.</p> <p>4.14.4 Menemukan informasi khusus dalam teks recount yang berisi</p>

		tentang peristiwa masa lampau yang telah dibaca.
4.	4.15 Menyusun teks recount tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.15.1 Menyusun ulang teks singkat yang menceritakan suatu kejadian/ peristiwa.  4.15.2 Membuat teks singkat yang berisi tentang pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks serta logis dan koheren.

### C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

#### Pertemuan Pertama

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial recount text dalam teks singkat.
9. Mengidentifikasi struktur recount text dalam teks singkat.
10. Mengidentifikasi penggunaan kata ganti yang tepat.
11. Mengidentifikasi unsur kebahasaan seperti penunjuk waktu (Monday, exacty at four, before sunrise dan Sunday afternoon) dan penghubung waktu (first, then, after that, before) dalam recount text.
12. Melengkapi teks singkat yang menceritakan tentang pengalaman pribadi yang berkesan.

13. Membuat teks singkat tentang pengalaman pribadi yang berkesan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **Pertemuan Kedua**

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang kejadian masa lampau dan pengalaman pribadi.
9. Mengidentifikasi unsur kebahasaan seperti penggunaan simple past tense dan past continuous tense dan kata kerja aktif
10. Mengidentifikasi generic structure teks tentang kejadian masa lampau dan pengalaman pribadi dalam teks singkat.
11. Mengidentifikasi unsur kebahasaan seperti penunjuk waktu, penghubung waktu dalam teks pengalaman pribadi dan kejadian masa lampau.
12. Mengidentifikasi penggunaan kata kerja dalam recount text.
13. Melengkapi teks singkat tentang pengalaman pribadi dan kejadian masa lampau.
14. Membuat teks singkat tentang pengalaman pribadi dan kejadian masa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **Pertemuan Ketiga**

1. Mengikuti semua aktivitas yang diberikan oleh guru dengan semangat.
2. Memiliki semangat yang lebih untuk belajar bahasa Inggris khususnya berbicara.
3. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berkesan.
4. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berkesan.
5. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pengalaman berkesan.
6. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pengalaman berkesan.

#### **D. Materi Pembelajaran**

Teks tulis tentang:

- a. Pengalaman liburan.
- b. Pengalaman yang tak terlupakan.

1. Fungsi sosial

Menceritakan, melaporkan, meneladani dan membanggakan pengalaman .

2. Struktur teks

- deskripsi tentang orang yang terlibat
- menguraikan secara runtut kejadian yang telah terjadi

a. Last saturday I went to the mountain with my friends, they were Rudi, Joni and Rini

b. After climbed the mountain we took a rest in the nearest hut. Finally we decided to come back home because we were very tired.

3. Unsur kebahasaan

- a. Kata kerja simple past tense dan past continous tense
- b. Kata kerja aktif (menunjukkan tindakan atau kegiatan)
- c. Adverbia penghubung waktu : first, then, before, finally, etc.
- d. Adverbia penunjuk waktu : yesterday, last month, an hour ago, etc.
- e. Penggunaan kata ganti : those, their, my,etc.
- f. Penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children).
- g. Ejaan, tanda baca dan tulisan tangan

**E. Sumber/Media Pembelajaran**

## I. Sumber:

Kementerian Pendidikan dan Kebudayaan. 2014. *“When English Rings a Bell”*. Jakarta: Kementerian Pendidikan dan Kebudayaan

## II. Media Pembelajaran :

*Hand out, White Board, Board marker, Laptop, LCD, Comic Strips.*

**F. Metode Pembelajaran**

Pendekatan : *Scientific Approach*

**G. Langkah Pembelajaran****Pertemuan Pertama**

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ul style="list-style-type: none"> <li>a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama.</li> <li>b. Guru mengkondisikan suasana belajar yang menyenangkan.</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>c. Guru memeriksa kehadiran siswa.</li> <li>d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;</li> <li>e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li> <li>f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</li> </ul>	
Inti	<p><b>a. Mengamati</b></p> <ul style="list-style-type: none"> <li>➤ Siswa membaca comic strips beserta teks recount yang berisi tentang peristiwa mengesankan yang telah disiapkan oleh guru.</li> <li>➤ Siswa mendengarkan penjelasan mengenai recount text yang berisi peristiwa mengesankan oleh guru secara lisan.</li> <li>➤ Siswa mengamati penjelasan mengenai definisi, tipe dan bentuk-bentuk dari recount text.</li> <li>➤ Para siswa menuliskan hal-ikhwal yang belum diketahui berkaitan dengan menuliskan teks recount yang melibatkan peristiwa mengesankan.</li> </ul> <p><b>b. Menanya</b></p> <ul style="list-style-type: none"> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan fungsi sosial dalam recount text yang berisi peristiwa mengesankan.</li> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan struktur teks dari recount text yang berisi peristiwa mengesankan.</li> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan unsur kebahasaan seperti kata penghubung dan penanda waktu (yesterday, in Monday,</li> </ul>	<p>15 menit</p> <p>20 menit</p>

	<p>last month, etc.) serta kata kerja beserta penggunaannya terkait dengan struktur teks dari recount text yang berisi peristiwa mengesankan.</p> <ul style="list-style-type: none"> <li>➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan kosa kata terkait dengan struktur teks dari recount text yang berisi peristiwa mengesankan.</li> </ul> <p><b>c. Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>➤ Siswa mencari kata-kata sulit dalam recount text dan menemukan artinya dalam kamus.</li> <li>➤ Siswa mencari berbagai cara untuk menceritakan peristiwa mengesankan selain yang dicontohkan oleh guru.</li> <li>➤ Siswa menemukan cara menceritakan kejadian masa lalu selain dari teks recount yang telah diberikan oleh guru.</li> <li>➤ Siswa menulis berbagai cara untuk menceritakan peristiwa masa lalu hasil dari pekerjaan temannya di papan tulis yang sudah benar.</li> <li>➤ Siswa mengidentifikasi tata bahasa dalam recount text mengenai penggunaan kata kerja.</li> <li>➤ Siswa mengidentifikasi unsur kebahasaan yang berhubungan dengan penggunaan kata penghubung dalam recount text.</li> </ul> <p><b>d. Menganalisis data</b></p> <ul style="list-style-type: none"> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang isi teks dari teks recount yang telah dibaca.</li> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang fungsi sosial teks recount yang telah dibaca.</li> </ul>	<p>10 menit</p> <p>15 menit</p>
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	<ul style="list-style-type: none"> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang struktur kalimat dari teks recount yang telah dibaca.</li> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang unsur kebahasaan dari teks recount yang telah dibaca.</li> <li>➤ Secara berpasangan, siswa menjawab pertanyaan tentang tata bahasa dari teks recount yang telah dibaca.</li> <li>➤ Siswa meminta bantuan guru bila memerlukannya.</li> </ul>	
Penutup	<ol style="list-style-type: none"> <li>a. Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.</li> <li>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</li> <li>d. Guru dan peserta didik mengucapkan salam perpisahan.</li> </ol>	10 menit

## Pertemuan 2

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> <li>a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama.</li> <li>b. Guru mengkondisikan suasana belajar yang menyenangkan.</li> <li>c. Guru memeriksa kehadiran siswa.</li> <li>d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;</li> <li>e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li> <li>f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</li> </ol>	10 menit
Inti	<p><b>e. Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>➤ Siswa membentuk kelompok dari dua pasangan lalu mempresentasikan jawaban terhadap pertanyaan-pertanyaan yang telah dirumuskan melalui wakil kelompok.</li> <li>➤ Siswa menerima umpan balik dan/atau penguatan (isi,</li> </ul>	30 menit

	<p>fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.</p> <p><b>f. Mencipta</b></p> <ul style="list-style-type: none"> <li>➤ Siswa menyusun kalimat acak yang berisi tentang pengalaman pribadi yang tak terlupakan menjadi sebuah kalimat yang benar.</li> <li>➤ Siswa membuat teks singkat yang bercerita pengalaman pribadi yang tak terlupakan.</li> <li>➤ Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa.</li> </ul>	30 menit
Penutup	<ul style="list-style-type: none"> <li>a. Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan</li> <li>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</li> <li>d. Guru dan peserta didik mengucapkan salam perpisahan.</li> </ul>	10 menit

### Pertemuan 3

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ul style="list-style-type: none"> <li>a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama.</li> <li>b. Guru mengkondisikan suasana belajar yang menyenangkan.</li> <li>c. Guru memeriksa kehadiran siswa.</li> <li>d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</li> <li>f. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti tes.</li> </ul>	10 menit
Kegiatan Inti	<p><b>f. Mencipta</b></p> <ul style="list-style-type: none"> <li>➤ Siswa menyusun kalimat acak yang berisi tentang pengalaman pribadi yang tak terlupakan menjadi sebuah kalimat yang benar.</li> <li>➤ Siswa membuat teks singkat yang bercerita pengalaman pribadi yang tak terlupakan.</li> <li>➤ Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa.</li> </ul>	60 menit
Penutup	<ul style="list-style-type: none"> <li>a. Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>b. Peserta didik melakukan refleksi terhadap kegiatan yang</li> </ul>	10 menit

	<p>sudah dilakukan</p> <p>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</p> <p>d. Guru dan peserta didik mengucapkan salam perpisahan.</p> <p>e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.</p>	
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#### **H. Penilaian (Instrumen penilaian terlampir)**

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Guru,

Bojonegoro, September 2014  
Peneliti,

Drs. SRIYONO  
NIP.19600603 198019 1 015

FAUZI FAJAR KURNIA  
NIM 10202244091

LAMPIRAN :  
 LAMPIRAN 1  
 Pertemuan 1

Observing

Task 1

Read the following Comic Strips and then tick (✓) and write items that you do not know and/or you want to know further.

'BANK PAYMENT'

BY FAUZI FAJAR



## Questioning

### Task 2

Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

I want to know....		(✓)
1.	The meaning from the difficult words.	
2.	The social purpose of the text.	
3.	The text about	
4.	How to construct a good story	
5.	How to tell the memorable experience.	
6.	How to tell my own experience into a recount text	

Items		(✓)
1.	What is the Indonesian meaning from the difficult words?	
2.	What is the social purpose of the text?	
3.	What is the text about?	
4.	How do you construct a good text	
5.	How do you tell the memorable experience	
6.	How do you put your own experience into a recount text	

## Task 3

Look and read the following comic strips below.

## 'DIRTY BATHROOM'

BY FAUZI FAJAR

Yesterday I went to a supermrket. I came to the bathroom and I was shocked of what I found there.

First I entered the door and I found a messy room here.

Then I looked for a mirror and there was no mirror there

After that I tried to use the closet. But the water didn't flow.

Finally I was hopeless and I tried to use a tool to make the water flow. But it was useless

The last thing I did was using the handsoap. And again it made me angry because it spurted around.

That was my terrible day and I went out from the toilet soon

Text	Sub-questions
<p style="text-align: center;"><b>“DIRTY BATHROOM”</b></p> <p><span style="border: 1px solid blue; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span> Yesterday I went to a supermarket near the downtown. There I bought some snacks and food, but there was an annoying situation when I was there.</p> <p><span style="border: 1px solid orange; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span> It started when I came to the bathroom to wash my hand. My first impression when I entered the bathroom was bad. There were some trash and dirty tissue around me. The garbage was also full of trash and it was very messy room I ever visit. Then I looked for a mirror and it was not there. So I just clean my hand and ready to leave the room. After that I looked for the tissue to clean my wet hands, but it didn't exist. Then I had an idea to clean them all because I attempted to use the closet. After I already finished cleaning my hand I was going to used the soap. But it made my clothes dirty due to the handsoap spurted around my clothes.</p> <p><span style="border: 1px solid green; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span> That was a worst experience I ever had and I will never forget that moment to remind me for cleaning my own bathroom everyday.</p>	<p><b>Orientation</b></p> <ol style="list-style-type: none"> <li>1. Who. (Me)</li> <li>2. Where. (public bathroom)</li> <li>3. When. (Yesterday)</li> </ol> <p><b>What are the events</b></p> <ol style="list-style-type: none"> <li>1. Entering the bathroom</li> <li>2. Looking for the mirror</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

Collecting

Analyzing

Communicating

**Task 4**

Underline the difficult words from the recount text above and find their meaning in the dictionary.

Difficult Words	Indonesian

**Task 5**

Study following sentence connectors then find the meaning of each word.



**Task 6**

In pairs, fill in the blanks with suitable connectors (e.g. finally, then, after that, next, etc.).

**'AN EMBARRASING MOMENT'**

**BY FAUZI FAJAR**

I HAD A TERRIBLE EXPERIENCE WHEN I WENT TO SCHOOL YESTERDAY.

I woke up an hour late because my alarm clock didn't go off. So I ran quickly without making a breakfast

I ran out of the house trying to get the 7:30 bus. But there was no one here

Then I decided to run because I would be late

I kept my running to be faster, but I was very tired

I had no chance and all I had to do was keep running

Finally I arrived to the school. I was in hurry and I went inside directly

I walked to the hall but it was empty. Then I realized that it was Sunday

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I had a terrible day yesterday. It made me so hopeless at that time .(1)....., I woke up an hour late because my alarm clock didn't go off. (2)....., I was in such a hurry so I was not making the breakfast. (3)..... breakfast, I got dressed so quickly that I forgot to wear socks. (4)....., I ran out of the house trying to get the 7:30 bus, (5)..... of course I missed it. I had no choice, (6).....I decided to run. I kept my running to be faster, but I was very tired. (7)....., I arrived at school (8).....,I walked to the hall but it was empty. (9).....,I realized that I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

What are the events	Orientation
1.	1. Who.
2.	2. Where.
3.	3. When.
4.	
5.	

### Task 7

Study following sentence connectors then find the meaning of each word.

#### Past Progressive Tense

Rumus:

**Positif** : S + was/were + V-ing

**Negatif** : S + was/were + not + V1-ing

**Tanya** : Was/were + S + V1-ing

*Past Progressive Tense* digunakan untuk menyatakan kejadian pada masa lampau atau sedang terjadi

pada masa lampau.

Contoh:

I was studying English when you came.

You were taking a bath when I called you.

#### REGULAR VERB

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
play	play (-ed)	play (-ed)
move	move (-d)	move (-d)
burn	burnt (-t)	burnt (-t)

#### IRREGULAR VERB

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be (is/am/are)	was/were	been
find	found	founded
become	became	become
begin	began	begun
catch	caught	Caught

choose	chose	Chosen
go	went	Went
keep	kept	Kept
....		

### Task 8

**Change the negative and interrogative sentences into Past Progressive.**

1. You are/were studying last night.  
 (-)  
 (?)
2. She is/was singing in the concert last week.  
 (-)  
 (?)
3. You were/are watching film yesterday.  
 (-)  
 (?)
4. They were/are crying yesterday.  
 (-)  
 (?)
5. We are/were going to the library last night.  
 (-)  
 (?)

### Task 9

Study following singular and plural nouns then answer the questions!

#### Singular and plural nouns

A noun names a person, place, thing, or idea.

<p><b>Some nouns have different plural forms.</b></p>	<p><b>Nouns ending in vowels like y or o do not have definite rules.</b></p>	<p><b>A few nouns have the same singular and plural forms.</b></p>
<ul style="list-style-type: none"> <li>• child - children</li> <li>• woman - women</li> <li>• man - men</li> <li>• mouse - mice</li> <li>• goose - geese</li> </ul>	<ul style="list-style-type: none"> <li>• baby - babies</li> <li>• toy - toys</li> <li>• kidney - kidneys</li> <li>• potato - potatoes</li> <li>• memo - memos</li> <li>• stereo - stereos</li> </ul>	<ul style="list-style-type: none"> <li>• sheep - sheep</li> <li>• deer - deer</li> <li>• series - series</li> <li>• species - species</li> </ul>
<p><b>For the plural form of most nouns, add s.</b></p>	<p><b>For nouns that end in ch, x, s, or s sounds, add es.</b></p>	<p><b>For nouns ending in f or fe, change f to v and add es.</b></p>
<ul style="list-style-type: none"> <li>• bottle - bottles</li> <li>• cup - cups</li> <li>• pencil - pencils</li> <li>• desk - desks</li> <li>• sticker - stickers</li> <li>• window - windows</li> </ul>	<ul style="list-style-type: none"> <li>• box - boxes</li> <li>• watch - watches</li> <li>• moss - mosses</li> <li>• bus - buses</li> </ul>	<ul style="list-style-type: none"> <li>• wolf - wolves</li> <li>• wife - wives</li> <li>• leaf - leaves</li> <li>• life - lives</li> </ul>

**Choose the correct form of the noun in each sentence.**

- 1) I have three (child, children).
- 2) There are five (man, men) and one (woman, women).
- 3) (Baby, Babies) play with bottles as toys.
- 4) I put two big (potato, potatoes) in the lunch box.
- 5) A few men wear (watch, watches).
- 6) I put a (memo, memos) on the desk.
- 7) I saw a (mouse, mice) running by.
- 8) There are few (bus, buses) on the road today

**Task 10**

Please read the comic strips below and choose the correct answer based on the story.

**'HARRY'S BIRTHDAY PARTY'** **BY FAUZI FAJAR**

I have an enjoyable moment when I came to Harry's birthday party

I met my friends there. Then I talked to Luisa, she was my best friend

After that, I moved to the frontyard to watch my friend playing volleyball

Then I came inside where Harry was celebrating his birthday by cut the tart and ate it together

After that. We played around together. We enjoyed the moment by watching the magic exhibition

All of my friends were very happy. So does Harry

Next, I moved to the backyard for making some barbeque. There was Luisa, and I talked to him again

Finally the party was over and the guests were back to their house. That was the enjoyable moment. I hope I could get this moment again

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Last week I went to Harry's birthday party. There were so much enjoyable moment I had there.

First I came to Harry's house, there I met Louisa my best friend. I talked to her for a while. Then I move to the backyard where I watched my friends were playing volleyball. After that I came inside to see Harry celebrated his birthday moment. He cut the tart and he shared it to all of his friends including me. And we eat it together. After the celebration was over we enjoyed te moment by watching the magic exhibithion. We were so happy about it, so did Harry. Next I moved to the backyard for making the Barbeque. There, I met Luisa again, and I talked to her again. We were cooking each other and it was an interesting moment. We share a lot of stories and experiences. Finally the party was over and all of guests were about to went back to their home.

That was the enjoyable moment I could share, and I hope I could get a moment like this sooner.

1. When was the events happened?
 

A. At 5.12.	B. Last week.
C. Yesterday.	D. A year ago.
2. Who had the birthday party?
  - A. Harry.
  - B. Neighbour.
  - C. Grandfather.
  - D. People around him.
3. Who was the author's best friend?
  - A. Harry's parents.
  - B. Harry.

- C. Luisa.  
D. John.
4. Who were playing the volleyball?  
A. Harry.  
B. Luisa.  
C. Writer's friend.  
D. Harry's parents.
5. Which of the following is not true according to the text?  
A. The writer was trying to eat.  
B. The writer brought a watch.  
C. The writer was attending the birthday party.  
D. The writer didn't come to the dinner.
6. What kind of exhibition the writer had?  
A. Funny.  
B. Magic.  
C. Sport.  
D. Cuisine.
7. What does the first sentence tell you?  
A. The problem that the writer met.                      B. The funny thing in the story.  
C. The opening of the story.                                D. The past event.
8. "I talked to her for a while."  
The underlined word refers to ...  
A. Parents.  
B. Writer.  
C. Luisa.  
D. The Family.
9. "Finally the party was over"  
What is the closest meaning of the underlined word?  
A. Finished.  
B. Scary.

C. Start.

D. Ideas.

10. What happened after the party was over?

A. He met Luisa.      C. All of guests were leaving.

B. He found Harry.      D. He was back again.

## Pertemuan 2

### Task 1

Below are the recount text that illustrate past experience, rearrange the sentences into a good text.

#### Lebaran Journey

- a) We left our house at about 5 o'clock in the morning. We took a taxi to the railway station.
- b) Finally, our train came. All of us rushed to get on the train.
- c) Last *Lebaran*, my family and I went to our hometown. We decided to take a train because it is more comfortable.
- d) It took about 5 to 7 hours to get to our hometown. We enjoyed our journey.
- e) We took a carriage no 3 according to our tickets.
- f) But our train was late for about fifteen minutes, so we had to wait a bit longer.
- g) After finding our seats, we sat comfortably.
- h) We arrived at the station at six our train would leave at 6.40.

Adapted from: <http://www.englishholiday.blogspot.com>

### Task 2

Rearrange the sentences so that you can have a good recount.

**"EMBARRASING MOMENT AT THE LIBRARY"**

I have a funny experience when I went to the library.

I was reading a book and the book was so funny because

I took it from the comedy section.

It made me laugh but I realized that I was in the library, so I couldn't laugh.

Then I decided get out from library for a while, it was about five minutes.

Then I went for laugh loudly outside.

There were some people staring at me and they were curious about me.



After laughing loudly I came back again inside to continue reading the book again.

That was ridiculous experience I ever did.

Put the Order of comic strips below into a suitable story.

'LOST AT THE CEMETERY'

BY FAUZI FAJAR



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Pertemuan 3



Task 1

Write the recount text based on the Comic Strips below.

'LOST IN THE PARK'

BY FAUZI FAJAR

HI, MY NAME IS ALFONSO

I HAVE A N UNFORGETABLE EXPERIENCE WHEN I WENT CAMPING WITH MY UNCLE ALFONSO

First, we ..... the picnic stuff and my uncle told me he would take the sauce for cooking

I felt lonely so ..... to play something. Then I ..... uncle's fishing rod

OF SE UNCLE

But then uncle alfonso was afraid because I didn't get back to the picnic camp

And I ..... an idea to take the fishing rod while I ..... for him

It was a perfect day. I ..... fishing in a ship.

WAIT HIM FROM AFTERNOON AND HE DIDN'T COMEBACK YET.

I ..... my night by lost in a jungle and I was ..... I looked for a help. But no one was there. Finally uncle ..... me soon.

I ..... to uncle for keep staying at the camp. That was my ..... moment I had

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**APPENDIX F**  
**OBSERVATION**  
**CHECKLISTS**

**Observation Checklist****Date : Friday, October 10th, 2014****Meeting : 1****Observer : Drs. Sriyono**

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

<b>No.</b>	<b>Observation Items</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>A.</b>	<b>Pre-teaching</b> <ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The students respond to the greeting addressed by the teacher.</li> <li>3. The teacher asks the students' condition.</li> <li>4. The students tell their condition to the teacher.</li> <li>5. The teacher leads the prayer.</li> <li>6. The teacher explains the goal of the teaching and learning.</li> <li>7. The teacher gives lead-in questions.</li> </ol>	√ √ √ √ √ √ √		
<b>B.</b>	<b>Whilst-teaching</b> <ol style="list-style-type: none"> <li>1. The students are ready to learn the materials</li> <li>2. The teacher introduces a model of recount text by giving them Comic strips input text.</li> <li>3. The students read the text.</li> <li>4. The teacher and the students discuss how to use the past tense verb.</li> <li>5. The teacher gives chances to the students to ask questions.</li> <li>6. The students deliver the questions to the teacher.</li> <li>7. The students are motivated in doing the reading and writing tasks given by the teacher.</li> <li>8. In pairs, the students cooperate well in writing sentences based on Comic Strips given by the teacher.</li> <li>9. The teacher guides the students in every stage in the process of composing text.</li> <li>10. The students use dictionary to help them in finding vocabulary.</li> </ol>	√ √ √ √ √ √ √ √ √		
<b>C.</b>	<b>Post-Teaching</b> <ol style="list-style-type: none"> <li>1. The teacher summarize and reflects the lesson</li> <li>2. The students reflect their learning</li> <li>3. The teacher previews on the upcoming materials.</li> <li>4. The teacher ends the class by praying.</li> </ol>	√ √ √ √		
<b>D.</b>	<b>Class situation</b> <ol style="list-style-type: none"> <li>1. The students have enthusiasms/interest during the teaching process.</li> <li>2. The students actively take parts in each class activity.</li> <li>3. The time allocation is appropriate.</li> <li>4. The media used by the teacher are sufficient in the teaching process.</li> <li>5. The teacher's instructions are clear.</li> </ol>	√ √		

**Observation Checklist****Date : Wednesday, October 15th, 2014****Meeting : 2****Observer : Drs. Sriyono**

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

<b>No.</b>	<b>Observation Items</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>A.</b>	<b>Pre-teaching</b> 1. The teacher greets the students. 2. The students respond to the greeting addressed by the teacher. 3. The teacher asks the students' condition. 4. The students tell their condition to the teacher. 5. The teacher leads the prayer. 6. The teacher explains the goal of the teaching and learning. 7. The teacher gives lead-in questions.	√ √ √ √ √ √ √		
<b>B.</b>	<b>Whilst-teaching</b> 1. The students are ready to learn the materials 2. The teacher introduces a model of recount text by giving them Comic strips input text. 3. The students read the text. 4. The teacher and the students discuss how to use the past tense verb. 5. The teacher gives chances to the students to ask questions. 6. The students deliver the questions to the teacher. 7. The students are motivated in doing the reading and writing tasks given by the teacher. 8. In pairs, the students cooperate well in writing sentences based on Comic Strips given by the teacher. 9. The teacher guides the students in every stage in the process of composing text. 10. The students use dictionary to help them in finding vocabulary.	√ √ √ √ √ √ √ √ √ √		
<b>C.</b>	<b>Post-Teaching</b> 1. The teacher summarize and reflects the lesson 2. The students reflect their learning 3. The teacher previews on the upcoming materials. 4. The teacher ends the class by praying.	√ √ √		
<b>D.</b>	<b>Class situation</b> 1. The students have enthusiasms/interest during the teaching process. 2. The students actively take parts in each class activity. 3. The time allocation is appropriate. 4. The media used by the teacher are sufficient in the	√ √ √ √		

	teaching process. 5. The teacher's instructions are clear.	√		
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### Observation Checklist

**Date : Friday, October 17th, 2014**

**Meeting : 3**

**Observer : Drs. Sriyono**

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

No.	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher introduces a model of recount text by giving them Comic strips input text.	√		
	3. The students read the text.	√		
	4. The teacher and the students discuss how to use the conjunctions and sentence connectors.	√		
	5. The teacher gives chances to the students to ask questions.	√		
	6. The students deliver the questions to the teacher.	√		
	7. The students are motivated in doing the tasks given by the teacher.	√		
	8. In groups, the students cooperate well in writing sentences based on Comic Strips given by the teacher.	√		
	9. The teacher guides the students in every stage in the process of composing text.			
	10. The students use dictionary to help them in finding vocabulary.	√		
<b>C.</b>	<b>Post-Teaching</b>			
	1. The teacher summarize and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
<b>D.</b>	<b>Class situation</b>			
	1. The students have enthusiasms/interest during the teaching process.	√		
	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.	√		

	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

### Observation Checklist

Date : Wednesday, October 22nd, 2014

Meeting : 4

Observer : Drs. Sriyono

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

No.	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher introduces a model of recount text by giving them Comic strips input text.	√		
	3. The students read the text.	√		
	4. The teacher and the students discuss the generic structure.	√		
	5. The teacher gives chances to the students to ask questions.	√		
	6. The students deliver the questions to the teacher.	√		
	7. The students are motivated in doing the reading and writing tasks given by the teacher.	√		
	8. In pairs, the students cooperate well in writing sentences based on Comic Strips given by the teacher.			
	9. The teacher guides the students in every stage in the process of composing text.			
	10. The students use dictionary to help them in finding vocabulary.	√		
<b>C.</b>	<b>Post-Teaching</b>			
	1. The teacher summarize and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
<b>D.</b>	<b>Class situation</b>			
	1. The students have enthusiasms/interest during the teaching process.	√		

	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.			
	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

### Observation Checklist

**Date : Friday, October 24th, 2014**

**Meeting : 5**

**Observer : Drs. Sriyono**

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

No.	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.			
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher introduces a model of recount text by giving them Comic strips input text.	√		
	3. The students read the text.	√		
	4. The teacher and the students discuss how to use the past tense verb.			
	5. The teacher gives chances to the students to ask questions.	√		
	6. The students deliver the questions to the teacher.	√		
	7. The students are motivated in doing the reading and writing tasks given by the teacher.	√		
	8. In pairs, the students cooperate well in writing sentences based on Comic Strips given by the teacher.	√		
	9. The teacher guides the students in every stage in the process of composing text.			
	10. The students use dictionary to help them in finding vocabulary.	√		
<b>C.</b>	<b>Post-Teaching</b>			
	1. The teacher summarize and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		

<b>D.</b>	<b>Class situation</b>			
	1. The students have enthusiasms/interest during the teaching process.	√		
	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.	√		
	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

### Observation Checklist

**Date : Wednesday, October 29th, 2014**

**Meeting : 6**

**Observer : Drs. Sriyono**

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

No.	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher introduces a model of recount text by giving them Comic strips input text.	√		
	3. The students read the text.	√		
	4. The teacher and the students discuss how to combine jumbled sentences.	√		
	5. The teacher gives chances to the students to ask questions.	√		
	6. The students deliver the questions to the teacher.	√		
	7. The students are motivated in doing writing tasks given by the teacher.	√		
	8. In pairs, the students cooperate well in writing sentences based on Comic Strips given by the teacher.	√		
	9. The teacher guides the students in every stage in the process of composing text.			
	10. The students use dictionary to help them in finding vocabulary.	√		
<b>C.</b>	<b>Post-Teaching</b>			
	1. The teacher summarize and reflects the lesson			
	2. The students reflect their learning	√		

	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
<b>D.</b>	<b>Class situation</b>			
	1. The students have enthusiasms/interest during the teaching process.	√		
	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.			
	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

**APPENDIX G**  
**PHOTOGRAPHS**



Before the implementation : there are some students leaving the classroom while the teaching-learning process is going.



Before the implementation : there are some students chatting each other during the teacher's explanation.



After implementation (cycle 1) : The teacher with the researcher give explanation and guidance to the students.

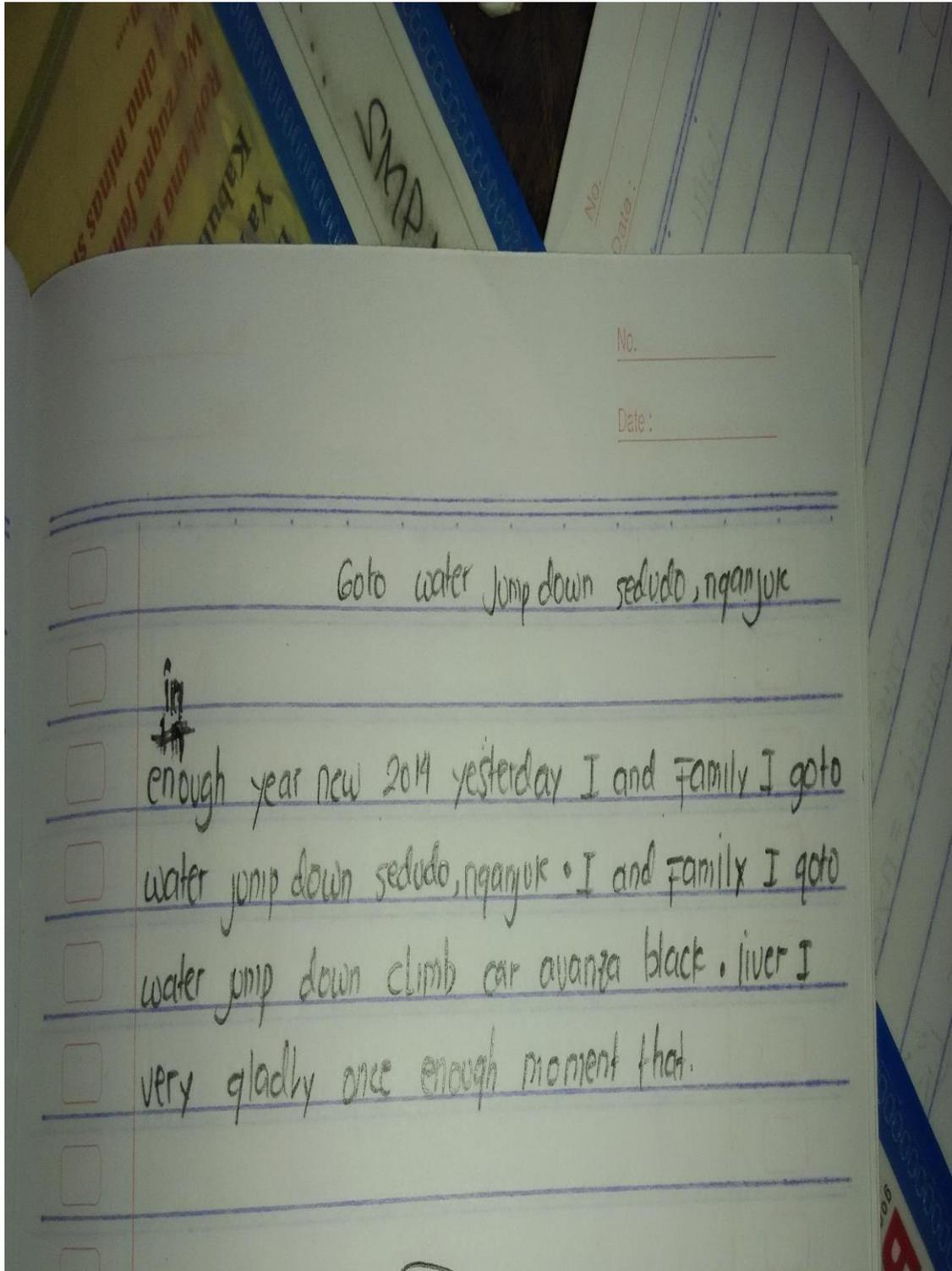


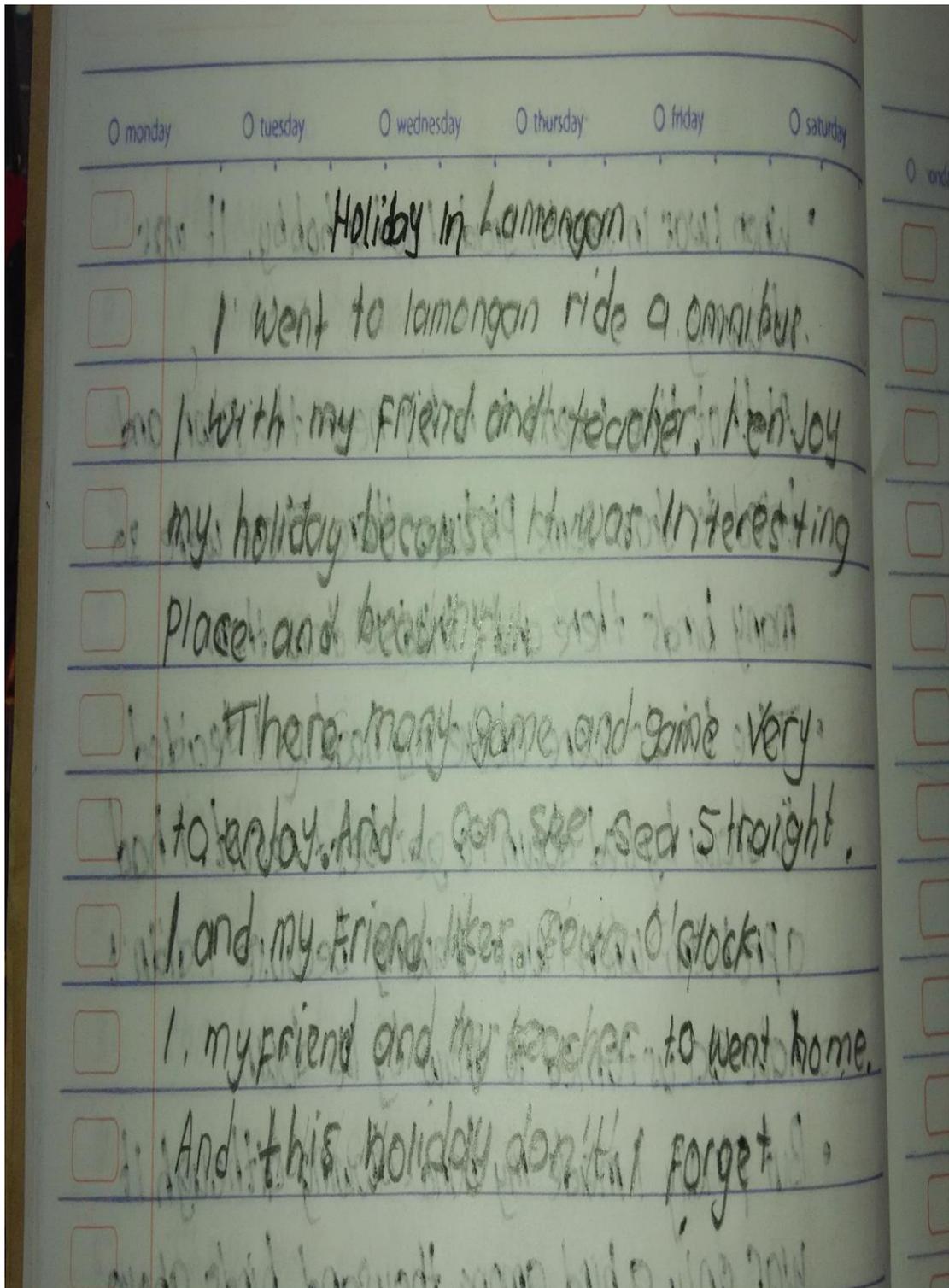
After the implementation (cycle 2) : The students work in group in the group discussion with their own group.

**APPENDIX H**  
**ATTENDANCE LIST**

No.	Nama Siswa	Cycle 1			Cycle 2		
		Meeting			Meeting		
		1	2	3	1	2	3
1	Abdi Cahyanto N	√	√	√	√	√	√
2	Afredo Nugraha S	√	√	√	√	√	√
3	Ahmad Taufiq N	√	√	√	√	√	√
4	Andri wahyu D	√	√	√	√	√	-
5	Angga mardian S	√	√	√	√	√	-
6	Ayu liliana Sari	√	√	√	√	√	√
7	Bahrudin nirwan	√	√	√	√	√	√
8	Budi Saeful	√	√	√	√	√	√
9	Chandra Ardian	√	√	√	√	√	√
10	Dimas Aditya W	√	√	√	√	√	√
11	Edo Irwansyah	√	√	√	√	√	√
12	Elisa putri listia	√	√	√	√	√	√
13	Gilang Ardi F	√	√	√	√	√	√
14	Hanifah N	√	√	√	√	√	√
15	Jelita neni	√	√	√	√	√	√
16	Khofifaf R	√	√	√	√	√	√
17	Lilis sekarwangi	√	√	√	√	√	√
18	Lintang Budiarti	√	√	√	√	√	√
19	M. ardiansyahputra	√	-	√	√	√	√
20	M. lukman Hanafi	√	√	√	√	√	√
21	Mahardian Nur A	√	√	√	√	√	√
22	Nafisah Raihanah	√	√	√	√	√	√
23	Novi Fitriana	√	√	√	√	√	√
24	Nurul Cahya W	√	√	√	√	√	√
25	Puji Susilowati	√	√	√	√	√	√
26	Rara Ningrum	√	√	√	√	√	√
27	Riki Putra R	√	√	√	√	√	√
28	Rina damayanti	√	√	√	√	√	√
29	Rista ananda N P	√	√	√	√	√	√
30	Rudi Sanjaya	√	√	√	√	√	√
31	Siti Habibah	√	√	√	√	√	√
32	Syafiq abdullah	√	-	√	√	√	√
33	Wimar Ramzi F	√	√	√	√	√	√
34	Zainal arifin	√	√	√	√	√	√

**APPENDIX I**  
**THE STUDENTS'**  
**WORKS AND WRITINGS**





write your own holiday experience.

Holiday in nyaru menteng

I spent my holiday in the nyaru menteng  
I went in the nyaru menteng with ride  
car. I went with my parents and my  
friends.

So, I were very enjoy because it  
was very exciting. I see various  
sort monkey. I, my parents and  
my friends went around, and before  
we went from in the nyaru menteng  
menteng, we came to a shop

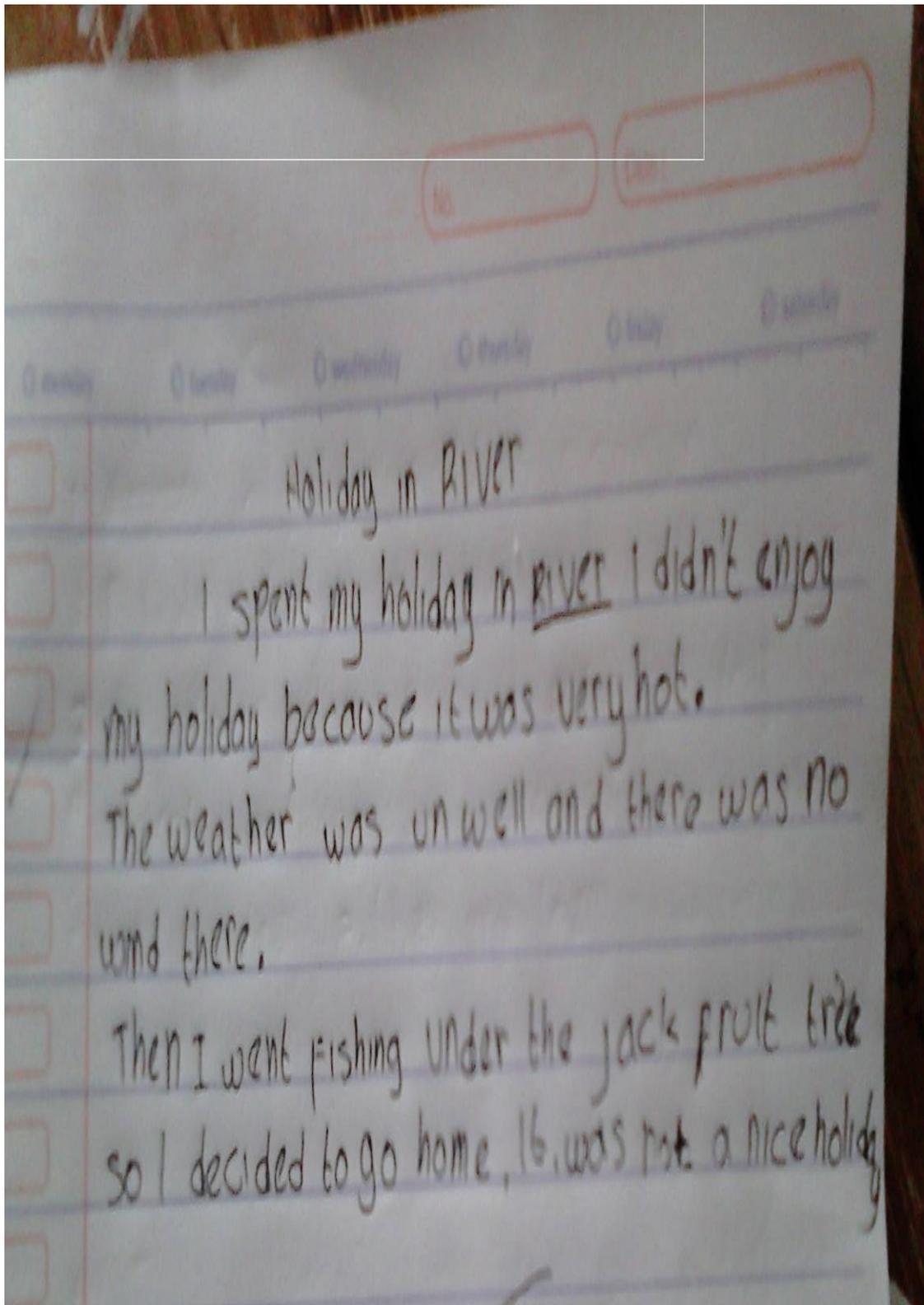
actually before that, we went home  
with bring snack from here. For our  
neighbour.

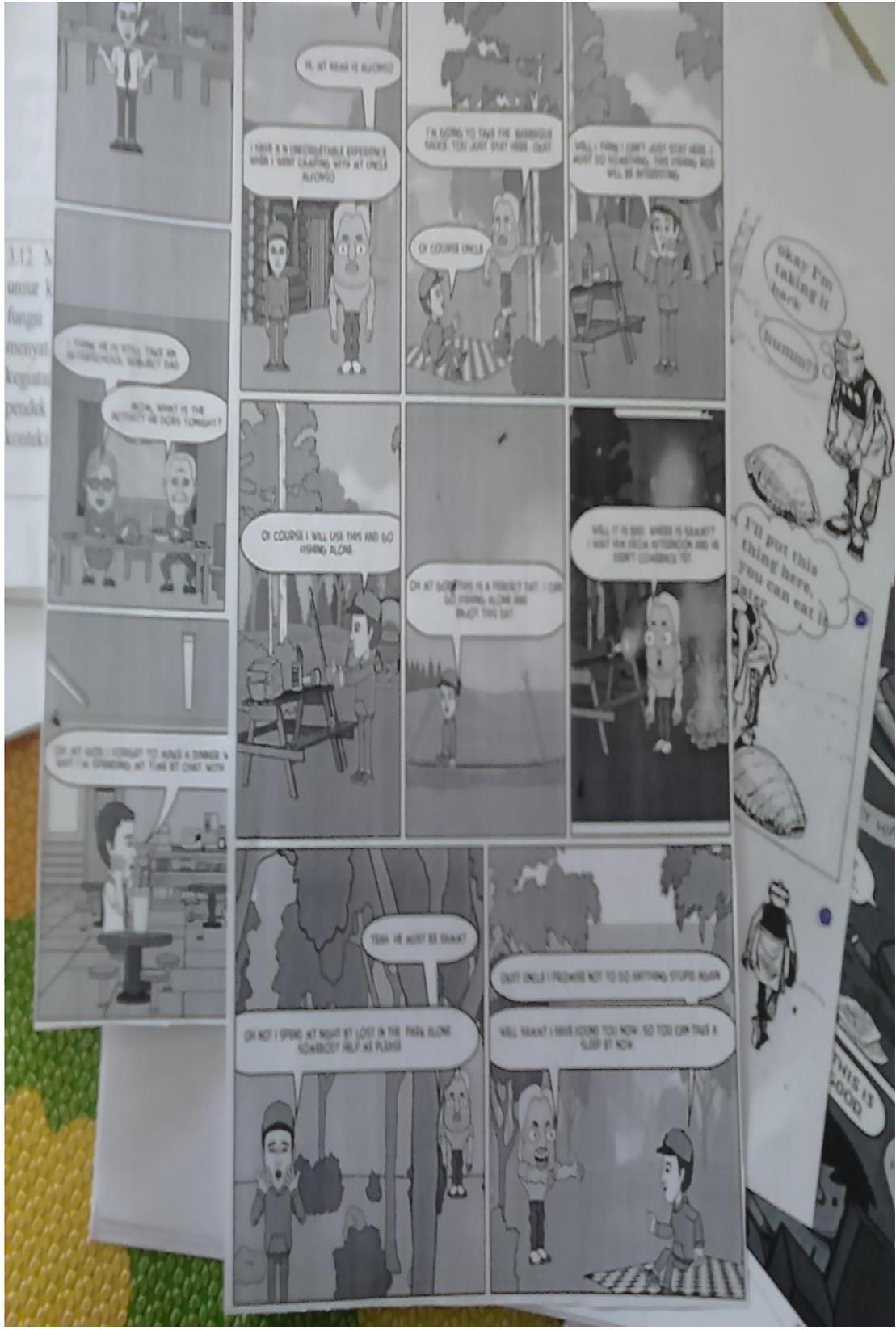
Write your own holiday experience.

holiday in Luxurious Field

I Spent my holiday in Luxurious field  
I went the Luxurious field together friends  
a name, Dka, toni, Izzan, azzam, Hio, the  
other, I there play game football and  
o'clock 04.30, so I decided to go home  
? Fun because, play game together friends.









Text	Sub-questions
<p style="text-align: center;"><b>"DIRTY BATHROOM"</b></p> <p><b>Orientation</b> Yesterday I went to a supermarket near the downtown. There I bought some snacks and food, but there was an annoying situation when I was there.</p> <p><b>events</b> It started when I came to the bathroom to wash my hand. My first impression when I entered the bathroom was bad. There were some trash and dirty tissue around me. The garbage was also full of trash and it was very messy room I ever visit. Then I looked for a mirror and it was not there. So I just clean my hand and ready to leave the room. After that I looked for the tissue to clean my wet hands, but it didn't exist. Then I had an idea to clean them all because I attempted to use the closet. After I already finished cleaning my hand I was going to used the soap. But it made my clothes dirty due to the handsoap spurted around my clothes.</p> <p><b>Re-orientation</b> That was a worst experience I ever had and I will never forget that moment to remind me for cleaning my own bathroom everyday.</p>	<p><b>Orientation</b></p> <ol style="list-style-type: none"> <li>1. Who. (Me)</li> <li>2. Where. (public bathroom)</li> <li>3. When. (Yesterday)</li> </ol> <p><b>What are the events</b></p> <ol style="list-style-type: none"> <li>1. Entering the bathroom</li> <li>2. Looking for the mirror</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

Collecting

Analyzing

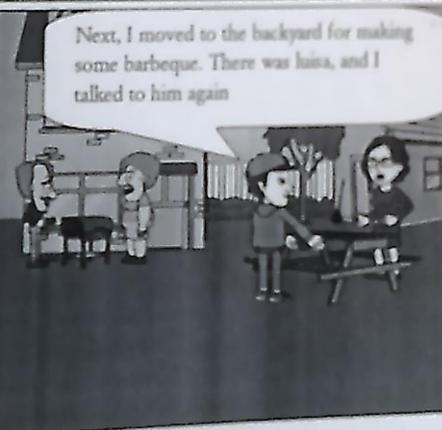
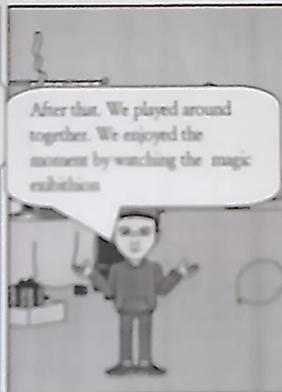
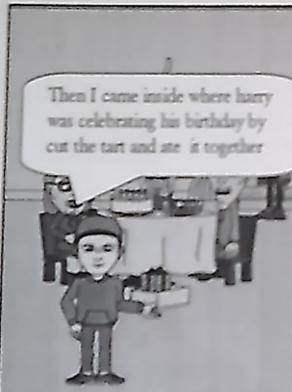
Communicating

## Task 10

Please read the comic strips below and choose the correct answer based on the story.

## 'HARRY'S BIRTHDAY PARTY'

BY FAUZI FAJAR



1. When was the events happened?
  - A. At 5.12.
  - B. Last v
  - C. Yesterday.
  - D. A yea
2. Who had the birthday party?
  - A. Harry.
  - B. Neighbour.
  - C. Grandfather.
  - D. People around him.
3. Who was the author's best friend?
  - A. Harry's parents.
  - B. Harry.
  - C. Luisa.
  - D. John.
4. Who were playing the volleyball?
  - A. Harry.
  - B. Luisa.
  - C. Writer's friend.
  - D. Harry's parents.

5. Which of the following is not true according to the text?
- A. The writer was trying to eat.
  - B. The writer brought a watch.
  - C. The writer was attending the birthday party.
  - D. The writer didn't come to the dinner.
6. What kind of exhibition the writer had?
- A. Funny.
  - B. Magic.
  - C. Sport.
  - D. Cuisine.
7. What does the first sentence tell you?
- A. The problem that the writer met.
  - B. The funny thing in the story.
  - C. The opening of the story.
  - D. The past event.
8. "I talked to her for a while."  
The underlined word refers to ...
- A. Parents.
  - B. Writer.
  - C. Luisa.
  - D. The Family.
9. "Finally the party was over"  
What is the closest meaning of the underlined word?
- A. Finished.
  - B. Scary.
  - C. Start.
  - D. Ideas.
10. What happened after the party was over?
- A. He met Luisa.
  - C. All of guests were leaving.
  - B. He found Harry.
  - D. He was back again.

VIII B

Last year I went to Magelang to visit ~~to~~ Borobudur Candi. I went there with my family.

First I used bus Sumber Kencana from Ngawi, then I finished <sup>Arrived</sup> to Jogle. After that I went <sup>to</sup> Magelang and see the Candi. Borobudur was beautiful and <sup>great</sup> ~~good~~. Finally I went to up of the Borobudur to see beautiful view.

It was a good holiday to went there again.

↓

and I will go there

9/10/19

Dimas Aditya / 8

VIII B

Last year I went to Magelang to visiting Borobudur Candi. I went there with my family.

First I used bus Sumber Kencana from Ngawi, then I finished to Jogja. After that I went Magelang and see the Candi. Borobudur was beautiful and good. Finally I went to up of the Borobudur to see beautiful view.

It was a good holiday to went there again.

A trip to Malang	
<p>Yesterday, I have a field trip to Malang. I were assigned to have notes about interesting objects that we could observe during the holiday. It was for science report to be fulfil the science report in the next semester.</p>	<p>Orientation</p> <ol style="list-style-type: none"> <li>1. Who.</li> <li>2. Where.</li> <li>3. When.</li> </ol>
<p>The first destination was Jawa Timur Park in Batu. It was amazing. The park provided a lot of things to enjoy, one of them was "Galery Belajar". It was a room full of science games that showing the principle of science and it was so interesting. Some scientific exhibitions could be found here. Visitors could try them. I was curious to do it.</p>	<p>What are the events</p> <ol style="list-style-type: none"> <li>1. I went to Jawa Timur Park in Batu to....</li> </ol>
<p>In the middle of the day, I left for "Coban Rondo". It was a fresh cool water fall on the slope of mountain. I enjoyed it very much, but I couldn't find the plants I want. But there were so many vegetations and the ecosystem in the mountain.</p>	<ol style="list-style-type: none"> <li>2. I left for Coban Rondo to....</li> <li>3. I looked another side of mountain</li> </ol>
<p>Then I looked for another side of the mountain. There was a puddle of water and there was the plant I wanted around it. When I got there, it was already 5 o'clock in the afternoon. So, I could enjoy the beautiful sunset.</p>	<ol style="list-style-type: none"> <li>4. It was 5 o'clock and I had the beautiful sunset <sup>there was</sup></li> <li>5. I went back to home</li> </ol>
<p>Finally, I went back to the home at 6.30 p.m. I really enjoyed the trip.</p>	

Read the text "A trip to Malang" above and answer the question.

1. Where did the writer have a field trip?
  - a. Surabaya
  - b. Malang
  - c. Yogyakarta
  - d. Jakarta
2. What was the goal of their field trip?
  - a. Writing the science report.
  - b. Holiday.
  - c. Religious visit.
  - d. Adventure.
3. What events were the writer most enjoy at the Jawa Timur Park?
  - a. Galeri Belajar.
  - b. Clown exhibitions.
  - c. Aeroplane project
  - d. Waterfall
4. What kind of exhibitions did the Jatim park has?
  - a. Historical
  - b. Monumental
  - c. Sport
  - d. Scientific
5. Where did the writer go after visiting Jatim Park?
  - a. Ngliyep
  - b. Mall
  - c. Coban Rondo
  - d. Beach
6. What did the writer get in Coban Rondo?
  - a. Quiet beach
  - b. A fresh and cool waterfall
  - c. Shopping place
  - d. Beautiful park
7. How was the writer got Coban Rondo?
  - a. By using train
  - b. Take a helicopter
  - c. By passing a twisting road along the jungle
  - d. By climbing the hill
8. Where did the first place the writer visit?
  - a. Ngliyep
  - b. Jatim park

- c. Borobudur  
d. Coban Rondo
9. When was the writer went to home?  
~~a. 8 o'clock~~  
 b. 7 o'clock  
 c. 6 o'clock  
 d. 5 o'clock
10. How many tourism destination did the writer has?  
 a. 1.  
 b. 2  
~~c. 3~~  
 d. 4

### Task 8

Study the table below then rearrange the jumbled words in t

(+) present

Subject	Verb 1	Object	
I	have	a trip	
It	is	a	
We	buy	a ticket	

Change the verb into negative and interrogative form by using *Simple Past Tense*.

1. I built a house.

- (-) I did not ~~built~~ <sup>VI</sup> a house ✓  
 (?) did I ~~built~~ <sup>VI</sup> a house? ✓

2. He was a singer.

- (-) He was not a singer ✓  
 (?) was he a singer ✓

3. They were lazy.

- (-) They were not lazy ✓  
 (?) were they lazy? ✓

4. She broke her leg.

- (-) she did not break her leg ✓  
 (?) did she break her leg? ✓

5. We took three mangoes.

- (-) we did not take three mangoes ✓  
 (?) did we ~~take~~ three mangoes? ✓

6. She made a mistake

- (-) she did not make a mistake ✓  
 (?) did she make a mistake? ✓

7. They brought their bag

- (-) They did not ~~brought~~ <sup>bring</sup> their bag ✓  
 (?) did they ~~brought~~ <sup>bring</sup> their bag? ✓

8. Ellen drank a juice each day

- (-) Ellen did not ~~drinks~~ <sup>each day</sup> a juice ✓  
 (?) did Ellen ~~drinks~~ <sup>each day</sup> a juice? ✓

9. Billy went to Jakarta

- (-) Billy did not ~~went~~ <sup>go</sup> to Jakarta ✓  
 (?) did Billy ~~went~~ <sup>go</sup> to Jakarta? ✓

10. He was lazy

- (-) He was not lazy ✓  
 (?) was he lazy? ✓

Fill in the blanks with correct form of *simple present tense* and *simple past tense*.

No	Yesterday	Today
1	They were on sailing	They are on sailing
2	He took the ship away	He ... the ship away <b>TAKEN</b>
3	Miranda bought her ticket	Miranda ... her ticket <b>BUY</b>
4	Budi played badminton	Budi ... badminton <b>PLAYS</b>
5	She ran to the pavement	She ... to the pavement <b>RUN</b>
6	Ivan made a cupcakes for birthday	Ivan ... a cupcakes for birthday <b>MAKES</b>
7	It was rain outside	It ... rain outside <b>IS</b>
8	Randy had a holiday gift	Randy ... a holiday gift <b>HAVE</b>
9	Andy bought a new running shoes	Andy ... a new running shoes <b>BUY</b>
10	We visited the museum	We ... the museum <b>VISIT</b>

Answer the subquestion based on the comic you read after you write the

Text

"VISITING MY AUNT"

Last month I visited my aunt Lily. It was my second visit since 15 years ago. I met my aunt at the front yard. My aunt offered some food for me and we would cook.

Then we made the barbecue in the backyard and there was some dessert for us. I told my aunt about my study and she suggested me to take study abroad. Then my aunt took me to the beauty parlor to have a hair-cut for her. After that we watched the television in the house and we laughed together.

That was my visit to my aunt. I came back to home three days later.

Task 5

**APPENDIX J**  
**PERMIT LETTERS**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 1130a/UN.34.12/DT/IX/2014  
 Lampiran : 1 Berkas Proposal  
 Hal : **Permohonan Izin Penelitian**

29 September 2014

**Kepada Yth.**  
**Bupati Bojonegoro**  
**c.q. Kepala BAPPEDA Kabupaten Bojonegoro**  
**Di Jawa Timur**

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABs), dengan judul:

**USING COMIC STRIPS TO IMPROVE WRITING LEARNING PROCESS OF GRADE EIGHT STUDENTS IN RECOUNT TEXTS OF SMPN 2 PADANGAN KAB. BOJONEGORO IN THE ACADEMIC YEAR OF 2014/2015**

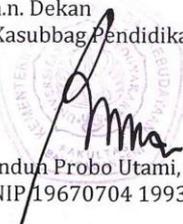
Mahasiswa dimaksud adalah :

Nama : FAUZI FAJAR KURNIA  
 NIM : 10202244091  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Oktober - Desember 2014  
 Lokasi Penelitian : SMPN 2 Padangan - Bojonegoro

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
 Kasubbag Pendidikan FBS,

  
 Indun Probo Utami, S.E.  
 NIP.19670704 199312 2 001

Tembusan:  
 1. Kepala SMPN 2 Padangan - Bojonegoro



PEMERINTAH KABUPATEN BOJONEGORO  
DINAS PENDIDIKAN  
**SMP NEGERI 2 PADANGAN**  
Jl. Raya Surabaya No. 43 Padangan 62162 Telp. (0353) 551200  
BOJONEGORO

**SURAT KETERANGAN**

Nomor : 422/403/421.40/SMPN2Pdg/2014

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Padangan Kabupaten Bojonegoro Propinsi Jawa Timur, menerangkan bahwa :

Nama : **FAUZI FAJAR KURNIA**  
NIM : 10202244091  
Tingkat : IV  
Jurusan/Program Studi : Pendidikan Bahasa Inggris  
Universitas : Universitas Negeri Yogyakarta

Adalah benar-benar telah melakukan pencarian data sebagai bahan penyusunan skripsi dengan judul :

"USING COMIC STRIPS TO IMPROVE WRITING LEARNING PROCESS OF GRADE EIGHT STUDENTS IN RECOUNT TEXTS OF SMPN 2 PADANGAN KAB. BOJONEGORO IN THE ACADEMIC YEAR OF 2014/2015"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Padangan, 23 Oktober 2014

Kepala Sekolah,



**Drs. SUHARTO**

NIP. 195805171979031006