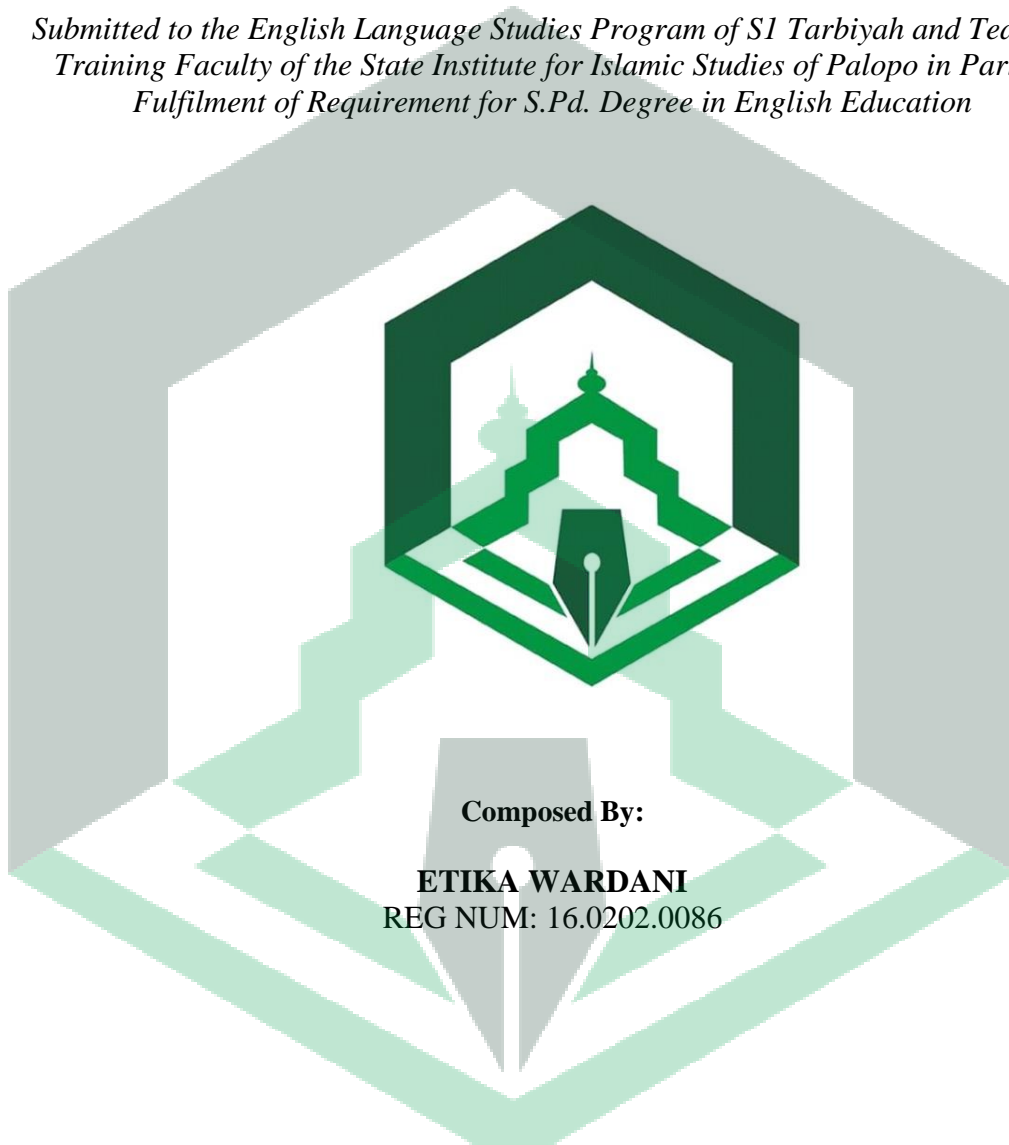# THE USE OF COMIC STRIPS IN IMPROVING STUDENTS' WRITING SKILLS OF NARRATIVE TEXT AT THE TENTH GRADE OF MAN PALOPO

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies of Palopo in Partial Fulfilment of Requirement for S.Pd. Degree in English Education

Composed By:

ETIKA WARDANI
REG NUM: 16.0202.0086

ENGLISH LANGUAGE STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

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Supervised By :
Dr. Jufriadi, S.S., M.Pd.

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ENGLISH LANGUAGE STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis, entitled **"THE USE OF COMIC STRIPS IN IMPROVING STUDENT'S WRITING SKILLS OF NARRATIVE TEXT AT THE TEN GRADE OF MAN PALOPO"** written by **Etika Wardani, Reg. Number 16 0202 0086.** English Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday 2nd December 2022 M,** coincided with **Jumadil Awal 8th 1444 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, May 30th 2023

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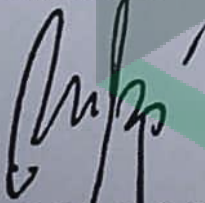
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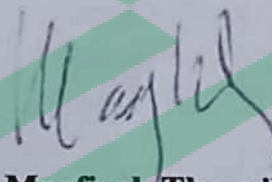Has been corrected and approved to be examined.

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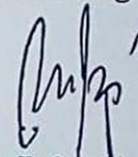Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul   : The Use of Comic Strips in Improving Students' Writing Skills of Narrative Text at The Tenth Grade of MAN Palopo

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Demikian untuk diproses selanjutnya.

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  Tempat

Assalamu 'Alaikum Wr.Wb

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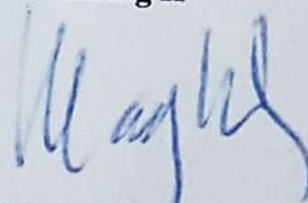
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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

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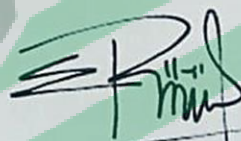
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Declares this thesis I wrote to fulfill a requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, *"The Use Of Comic Strips In Improving Students' Writing Skills Of Narrative Text At The Tenth Grade Of Man Palopo,"* is genuinely my original work. It does not incorporate any materials previously written or published by another person except does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

Palopo, 15 November 2022

Researcher

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The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

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Finally, the researcher prays to God. Allah SWT regards all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and positively contribute to the readers and others.
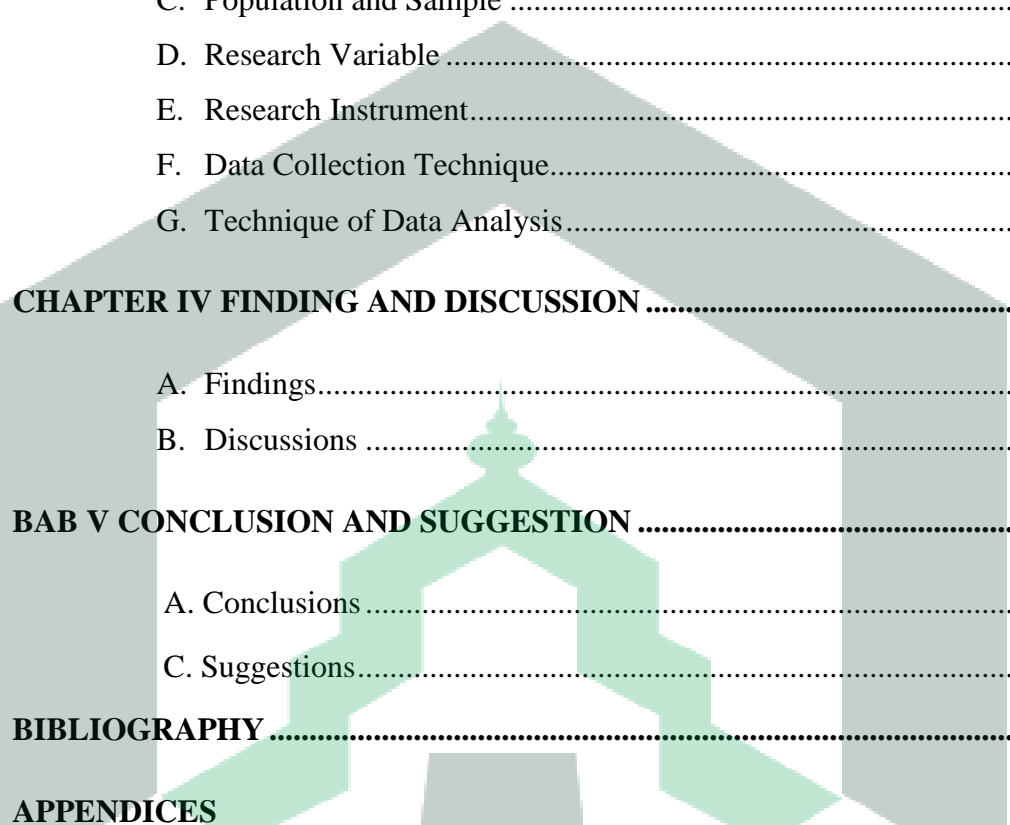
Palopo, 15 November 2022

The Researcher

Etika Wardani

LIST OF CONTENTS

ABSTRACT

Etika Wardani, 2022. *"The Use Of Comic Strips In Improving Students' Writing Skills Of Narrative Text At The Tenth Grade Of Man Palopo".* Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the State Islamic Institute of Palopo (IAIN) Palopo. Consultant I, Jufriadi. Consultant II, Magfirah Thayyib.

The purpose of this research was to determine whether or not the use of comic strips effective to improve students' writing skill of narrative texts at the tenth grade of MAN Palopo. This research used pre-experimental. The population in this research was students of tenth grade at MAN Palopo. The sample of this research were 32 students. The research instrument was test. The researcher gave pre-test and post-test to students. The result of the research this shows that the use of comic strips improves students' writing skills and makes a significant contribution to students' writing skills. The mean score of the post-test is higher than the mean score value of the pre-test (73.66>51.84). Based on data analysis, it can be concluded that teaching writing texts with comic strips is effective in improving students' abilities because after the researcher did the treatments by using this comic strips, the students' Enthusiasm and students' writing skill in English were improving.

Keywords: *Comic Strips. Narrative text, Writing Skill*

CHAPTER I

INTRODUCTION

A. Background

One of the most crucial language skills that student may learn is writing. Successful writing is demanded of students at this stage in order to improve their skills. Furthermore, when a pupil has great writing abilities, learning will be simpler. Writing is crucial since it is a reliable form of communication. Communication is written with different oral communication, which is done by mouth. Information delivery can be complete, systematic, and directed in written communication. Different from verbal communication, which was spontaneous and incomplete. When we have arranged letters into sentences, sentences into a paragraph, and paragraphs into essays, if the word does not match, we can be removed or replace them.

Since elementary school, we have been required to have writing skills over time. However, learning activities will continue to experience development. Writing skills still strongly influence the continuity of education or the next career path. However, unfortunately, there are still many students who are lacking in writing skills, especially if they write in English. For example, the same thing happened in MAN Palopo, which will be the object of this research.

Based on the results of the pre-observation and interviews with students and their English teachers, "Students are still lacking in writing skills using English, especially in assembling a story script or narrative text. They still don't understand how to arrange words and sentences to become a unified and clear story. The lack of an overview of the outline of the story also makes it difficult for

1

them to understand how to make a narrative text according to what students think"[1] .

To solve this problem the Researchers used the Comic Strip, comic strips somehow tells a narrative as well as a series of images or a collection of images interspersed between lines of text that artistically express a tale or narrative that has only has a set number of panels ,so that students may more easily put together a tale paragraph based on the main character's outline in these comic strips. The presentation of eye-catching images can help students, whose comprehension of the stories in these comic strips varies, develop their imaginations. This can serve as a model for students who wish to communicate their understanding of the stories in comic strips in narrative form.

Based on previous study, the use of comic strips has proven to be very effective in improving students' writing skills especially in narrative text, this reason made the researchers take the initiative to use the same way to solve the students' inability to write in English.

B. Research Question

Based on the background above, the research formulates a research question as follow: Does Comic strips improve students' writing skills of narrative text at the tenth grade of MAN Palopo?

C. The Objective of the Research

Based on the aforementioned research topic, this study seeks to ascertain whether or not using comic strips strips improve students' writing skills of narrative text at the tenth grade of MAN Palopo.

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[1] R, An English teacher of Tenth grade students of MAN Palopo, May 27th 2022, located in MAN Palopo

D. Significance of the Research

The findings of this study should be helpful in the following ways:

1. For The Students

   It is anticipated that it would help student become better writers.

2. For The Teacher

   In order to improve the standard of instruction and learning, English teachers will be expected to use the lessons they teach in class as references.

3. For The Next Researcher

   It will be anticipated that it will be valuable for the following researcher's future research.

E. Scope of the Research

This research is focused on improving students' writing skills in narrative text by using comic strips, the type of comic strip used is about things that are related to daily life such as relations between families, how to maintain health, apologies. The test that the researcher uses is a written test in the form of narrative text by selecting one of several predetermined titles and aspects of the statement in this research include Content, grammar mechanism, Vocabulary, and the language that students use on a narrative text by implementing comic strips.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher found several studies that also aimed at improving writing using comic strips. They are:

1. Sosiawan (2018), In his thesis entitled "Contextual comic strip research on reading comprehension in kids." This study used an experimental design approach. For the pre- and post-tests in this study, a control group was used. T-test on the SPSS program was used to evaluate the data. The findings of this study show that the experimental group's average score is greater than the control group's. According to the study's findings, contextual comic strips had a substantial impact on eighth-graders at SMP Negeri 6 Singaraja's reading comprehension. The usage of comic strips to present the research is pertinent to this investigation. The degree of education of the sample in this study is what makes it different. in the past Conclusion: Contextual comic strips have a considerable impact on eighth students at SMP Negeri 6 Singaraja's reading comprehension. The usage of comic strips in the presentation of the findings is pertinent to this study. The difference in this study relates to the sample's degree of education. The sample for this study was senior high school students, as opposed to the prior researcher's choice of a junior high school.

2. Diana Mayasari (2019), In her thesis entitled "The Use of Comic Strip Media in Learning Reading at SMP Makati Mukti Tama Bangun Jaya Mesuji Lampung." The purpose of this study is to ascertain whether comic strips have a substantial

impact on and help students in semester I of Makati Mukti Tama Bangun Jaya Mesuji Junior High School in Lampung read narrative texts more effectively. With a pre-test, treatment, and post-test following the treatment, the research methodology is quasi-experimental. In the first semester of ninth grade at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung 2019, the data analysis performed using SPSS revealed a significant effect of comic strips in facilitating students' reading comprehension of narrative texts, which is relevant in this research on the use of comic strips in learning.The degree of education used as the population and sample in this study makes a difference. Additionally, this earlier study used comic strips for just three treatments. Following the pre-test, six meetings are provided based on this research.

3. Nurul Anida (2019), In her thesis entitled "The Use Of Comic Strips To Improve The Students' Reading Comprehension Of Narrative Text. The study's findings led researchers to draw the conclusion that teaching students to read narrative material by employing comic strips could enhance their understanding of the text. The superior result on the writing test was 95, as could be observed. Before employing comic strips, the learner had a poor reading comprehension of the narrative content. As could be seen, 11 student did well on the test whereas 21 did not.

4. Nani Susanti (2019), In her thesis entitled "The Influence of Using Comic Strip Toward Students' Reading comprehension on Recount Text In the First Semester of Tenth Grade of SMK IT ICERA BABATAN. In order to perform this study, a quasi-experimental design was used. In the experimental class, the

researcher used a comic strip, whereas in the control class, the teacher used a short tale. In this study, the employment of comic strips at the senior high school level is pertinent, with the difference being the talent that the researcher hopes to hone. The prior study concentrated on the type of text and writing abilities. The study here concentrated on reading comprehension. The earlier study concentrated on recount texts, but this study will concentrate on narrative texts.

5. Fitri Handayani (2019), in her thesis entitled "The Effect of Comic Strip on Reading Comprehension of The Tenth Grade Students At SMK NU Mambaul Huda Tegalsari," The purpose of this study was to see whether students who were taught using comic strips performed better on reading comprehension tests for descriptive texts. The study was conducted as an experiment. The employment of comic strips in senior high school is pertinent to this study, but there is a distinction between it and other studies in that the latter concentrated on narrative text rather than descriptive text.

B. Literature Review

1. Writing Skills

Writing is one of the four language skills that student need to learn, along with listening, speaking, and reading. It is a system of written symbols that uses a variety of techniques, such as capitalization, spelling, punctuation, and word shape and function, to represent the sound, syllables, and words of a language.

In general, writing is crucial to the transmission of communication since it does it more effectively than any other form of media. Students must therefore possess strong writing abilities to fulfill their academic and professional needs.

Writing is the act of putting thoughts, feelings, or ideas in written form. When writing, students must have enough ideas, organize them well, and express them clearly.[2]

2. The steps of writing

There are four steps writing process consists of four steps. As follows:

a. Planning

The planning stage of the writing process is crucial. The writer must consider these three key aspects as they plan:

1. The reason for writing Knowing why you are writing is crucial since it will affect the quality of your work. Someone can choose the best language style by considering the objective of the writing. Consequently, the outcome will be successful in achieving the goal.

1. The readers of this text make up the audience. Language style, diction, paragraph organization, etc., will be influenced by the audience.

2. The writing's organizational structure, namely how facts, concepts, or arguments have been chosen to be included.

b. Drafting

Drafting is the process of putting thoughts in words and paragraphs on paper. Drafting is essential to the writing process since it allows the author to jot ideas down and prioritize which ones should appear first, second, third, and so on until the very end.

a. Editing

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[2]Hudriatul Hotimah (2015), "*The Effectiveness Of Monopoly Game For Teaching Writing Descriptive Text (An Experimental Research At First Grade Students Of SMPN 2 Banyumas In Academic Year 2014/2015,* P. 8

The writer revises what they have written as a draft while editing it. The feedback of another reader will assist the author in making the necessary corrections. If the author finds something wrong with what they've written, they can modify it. For instance, the language is unsuitable, the grammar is incorrect, and the content is unclear. If the authors discover those conditions, they may alter or correct it.

b. Final versions

The last stage of writing is the final product. Due to several modifications made during the editing process, it can look different from the original first draft. But the author is prepared to deliver the written work to the readers..[3]

1. Evaluating of writing

a.   To gauge or determine the students' writing abilities, an evaluation should be conducted during the writing instruction process. Through an evaluation exercise, the success of a writing skill-learning process can be assessed. The categories for rating writing, in Brown's opinion, are:

b.   Content (the ability to think creatively and develop thoughts).

c.   Organization (the ability to write inappropriate manner)

d.   Vocabulary (the capacity for word and idiomatic use)

e.   Using language (the ability to write appropriate structure)

f.   Mechanic (correctly using punctuation, capitalization, spelling, and layout).[4]

2. Types of writing

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[3] Jeremy harmer, *How To Teach Writing,* (England: Pearson Education Limited,2004), 4-5
[4] H. Doughlas,Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2th Ed). (Longman California, 2000), p.356

The level and capacity of the pupil should be taken into consideration while writing to perform. There are five main areas of writing performance in the classroom, according to Brown.:

a. Imitative, or writing down

In order to acquire the norms of the orthographic code, kids "write down" English letters, words, and potentially phrases at the beginning of their writing education. Although dictations can also educate and assess higher-order processing, some types of dictation come under this category.

b. Intensive or controlled

Grammatical principles can sometimes be learned, reinforced, or tested through writing as a production mode. The controlled, written grammar exercises are where you will generally find this focused writing. The writer's originality is limited in this kind of writing. Giving student a paragraph to write in which they must make changes to a predetermined structure is a typical practice in controlled writing. They might be instructed, for instance, to modify all present-tense verbs to past tense. If this is the case, students may need to change additional time references in the paragraph..

c. Self – Writing

Writing for oneself or with just the writer in mind as the audience may account for a sizeable amount of writing assignments in classroom settings. Taking notes during lectures for subsequent recollection is the most prominent example of this category in the classroom. Other note-taking can be done on random scraps of paper and in the margins of books.

d. Display writing

As was mentioned previously, writing the curriculum background for schools is a way of life. Short answer questions, essay exams, and even research papers will all include a display component for language learners. One of the academic skills that ESL students who are committed to their studies need to master is a wide range of display writing strategies.

e. Real writing

While show writing will be a component of every writing assignment in the classroom, some classroom writing tries to communicate the message honestly to an audience that needs to hear it..[5]

3. **Kind of writing text**

Various types of text reading include the following.:

a. **Explanation Text**

A book that explains how natural, social, technological, and cultural phenomena are produced is known as an explanation. The explanation text's goal is to make the "why" and "how" of the phenomenon's origin more clear. It is frequently used in history, geography, and science textbooks. (1) A general description of the phenomenon that needs to be explained makes up an explanation structure. showing a succession of actions that demonstrate the phenomenon one after another. (2.) Language feature containing a generic participant, like the sun, the rain, etc. beginning with the following and continuing in a chronological order. It uses the present simple tense and a passive voice

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[5] H.Doughlas,Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2th Ed). (Longman California, 2000), p.343

pattern.

b. **Report text**

A report is a written document that describes something as it is right now. It is the result of thorough research and analysis: 1) Report text organization. The general section is divided into categories such as an animal, a public space, a plant, and so on, all of which will be discussed in general. Detailed description of the item being discussed, including any customs or actions involving the treatment of living things as well as any material use (2). Language feature of the report: introducing a collection or a general idea: using the present simple tense and conditional logical connections like when, thus, and so on.

c. **Narrative Text**

Non-fiction narratives, such as New Journalism, creative non-fiction, biographies, and historiography, and fiction narratives, such as short stories and novels, as well as occasionally poetry and drama, although in theatre the events are primarily shown rather than told, are two different types of narratives. A narrative text is a style of writing that narrates historical events with an emphasis on troubling experiences and resolution in the hopes of entertaining and imparting moral lessons to the reader..[6]

A narrative is a piece of writing that entertains or educates the reader while telling a story. The researcher concludes that a narrative text is a true or made-up story that exploits historical facts to amuse the reader.

1). The overall outline of the story. These are the components of a narrative text:

---

[6] Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: AndiYogykarta, 2007)

1. Greeting the attendees and informing them of the date, time, and location is known as orientation.

2. Explaining the growing circumstances that the participants must handle is challenging.

3. Resolution: exhibiting the participant's preferred approach to problem-solving, whether it be good or bad.

2). Narrative language characteristics.

using verbs to express actions. utilizing the temporal conjunction. utilizing the simple past. The plot is well-organized, and character growth is given a lot of attention. It is written in a descriptive, conversational style. The anecdote can be made up or real (fairy tales, mysteries, fables, romances and adventure stories, myths, and legends). There are many different sorts of narratives, including comedy, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, journal story, and adventure.

Based on the explanation above, this research will take narrative text because it is suitable with the strip comic media to improve students writing skills at MAN Palopo.

4. Comic Strips

The definition of a comic is still up for debate among many academics. Some academics contend that a comic is just a collection of images combined with words, or even just a collection of images without regard to the idea of presenting a story. Eisner and Mc Cloud define a comic similarly in Meskin

(2007). According to Eisner (2007), a comic book is only "sequential art. The use of comics to tell a story is not mentioned in the definition. In a similar vein, McCloud claims that comics are collections of images arranged in a deliberate order to elicit an aesthetic response from the reader. This hypothesis suggests that a comic is simply an image collage with an educational message for the eye. The term "comic" is not constrained by the criteria given above, though. A po compilation that is tied to text can also be referred to as a comic. A comic book somehow tells a narrative as well as a series of images. Some theorists disagree with some of the previously described theories as a result of this disparity. The researcher's position in this instance is that a comic is a collection of images interspersed between lines of text that artistically express a tale or narrative. Following the study of the various definitions of a comic book that was just presented, the distinctions between a comic book and a comic strip will be explained.

The distinctions between a comic book and a comic strip are numerous. The first distinction is that a comic book has any number of panels, whereas a comic strip only has a set number of panels. Second, whereas comic novels have a plot, comic strips typically have a humorous or sarcastic theme. Thirdly, unlike a comic book that requires continuity, a comic strip story can stand alone. Based on these traits, it is crucial to investigate the use of comic strips in the classroom in more detail.

5. Principles of Comic Strip

Here are several comic strip principles that could serve as justification for a teacher to incorporate comics into lesson plans: (1) Comics are entertaining, stimulating, and energizing; (2) Comics foster a range of abilities, including cognitive, intellectual, social, and cultural; (3) Can be used to teach student in various academic grades; (4) Can be used to teach various academic subjects; (5) May aid in the development of higher-order thinking abilities in student, such as sequencing, predicting, inferring, synthesizing, analyzing, and evaluating. Increase student engagement with multimodal texts, educate students about the various ways in which meanings are created and communicated, and provide them with the best teaching resources possible for learning a target language. (9). It is lot simpler to process, comprehend, and recall material that is visually illustrated. (10) Can be applied to the instruction of speaking, listening, writing, and reading abilities.

a. Design of Comic Strips

Student-friendly, straightforward, and easy to use tools are some that can be employed for the kids. Panels, gutters, balloons, and captions are some of the components of comics. (1) The panels: Each page typically consists of a few panels, which are rectangular frames. (2) The gutter: Each panel is separated from the others by the gutter. (3) The balloon: One of the key elements of comics is the usage of balloons, in which text is inserted and superimposed into the panel that holds the images.While other forms of print, including children's books and advertisements, also incorporate both images and text, only comics make use of

balloons. Although some of the balloons are in direct speech, the majority are essentially narrative. The reader's interest in the story is greatly increased because it indicates that a character is speaking (in the first person). Speech or thought may be reported via balloons. The balloon's tail denotes the speaking or contemplating character. (4) The heading The caption is usually a separate element at the top or bottom of the panel and is not a part of it. The dialogue in the balloons is enhanced by the caption text, which acts as the narrator's voice.

b. Procedure of Comic Strips

Comic strip visualization can convey ideas and give discourse structure. By visualizing, we conjure up images in our brains. We form an image in our thoughts as we read. Using what we already know or have experienced, we interpret what we read. Using sensory images allows us to bring things to life. When students imagine, they mentally produce the movie. Comic books can be used by teachers to assist students in creating mental movies.

To pique students' interest in studying and teaching, comic strips can be a useful resource. In the visual genre, the comic strip is more readable, popular, accessible, and communicative. In summary, comics will be a more effective teaching and learning tool. The use of comic strips in the classroom can be done in a variety of ways. The condensed list of concepts drawn from a variety of sources is given below: Students (in small groups or alone) develop a narrative plot and use pertinent pictures to represent it using digital storytelling..

1) Students recreate a tale they have read visually using comic strips.

2) Use comic books to present a subject and get kids to come up with ideas.

3) Use comic books to teach grammar, communication (using language in context), writing, and reading skills to language learners.

Whether created from scratch or copied directly from books, newspapers, magazines, or photographs, teachers have always utilized images or visuals to support learning. Cue cards, which are little cards that students use in pairs or groups during instruction, flashcards, giant wall pictures that allow everyone to see the details, photographs, and illustrations are all examples of pictures (typically in a textbook). Some instructors make use of computer visuals, overhead projector images, or projected slides. To aid in explanation and language practice, the teacher also creates illustrations on the board.

c.   The Advantages and Disadvantages of Using Comic Strips

1) The following are some benefits of using comic strips to teach reading:

2) assist students in effortlessly comprehending the material and context that teachers must impart,

3) It is believed that it will encourage kids to read and focus on the subject matter. Using comic strips will make learning English enjoyable.

4) Comics can assist readers in visualizing ideas correctly,

5) It enhances students' capacity for creative work,

6) It's recommended for students to use their creativity,

7) Readers who are reluctant to read are drawn in by it.

C. Conceptual Framework

Comic strips media in teaching writing skills can motivate, interested, and make the students fun in learning writing skill by using comic strips media , that is

where can to improve the students' writing skill of narrative text at Tenth Grade Students of MAN Palopo. The effectiveness can be seen when the students' use the comic strips in teaching learning process. Wherefore, the comic strips is technique that was very interested and motivated the students to learn writing skill..

If the researcher does not get the objective of the research after conducted the cycle one, researcher will give the students cycle two by revising the students' problem before and the researcher will continue and give the next cycle until the objective of the research are achieved.

The goal of this research is to implement the comic strips to improve the students' writing skill of narrative text at Tenth Grade Students of MAN Palopo .

The figure below shows the conceptual framework of this research:

The Eight Grade students Of MAN Palopo

Teaching writing skills in narrative text by using comic strips

Students' writing skills improvement
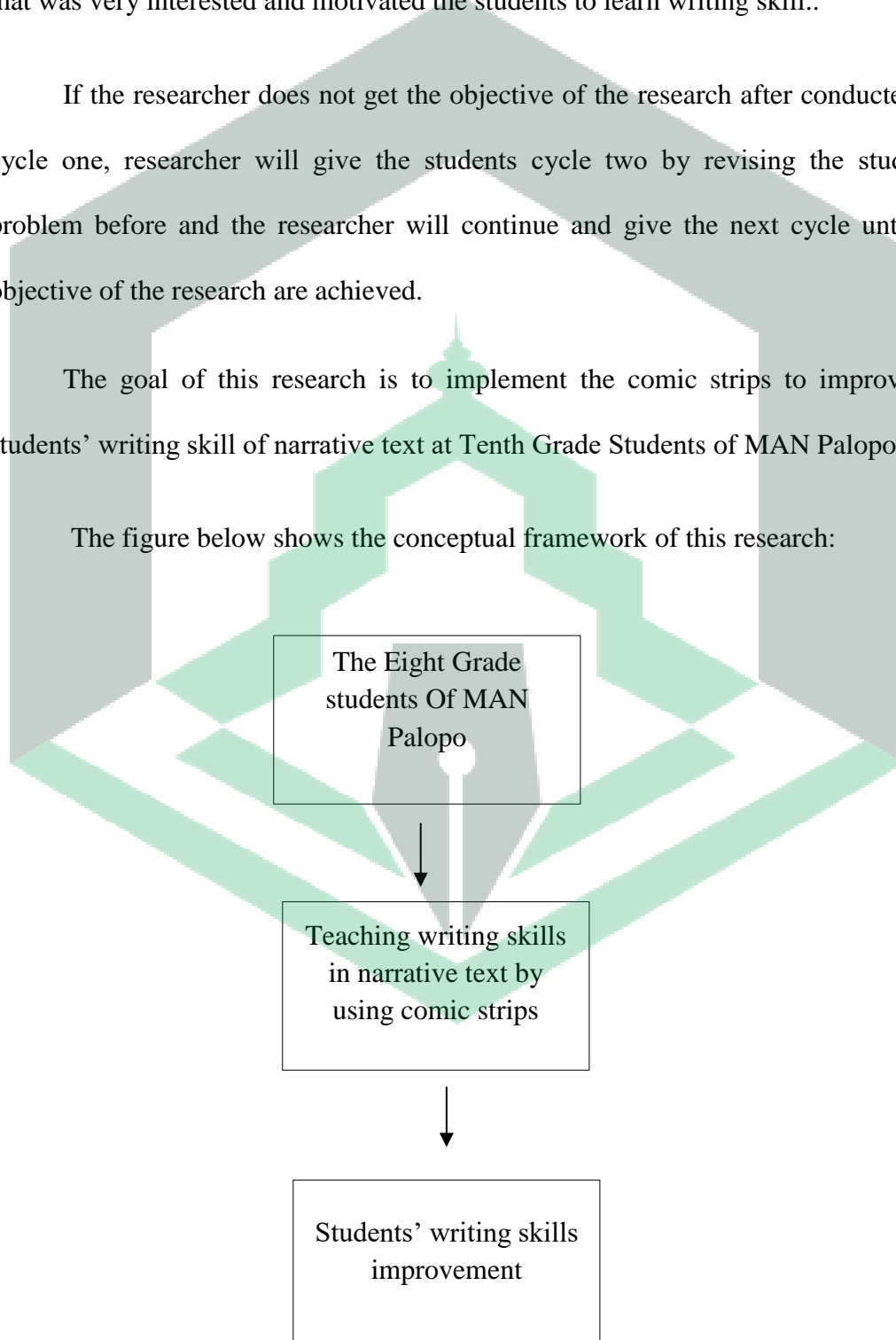
D. Hypothesis

Hypothesis is a temporary answer to the expected results. The hypothesis in this research is explained as follows:

Null Hypothesis (H_O): The use of comic strips strips does not improves students' writing skills of narrative text at the tenth grade of MAN Palopo.

Alternative Hypothesis (H_1): The use of comic strips strips improves students' writing skills of narrative text at the tenth grade of MAN Palopo.

CHAPTER III
RESEARCH METHOD

A. Research Method

This research applied an experimental research method to determine whether using comic strips can increase students' writing skills. The method used in this research was the pre-experimental research method. The formula is as follows

B. Research Design

This research used one group pre-test and post-test. The design of this research is shown as follows:

$$E = 0_1 X 0_2$$

Where :

E   = Experiment

0_1 = Pre-test

X   = Treatment

0_2 = Post-Test

C. Research Setting

The research was conducted at MAN Palopo, in Ratulangi Street, Palopo.

D. Population and Sample

1) Population

The Population in this research was tenth-grade students of MAN Palopo. There are six classes of class X consists of 52 students. The total population is 52 students

2) Sample

The population is one class, and the sample in this research was total sampling. The researcher chose the tenth grade to be the sample in this research. There were 32 students, including 20 female and 12 male students. Classes taught by teachers in the 2021/2022 school year

E. Research Variable

1. Dependent Variable

The dependent variable is the Students' writing skills.

2. Independent Variable

The independent variable is the use of comic strips.

F. Research Instrument

The instrument used is a writing test. Several items use narrative text in pre-test and comic trips in post-test**.** The test that the researcher uses is a written test in the form of narrative text by selecting one of several predetermined titles and the test last for 60 minutes.

G. Data Collection Technique

1. Pre-test

In pre-test step, the researcher gave the students short narrative text to see the student's quality of writing.

2. Treatment

a. First Meeting

The researcher gave the treatment in teaching writing narrative text using the strip comic. The steps are as follows;

1) The researcher explained the definition of narrative text, writing steps, the purpose, and examples of narrative text.

2) The researcher explained about comic strip method. Then, the researcher divides the students into pairs to read the comic stories that will be given later.

3) After that, the researcher gave comic strips entitled "**Stop Bullying at Parties**. Then, the researcher gave 25 minutes to students to read the comic, and students must know the characters in the comic.

4) After that, the researcher asked some students to rewrite what they understood about the comic into paragraphs of narrative text.

5) After students complete the task, the researcher corrects each student's answers.

b. Second Meeting

The researcher gave the treatment in teaching writing skills in narrative text using the strip comic. The steps are:

1) The researcher divides the students into pairs to read the comic stories that will be given later.

2) After that, the researcher gave comic strips entitled "**The New Normal Part 2"**. Then, the researcher gave 25 minutes to students to read the comic, and students must know the characters in the comic.

6) After that, the researcher asked some students to rewrite what they understood about the comic into a paragraph of narrative text.

7) After students complete the task, the researcher corrects each student's answers.

3) Some students come forward to read with their partners.

c. Third Meeting

1) the researcher divided the students into pairs to read the comic stories that would be given later.

2) After that, the researcher gave comic strips entitled "**A Short Story about Charlie.**" Then, the researcher gave 25 minutes to students to read the comic, and students must know the characters in the comic.

3) Afterward, the researcher asked some students to rewrite what they understood about the comic into a paragraph of narrative text.

4) After students completed the task, the researcher corrected each student's answers.

d. Fourth Meeting

1) the researcher divides the students into pairs to read and rewrite the comic stories that will be given later.

2) After that, the researcher gave comic strips entitled "**Calvin and Hobbes.**" Then, the researcher gives 25 minutes to students to read the comic, and students must know the characters in the comic.

3) Afterward, the researcher asked some students to rewrite what they understood about the comic into a paragraph of narrative text.

4) After students complete the task, the researcher corrects each student's answers.

3. Post-test

In this step, the researcher gave a short narrative text to learn how to improve students writing skills after using comic strip treatment.

H. Technique of Data Analysis

In analyzing the data which have been collected, the researcher determined the scoring classification by including content, organization, language use, vocabulary, and mechanics.

Table 3.1 writing assessment Rubric

Criteria	Score	Level
Content	30-27	superior to very good communication-focused, core idea-driven, and with subjects that are pertinent to the subject matter
	26-22	decent to average Focus is vague, limited to plot development and pertinent subjects, but it lacks specificity and is too broad.
	21-17	Very little happens in the novel, the thoughts are disjointed and unclear, and the topics are unrelated to the plot.
	16-13	very bad Not well-organized, extremely unclear, very little data, unrelated, and insufficient for evaluation
Organization	20-18	really good Expression concepts are highly fluid, with narrative that are well-structured, with a powerful introduction and finish.

	17-14	decent to average An effective use of concepts, well-structured narrative, unfinished storylines, and placement of details
	13-10	decent to poor Less logical concepts, a weak transition, a lack of focus, and specific thoughts
	9-7	very bad Not coherent, unclear, full, or sufficient to judge
Vocabulary	20-18	superior to very good precise and accurate language, word choice, and usage
	17-14	decent to average The use of idiomatic expressions incorrectly has little impact on linguistic communication, and some terms may be imprecise.
	13-10	decent to poor There is no communication in the language. Numerous repeats, frequently using incorrect words and idioms,,
	9-7	very bad Lacking in English vocabulary, incorrect word usage, lack of color, incorrect spelling, and insufficient evaluation of
Language use	25-22	superior to very good Prepositions, tenses, and a complex construction with several function mistakes.
	21-18	decent to average Simple, complex construction, mistakes with pronouns, prepositions, and tenses, among other faults.
	17-11	decent to poor Grammar mistakes predominate in the construction issue, which hinders communication.
	10-5	very bad Does not communicate, is not understandable, and does not evaluate
Mechanics	5	superior to very good showing command of convention, with no issues with capitalization, paragraphs, or punctuation
	4	decent to average There are a few spelling, grammar, capitalization, and paragraphing mistakes, but they are not noticeable.

3	decent to poor	
	Several spelling, punctuation, capitalization, and paragraphing mistakes	
2	very bad	
	There are several capitalization, paragraph, punctuation, spelling, and legibility issues in this document.[26]	

The researcher classified the students' pre-test and post-test by using the classification score rubric below:

Table 3.2 classification rubric score

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate
E	Below 60	Unacceptable

Statistical Produce and Service Solution (SPSS) version 24 for Windows was used to analyze the data. It was compiled into mean scores, standard deviations, and standard error deviations for independent sample tests.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this study, the researcher used tests to gather data. The researcher also kept track of activities that were done while lecturing. The researcher collected all information pertaining to imparting narrative text writing skills to MAN Palopo students in the tenth grade. in order to make the description clearer and more accurate. The researcher talks about the results of the students' narrative text between the pre-test and post-test, which received no treatment.

1. The Analysis of Students' Scores in the Pre-test

a. The Students' Pre-Test Score

Then, the researcher shows the complete scores of the student's narrative text in the pre-test. The tabulation of students' scores for the pre-test can be seen in table 4.1.

Table 4.1 the students' pre-test result

	Classification	Score	Frequency	Percentage
32	Excellent	90-100	0	0%
	Good	80-89	0	0%
	Adequate	70-79	0	0%
	Inadequate	60-69	10	31.25%
	Unacceptable	Below 60	22	68,75%

The students were monitored during the pre-test before receiving therapy, as shown in Table 4.1. 10 students (31.25%) receive an inadequate grade, and 22 students (68,75%) receive an undesirable grade.

b. The students' pre-test results in writing

Table 4.2 the percentage score of students' pre-test result of content in writing

Classification	Score	Frequency	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	5	15.62 %
Fair to Poor	12-14	16	53.33%
Very Poor	9-11	11	36.66%

The table demonstrates that the majority of students received fair to subpar marks for their pre-test writing abilities, particularly in the topic category. Five students (15.62%) have scores that are good to average, sixteen students (53.33%) receive scores that are fair to low, and eleven students (36.66%) receive scores that are very poor.

Table 4.3 the students' pre-test result of organization in writing

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	0	0%
Good to Average	14-17	13	43.33%
Fair to poor	10-13	12	37.5%
Very poor	1-9	7	21.87%

According to the table, most student achieve good to average grades. Thirteen students (43.33%) receive good to average grades, compared to twelve (37.5%) who receive fair to poor grades and seven (21.87%) who receive extremely low grades.

Table 4.4 the students' pre-test results of vocabulary in writing

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	0	0%
Good to Average	14-17	13	43.33%
Fair to poor	10-13	17	53.12%
Very poor	1-9	2	6,2%

According to the table, most student receive fair to subpar grades. There are two students (6.2%) who received extremely low scores, seventeen students (53.12%) who received fair to poor scores, and thirteen students (43.33%) who received good to average scores.

Table 4.5 the students' pre-test results of language use in writing

Classification	Score	Frequency	Percentage
Excellent Very good	22-25	0	0%
Good to Average	18-21	9	28.12%
Fair to poor	11-17	20	62.5%
Very poor	5-10	3	9.37%

According to the table, most student receive fair to subpar grades. Nine students (28.12 percent) receive good to average grades, compared to twenty (62.5 percent) who receive fair to poor grades and three (9.37 percent) who receive very low grades.

Table 4.6 the students' pre-test result of mechanics in the writing

Classification	Score	Frequency	Percentage
Excellent Very good	5	0	0%
Good to Average	4	5	15.62%
Fair to poor	3	14	43.73%
Very poor	2	13	40.62%

According to the table, most student receive fair to subpar grades. There are five student (15.62%) who receive good to average grades, fourteen (33.73%) who receive fair to low grades, and thirteen (40.62%) who receive extremely poor grades.

2. The Analysis of Students' Score in the Post-Test

a. The Students' Post-Test Score

Then the researcher shows the complete scores of the student's narrative text in the post-test. The tabulation of students' scores for the post-test can be seen in table 1.1.

Table 4.7 the students' post-test result

Classification	Score	frequency	Percentage
Excellent	90-100	1	3,12%
Good	80-89	8	25%
Adequate	70-79	13	40.62%
Inadequate	60-69	10	31,25%
Unacceptable	Below 60		0%

Table 4.7 reveals that 32 students in the control group were monitored prior to instruction without the use of the story mapping technique. One student got Excellent (3,12%) 8 students (25%) received good grades, 13 students (40,62%) received adequate grades, 10 students (31.25%) received inadequate grades

b. The students' post-test result in writing

Table 4.8 students' post-test result of content in writing

Classification	Score	Frequency	Percentage
Excellent to Very good	27-30	4	12.5%
Good to Average	15-26	12	37.5%
Fair to Poor	12-14	10	31.25%
Very Poor	9-11	6	18.75%

The table demonstrates that most students received fair to bad grades for their writing abilities on the post-test, particularly in the topic category. Four students (12.5%) received exceptional to very good grades, 12 students (37.5%) received good to average grades, 10 students (31.25%) received fair to poor grades, and 6 students (18.75%) received very low grades.

Table 4.9 the students' post-test result of organization in writing

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	3	9.37%
Good to Average	14-17	20	62.5%
Fair to poor	10-13	9	28.12%
Very poor	1-9	0	0%

According to the table, most students achieve good to average results. There are three kids (9.37%) who receive outstanding to very good grades, twenty (62.5%) who receive good to average grades, and nine (28.12) who receive fair to poor grades.

Table 4.10 students' post-test result of vocabulary in writing

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	5	15.62%
Good to Average	14-17	20	62.5%
Fair to poor	10-13	7	21.87%
Very poor	1-9	0	0%

According to the table, most students achieve good to average results. Five student (15.62%) receive grades in the range of excellent to very good. Seven students (21.87 percent) have fair to poor scores, whereas 20 students (62.5 percent) receive good to average ratings.

Table 4.11 the students' post-test result of language use in writing

Classification	Score	Frequency	Percentage
Excellent Very good	22-25	4	12.5%
Good to Average	18-21	18	56.25%
Fair to poor	11-17	10	31.25%
Very poor	5-10	0	0%

According to the table, most students achieve good to average results. Four students (12.5%) receive outstanding to very good grades, 18 students (56.25%) receive good to average grades, and 10 students (31.25%) receive fair to poor grades.

Table 4.12 the students' post-test result of mechanics in writing

Classification	Score	Frequency	Percentage
Excellent Very good	5	2	6.66%
Good to Average	4	15	46.87%
Fair to poor	3	13	43.33%
Very poor	2	2	6.66%

According to the table, most students achieve good to average results. There are two student (6.66%) who receive exceptional to very good grades, thirteen (43.33%) who receive good to average grades, thirteen (43.33%) who receive fair to poor grades, and two (6.66%) who receive very poor grades.

c. The Mean Score and Standard Deviation of Students in Pre-Test

In this part, the researcher described the mean scores and standard deviation in order. To compare the mean scores of pre-test in a group before giving treatment.

Table 4.13 The Mean Score and Standard Deviation of Students in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	40.00	69.00	51.84	9.05934
Valid N (listwise)	32				

Table 4.13 shows that the highest and lowest student scores are 69,00 and 40.00, respectively. Additionally, data shows that the mean vocabulary score for students on the pretest was 51,84, with a standard deviation error of 9,05.

c. The Mean Score and Standard Deviation of Students in Post-test

In this part, the researcher described the mean scores and standard deviation to compare the mean scores in post-test after giving treatment.

Table 4.14 The Mean Score and Standard Deviation of Students in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	32	60.00	90.00	73.65	9.11082
Valid N (listwise)	32				

The students' greatest scores are 90.00, and their lowest scores are 60.00, as can be shown in table 4.14. This also demonstrates that the mean vocabulary score for students on the post-test is 73,65, with a standard deviation error of the post test was 9.11.

d. The Calculation of t-test, Pre-Test, and Post-Test

This research would offer scores of student results on pre-test and post-test, the total mean scores and standard deviation of in pre-test and post-test, and then compare them. It would also display the mean scores in the student's narrative text subject. Tables 4.15 and 4.16 in the report show the results in descriptive statistics.

Table 4.15. The mean score and standard deviation of pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	40.00	69.00	51.84	9.059
Posttest	32	60.00	90.00	73.66	9.111
Valid N (listwise)	32				

The statistical outcomes of the pre-test and post-test are shown in Table 4.15. N was the total subject data from the group in the table above, including 32 results from the pre-test and 32 results from the post-test. It is clear that there are considerable differences between pre- and post-test. The pre-test group's mean score was 51.84, whereas the post-test group's mean score was 73.66. Additionally, the following table describes the research's statistical thesis:

Table 4.16 The Paired Samples Statistics of Pre-Test and Post-Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-21.813	3.839	.679	-23.197	-20.428	-32.141	31	.000

From the sample test table 4.8 above, can be obtained data for t_0 (t_{count}) = 10.860 and df (degree of freedom) =19. According to gay t_t =2.093, it was the standard significance of 0.05 with df (degree of freedom) =19. Based on these results, the researcher concludes that t_0 (t_{count}) is higher than t_t (t_{table}), $t_0 > t_t$.

T_{test} = 2.093

Df   = N - 1

        = 20 – 1

        = 19

$$32.141 > 2.093$$

Related to the result that ($t_{value} < t_{alpha}$) the t_{value} was lower than t_{alpha}, it means that H_a is accepted and the Null hypothesis (H_0) was rejected. It means that it is significant. Therefore, the researcher believed that Comic sips was significant to improve students' writing skills for the students of MAN Palopo.

B. Discussion

According to the pre-observation and and interviews with students their English teachers process at MAN Palopo, one of the issues with the English learning were "Students are still lacking in writing skills using English, especially in assembling a story script or narrative text. They still don't understand how to arrange words and sentences to become a unified and clear story. The lack of an overview of the outline of the story also makes it difficult for them to understand how to make a narrative text. In addition, the teacher does not have any media or games that can inspire

students to become interested in or motivated in improving their vocabulary; instead, the teacher only instructs them to find the mean. The study made the assumption that the learning media may be a means of getting students interested in studying English especially at writing skill in narrative text again and actively participating in it. The research has motivation to do the research in improving students' writing skill in narrative text by using the comic strips.

The researcher initially administered a pretest to gauge the media's effectiveness. The results revealed that the students' English proficiency was still too low, as evidenced by their scores, which were still far below average. Following the pretest, the researcher administered five treatments. This study focuses on writing the narrative text. Students were not overly enthused about learning at the beginning of the implementation of this treatment since they were still having trouble how to write a narrative text in English. However, in the subsequent meetings, students started to see a progressive improvement in understanding through the use of comic strips. Their enthusiasm for learning is also impacted by this. After the several treatments, the researcher ultimately administered a post-test, and the results showed that the students' abilities had improved as a result of the comic strips because the post-test scores had been acquired more quickly than the pretest.

There are variations between the pre-test and post-test according to the findings. The students' post-test score is higher than their pre-test score. It

indicates The students were monitored during the pre-test before receiving therapy, as shown in Table 4.1. 10 students (31.25%) receive an inadequate grade, and 22 students (68,75%) receive an undesirable grade. as can be seen from the scoring classification in the pre-test. While the post-test scoring categories are as follows: Table 4.7 reveals that 32 students in the control group were monitored prior to instruction without the use of the story mapping technique. One student got Excellent (3,12%) 8 students (25%) received good grades, 13 students (40,62%) received adequate grades, 10 students (31.25%) received inadequate grades and equivalent to a mean score of 38.85 in the pre-test and post-test of 61.60.

According to the research findings, employing the comics stripsd can encourage students to increase their writing skills, Because they can learn by comic strips media, students will find the comic strips exercise intriguing.

In conclusion, there are both similarities and contrasts in this research. The use of comics strips is similar. The differences include in the kind of research methods used, the students' educational backgrounds, and the different goals media that each researcher has for their research. The researcher stressed the significance of using comic strips media in vocabulary instruction, particularly for people who have never learned language but wish to do so.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researchers came to the conclusion that employing comics could enhance students' writing abilities at MAN Palopo based on the research and discussion outcomes. It demonstrates how the employment of comic strips enhances and significantly contributes to student' writing abilities. The average pre-test score is lower than the post-test score on average (51.84< 73,66).

Data study reveals that teaching writing texts through comic strips significantly enhances students' ability.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions.

1. For the teacher

Teachers can utilize these comic strips as a teaching tool since they help students remember many writing techniques that have already been covered in class.

2. For the students

This study is anticipated to benefit both students' and researchers' education, particularly in terms of understanding how comic strips are used in students' narrative texts.

3. For the next researcher

In this study, the researcher taught senior high school student using comic strips. Additionally, the researcher can test this technique using a variety of materials and students at various skill levels. This study is anticipated to help advance research education, particularly in terms of understanding how comic strips are used in students' narrative texts. This study is anticipated to be sufficient to complement earlier studies that other researchers can utilize to conduct additional research on specific methods for students' narrative writing.

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LESSON PLAN

Subject : English (Narrative text)

Class : X

Time Allocation : 2 J.P. (1 meeting)

A. LEARNING OBJECTIVE

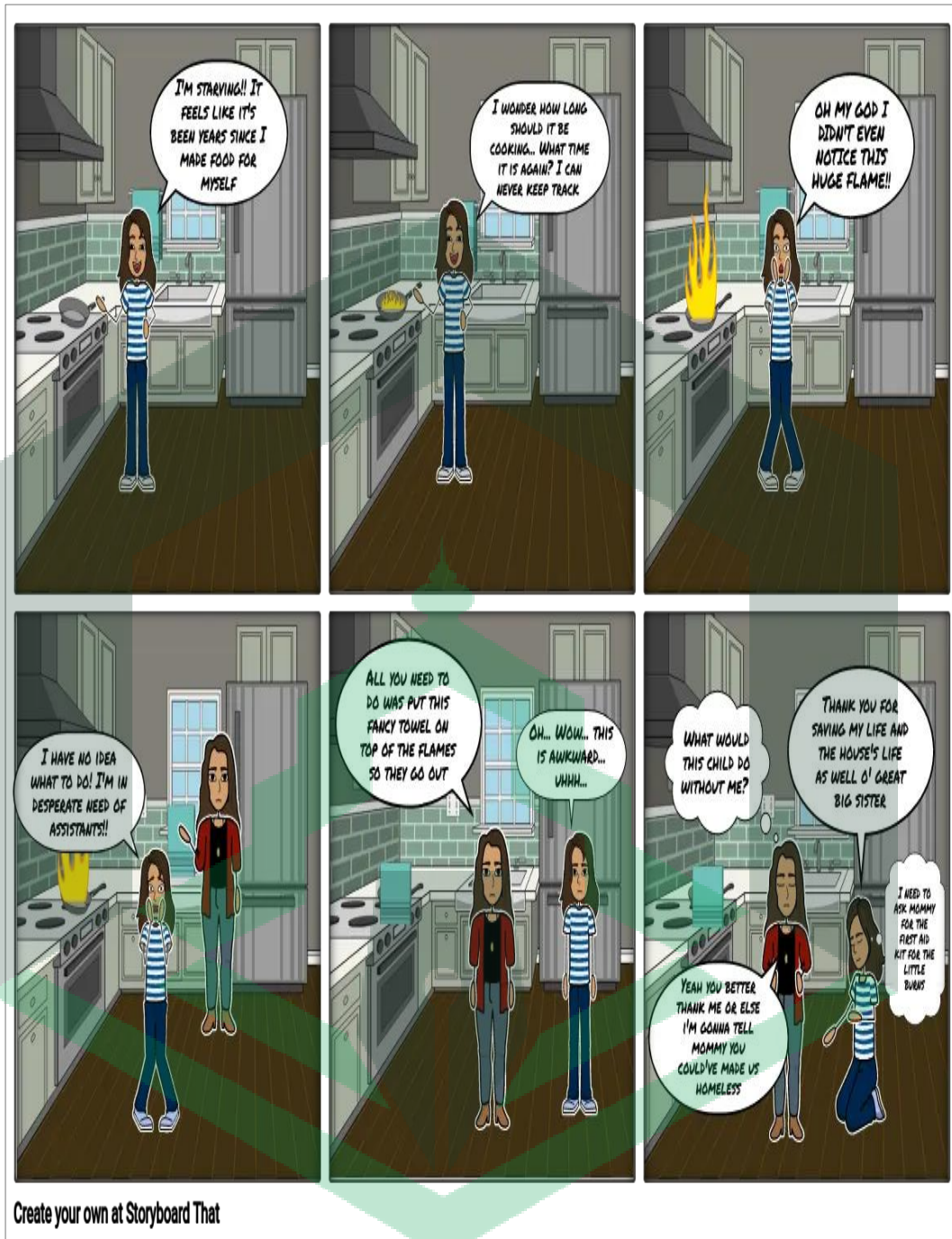The use of comic strips is effective in improving student's writing skills in narrative texts.

B. LEARNING ACTIVITIES: 2nd meeting (90 minutes)

1. The teacher opens the class by giving a greeting.
2. The teacher checks the presence of students.
3. The researcher divides the students into pairs to read the comic stories that will be given later.
4. After that, the teacher will give comic strips entitled "**kitchen safety**".
5. Then, the teacher gives 25 minutes to students to read the comic, and students must know the characters in the comic.
6. Afterward, the researcher asked some students to rewrite what they understood about the comic into a paragraph of narrative text.
7. After students complete the task, the researcher corrects each student's answers.

C. ASSESSMENT

Attitude assessment: observation

Skills assessment: practice/exercise results

https://images.app.goo.gl/A2hQ4ApGcLrH4yjH7

LESSON PLAN

Subject   : English (Narrative text)

Class   : X

Time Allocation   : 2 J.P. (1 meeting)

A. LEARNING OBJECTIVE

The use of comic strips is effective in improving students' Writing skills in narrative texts.

B. LEARNING ACTIVITIES: 2nd meeting (90 minutes)

1) The teacher opens the class by giving a greeting.
2) The teacher checks the presence of students.
3) The researcher divides the students into pairs to read the comic stories that will be given later.
4) After that, the teacher will give comic strips entitled "**The New Normal Part 2**". Afterward, the researcher asked some students to rewrite what they understood about the comic into a paragraph of narrative text.
5) After students complete the task, the researcher corrects each student's answers.

C. ASSESSMENT

Attitude assessment: observation

Skills assessment: practice/exercise results

LESSON PLAN

Subject   : English (Narrative text)

Class   : X

Time Allocation   : 2 J.P. (1 meeting)

A. LEARNING OBJECTIVE

The use of comic strips is effective in improving students' writing of narrative texts.

B. LEARNING ACTIVITIES: 2nd meeting (90 minutes)

8. The teacher opens the class by giving a greeting.

9. The teacher checks the presence of students.

10. The researcher divides the students into pairs to read the comic stories that will be given later.

11. After that, the teacher will give comic strips entitled "**Apologize"**.

12. Then, the teacher gives 25 minutes to students to read the comic, and students must know the characters in the comic.

13. Afterward, the researcher asked some students to rewrite what they understood about the comic into a paragraph of narrative text.

14. After students complete the task, the researcher corrects each student's answers.

C. ASSESSMENT

Attitude assessment: observation

Skills assessment: practice/exercise results
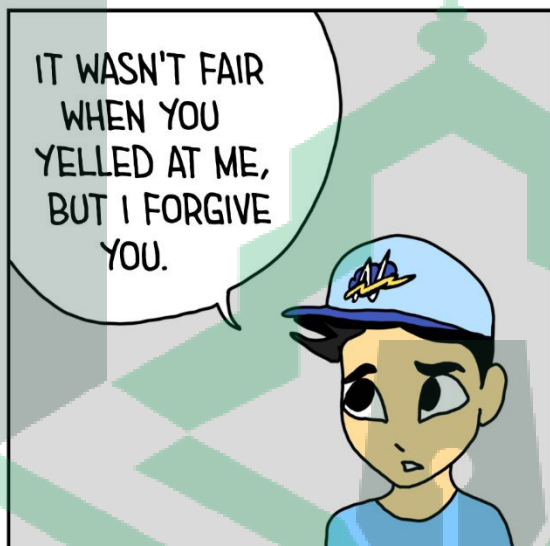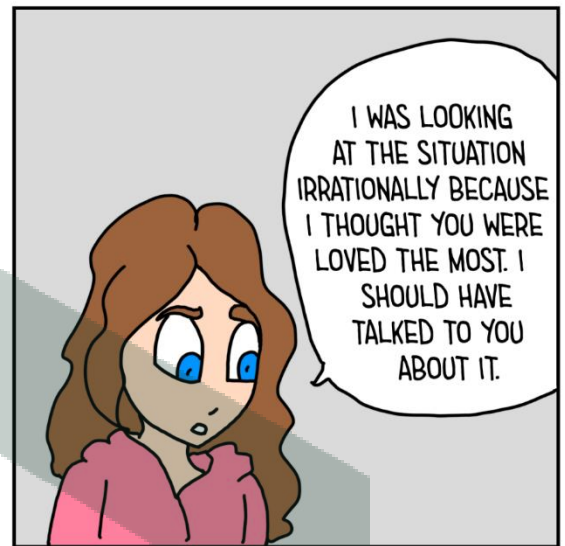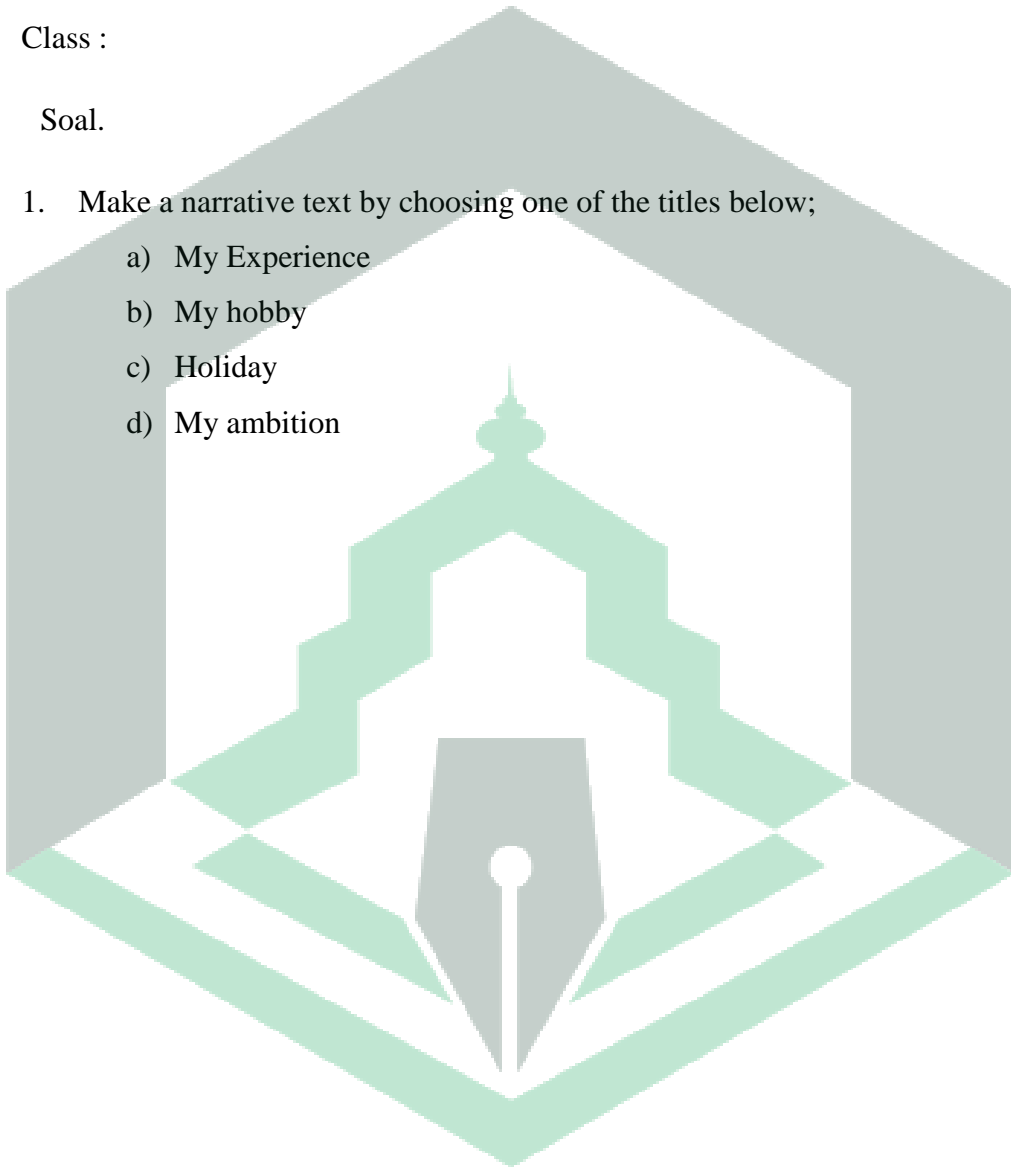
WRITING SKILLS TEST

Pre-test

Name :

Class :

Soal.

1. Make a narrative text by choosing one of the titles below;
   a) My Experience
   b) My hobby
   c) Holiday
   d) My ambition

WRITING SKILLS TEST

Post-test
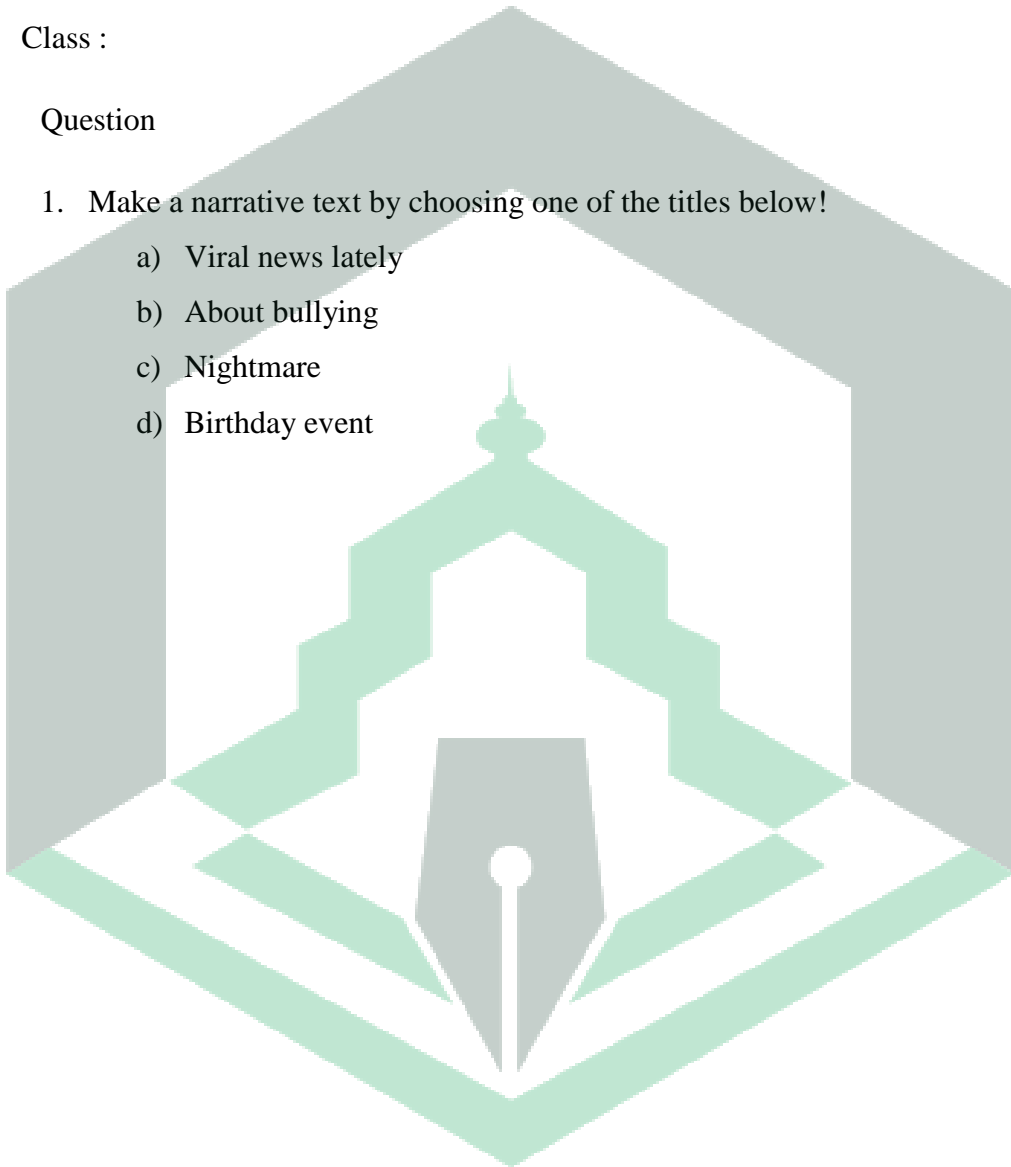
Name :

Class :

Question

1. Make a narrative text by choosing one of the titles below!
    a) Viral news lately
    b) About bullying
    c) Nightmare
    d) Birthday event

LEMBAR VALIDASI INSTRUMENT

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek isi dan bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut :
   1. Tidak layak
   2. Kurang layak
   3. Cukup layak
   4. Layak
   5. Sangat layak
4. Anda di mohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilian Kelayakan

No	URAIAN	Kelayakan				
	Aspek Isi	1	2	3	4	5
I	a. Instrument sesuai dengan indicator pembelajaran yang ingin dicapai.					✓
	b. Instrument dirumuskan secara singkat dan jelas.					✓
	c. Petunjuk pengerjaan instrument dituliskan secara jelas.				✓	
II	Aspek Bahasa					
	a. Instrument dirumuskandalam bahasa indonesia yang baik dan benar.					✓
	b. Instrument dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan bahasa responden.				✓	

C. Komentar

Buat detail jumlah/kuantitas teks (tulisan) yang harus dibuat siswa.
Perbaiki pengetikan kata (typo), dan tanda baca

D. Saran

Pertimbangkan untuk menyamakan kualitas topik tulisan di pre-test dan post-test.

E. Kesimpulan

Intrument ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut :

- Buat detail jumlah/kuantitas teks (tulisan) yang harus dibuat siswa.
- Perbaiki pengetikan kata (typo), dan tanda baca
- Pertimbangkan untuk menyamakan kualitas topik tulisan di pre-test dan post-test.

Palopo, 30 Agustus 2022

Penilian Kelayakan

Dr. Magfirah Thayyib, S.S, M. Hun
19850719 201801 2 001

DOCUMENTATIONS

PRE-TEST

Left page

Name : mohammad Eji Sora

Class : X.C

My hobby

My hobbye is Soccer, when I was Little I didn't Like
Plasing Soccer and I wanted to try Plosing with Friend
It turnes out to be Fun and Finally I have a hobby
of Plosing Soccer

and until now I also hayes one more hobby, namely the
hobby of Plosing motorbikes and Little by Little I am
modifsing It So that It is comfortable to Seen

and Finally I have 2 hobbies and I am very happy
to have 2 hobbies

Content : 1
Organization :
Vocab : 1
Language use : 1
Mechanics :

Right page

Name : Natasya

Class : X.c

My hobby
My hobby is plasing basketball. I Join a basket ball
team in my school. Has a lot of Fon when I Play
basketball me and my Friends participate in a lot of competion
and we always won in the First place

My hobby
Hi my Name is Natasya my hobby is cooking.
every morning always help my mother to prepare breakfast.
I like cooking very much. My mother usually show me how
to make Some foods that is my hobby thank you

My hobby
Last week s and my mom decide to clean our home.
because our is seem dirty. then my mom to do ne clean living
room and my mom clean bathroom. the First we do sweep
in the Floor. after that we mop the Floor. after how long
we picup done cleaning the house.

Content : 1
Organization : 2
Vocab : 1
Language use : 1
Mechanics : 1

TREATMENT

POST TEST

Nam = Bana
kelas = X-C
mapel = Inggris
d) Birithday event
my name Bana
When i was a child, i had an embarecing
birthday (Pity). in that time (my By a birthday party)
i was preparing my birthday party with my parents.
We agreed that we'll invete all of my fireds. after i
give the invitation cards to all of my (Friend). I was
wondering what ma my birthday party (Will) be? will it
be fun?. or (will) it be habad?.
the birthday (partyy) is com(ing). all of my fireds
has arrived, they began to sing the (happy) birthday song
for me. after that, they tol d me to blow up the candles
unfortunately. when i about to blow the candles
someone push me down from behind. so i fell out the
birthday cake. i will never (ever) forget that in
my life.

(60)

Content : 1
Organization:
Vocb : 3
Language use 2
Mechanise : 1

Annisa
28. september. 2022   Nightmare

Nama Annisa
kelas X.C

i have a bad dream. in my dream there are
monster will catched me i run and run fast,
but that monster never stop. i'm so afraid,
that monster so creepy. i want to cry.
when that monster close to me, i wake up.
i never (forget) my nightmare.

saya punya mimpi. buruk dalam mimpiku ada
monster yang akan menangkapku, saya berlari
dan berlari cepat tetapi monster itu tidak
pernah berhenti aku sangat takut, monster itu
sangat menyeramkan saya ingin menangis.
ketika monster itu dekat dengan saya, saya
bangun. saya tidak pernah melupakan mimpi
buruk saya.

(70)

Content :
Organization :
Vocab :
Language use : 1
Mechanics :

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Etika Wardani

NIM   : 16 0202 0086

Prodi   : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 07 November 2022
Ketua Prodi

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

CURRICULUM VITAE

The researcher has complete name Etika Wardani. She was born on December 19th 1997 in Palopo, Sulawesi Selatan. She is the first daughter from six children. Her father's name Suwardi and her mother's name Fariani. She has one brother and four sisters. The researcher graduated from SDN 02 PAGI JAKARTA UTARA IN 2010 and then she graduated from MTsN Model Palopo in 2013. Then, in 2016 she graduated from MAN Palopo. The researcher continued her study at state Islamic Institute of Palopo (IAIN) and taking English Language Education Study Program S-1 degree.

In the end of the study at State Islamic Institute of Palopo (IAIN), She wrote a thesis entitled **"The Use of Comic Strips in Improving Student's Writing Skills of Narrative Text at the Ten Grade of MAN Palopo"**