THE USE OF ENGLISH COMIC STRIPS STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT
(A Classroom Action Research at the Eight Class of SMP N2 Talang Empat, Bengkulu Tengah)

THESIS
Submitted as A partial Requirements for the degree of Sarjana in English Education Program

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TARBIYAH FACULTY ENGLISH EDUCATION DEPARTMENTSTATE INSTITUTE FOR ISLAMIC STUDY (IAIN) BENGKULU 2015/2016

APPROVAL

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DEDICATION

This thesis is dedicated to:

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2. My lovely sisters and cousins (Elfa Dwi Handayani, Stevani ratista, Angga Setiawan and Qinanti Rahmatika Naiswan)

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MOTTO

"Dream, Believe and Make it Happens"

"Intelligence is not the measurement, but intelligence support all !"

"To get a succes, youe courage must be greater than you fear"

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Dengan ini saya menyatakan bahwa:

1. Karya tulis dengan judul "THE USE OF ENGLISH COMIC STRIPS STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT (A Classroom Action Research At The Eight Class Of Smp N2 Talang Empat, Bengkulu Tengah)".
2. adalah asli, murni gagasan dan rumusan penulis dan belum pernah diajukan untuk memperoleh gelar akademik, khusunya di IAIN Bengkulu.
3. Didalam skripsi ini, tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali kutipan secara tertulis dengan jelas dan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Bengkulu, 18 Juli 2016

The Reseacher

Elya Fitriani

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

Elya Fitriani

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ABSTRACT

Elya Fitriani.2016. *The Use of English Comic Strips Strategy to Improve Students' Ability in Writing Recount Text (A classroom Action Research at A Eight Class of SMP N2 Talang Empat, Bengkulu Tengah).* Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors : 1. Nadrah, M.Pd, 2. Fera Zasrianita, M.Pd

Key words: *English comic strips, Writing Ability, Recount Text.*

The problems of this research were the students' problem at A eight class of SMP N2 Talang Empat, Bengkulu tengah have low competence in writing recount text and the students did not have interest in learning English. The objectivewas to find out how English comic strips strategyin improving students' ability in writing recount text.

This research was classroom action research that consisted of four steps, pre-assessement, cycle 1, cycle 2 and cycle 3. The subjects of this reserach were 20 students that consisted 10 males and 10 females. The instruments were observation checklist, interview guidline and writing test.

The result of of students' means score in every cycle there was improvement pre-assessment (49,425), cycle 1 (67,825), cycle 2 (71,45) and cycle 3 (78,25). The researcherfound that the improvement of the students' activities were good in the class. It also found that the students paid attention toward the lesson during the class. The students became active at the classroom. There was a good interaction between teacher and students . It conclude that English comic strips strategy could improve students' ability in writing recount text at A eight class of SMP N2 Talang Empat, Bengkulu Tengah.

ABSTRAK

Elya Fitriani.2016. *The Use of English Comic Strips Strategy to Improve Students' Ability in Writing Recount Text (A classroom Action Research at A Eight Class of SMP N2 Talang Empat, Bengkulu Tengah).*

Pembimbing: 1. Nadrah, M.Pd, 2. Fera Zasrianita, M.Pd

Kata Kunci: *English comic strips, kemampuan menulis, teks Recount.*

Masalah dalam penelitian ini adalah kemampuan siswa-siswi dikelas VIII A SMP N2 Talang Empat, Bengkulu tengah dalam menulis teks recount rendah dan mereka tidak memiliki ketertarikan dalam belajar Bahasa Inggris. Tujuannya adalah untuk menemukan apakah strategy English comic strips bisa meningkatkan kemampuan siswa dalam menulis teks recount.

Metodepenelitianiniadalahpenelitiantindakankelas yang terdiridariempatlangkah, ada pra-penelititan, siklus 1, siklus 2, dan siklus 3. Adapun subjek dari penelitian ini adalah 20 siswa yang terdiri dari 10 siswa laki-laki dan 10 siswi perempuan. Instrument yang digunakan ialah, observasi, wawancara dan test menulis.

Nilai rata-rata siswa disetiap tahapan selalu meingkat, pada pre-assessment (49,425), siklus 1 (67,825), siklus 2 (71,45) dan siklus 3 (78,25).Didalampenelitianinipenelitimanemukanadanyapeningkatanaktivitassiswa yang semakinmembaikdidalamkelas. Mereka memperhatikan ketika guru menjelaskan materi. Merekapun menjadi aktif dikelas. Sehingga dapat disimpulkan bahwa dengan menggunakan strategi English comic strips dapat meningkatkan kemampuan dalam menulis teks recount.

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CHAPTER I
INTRODUCTION

1. Background of the study

Nowdays, English is important to master for facing the development of the world. It became important because it is one of international languages which is used as tool for communication. For sharing information with other people from other countries, it uses English. There are many references and informations using English including research, reports, journals and articles. It means that for understanding them, people should have skill in English.

In Indonesia, government decided English as a Foreign Language that should be mastered by the students. So, English is teached from elementry school until senior high school even on University.In English, students should master of four skills, they are listening, speaking, reading and writing skills. These four skills introduce to students in junior high school. The students should be expected to master those four skills to able use English communicatively.

Based on standars of content 2006, one of the objectives of learning English in junior high scholl is to enable the students to get comprehend and competence in English, both in spoken and written forms. Between spoken and written, they have same role which means that they are important to master by students. For making students have skill to communicate in written form, they should have skill in writing. Some students said that the writing is the most difficult skill if it compare with

the other three skills. Writing is the most difficult skill for second languange learners to master. It means that students should be given something interesting when learning especially learn in writing skill [1]. The other researcher also states that writing is not easy. It takes to study and practice to develop this skill. English teachers should consider about this fact which has been told by some expert that writing skill is not easy so they have to teach it well to students.[2]

In terms of written English, students also should master in grammar, punctuation and the spelling. It makes the students more difficult to have ability in wiriting because many aspects which is mstered by them. For mastering in writing, first, students have to able to master in the three aspects above.

The preliminary study of this research was conducted. It was intended to investigate the English teaching and leraning process at SMP N2 Talang Emat, Bengkulu Tengah. The researcher used interview and observation at the class directly for conducting data. Based on the interview with an English teacher, she asked the researcher to observe in the class VIII A , because she said that in this class students have low competence in writing skill. The interview is used for obtaining the first data about some information such as the students point in writing and the students' writing problems. The researcher choosed this school and this

[1]JC Richards and WA Renandya (ED), *Methodology in Languange Teaching: An Anathopology Current Practice*, (Cambridge University Press, 2002), p 33.
[2]A Oshima and Hogue, *Writing Academic English (3rd ed)*, (United States of America, Addison Wesley Publishing Company, 1999) p 3.

class because the students' problems in writing ability, especially in writing recount text. Moreover, the mean score of the student's witing only 60, whereas the minimum standard score of this school is 75.

There were some results of the preliminary study which was done by the researcher such as the students were difficult to start to write, to develop the ideas, to use vocabulary and to use corret grammar. The researcher assumed that the students there did not give much attenttion when teaching and learning process.

Based on the classroom observation, the researcher looked that the students felt bored and did not get attention from their teacher in front of class so they did other activities at class such as talked with friends and played handphone. They did not have motivation in learning English especially in learning about recount text. At the classroom, English teachers only talked in front of class, there were no interaction between teacher and atudents. When she asked them some questions, the students just keep silent, they did not know the answere of the questions. In addition, it can be caused by the strategy of teaching writing which used by the English teacher. The strategy used by the teacher was monotone and not intereseting. The English teacher only focused on the textbook and wrote on the white board.

There was no media that used by English teacher except whiteboard, book and boardmarker in teaching and learning process. It made students did not have interested because they were often to study in

this condition. Whereas students need a something new that make them enjoy to study. By using media it can improve students' interest and motivation in teaching and learning process, especially to study writing about recount text. It makes students easier to understand the material.

Based on the problems above, the researher think that the students need to give an interesting media to study writing about recount text. It is one of ways to get better learning process. Media is a tool or the physical things used by a teacher to facilitate the instruction.[3]

To select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in media selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used. Using media will be effective if it is used correctly.

One of the media can be used in tecahing English is comic strips. According to Royanti said that comic strips are an art form using a series of static images in fixed sequence. Using English comic strips can make students more interesting to study because it consist of colorful pictures with written form which can be read by them. The use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.[5] Comic strips can help students to

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[3]Brown; Lewis, R. B; Harcleroad, F. F, *AV. Instruction: Technology*, *Media and Methods*. (New York: Mc Grow Hill Company, 1977), p 2-3.

understand the recount text well, it can be an intereseting media for them, the students will not feel bore and there are interaction between teacher and students. so, in this research the researcher applies comic strips strategy to improve students' ability in writing recount text.

Based on the information above, the researcher makes a research entitled " The Use of Comic Strips in ImprovingStudents' Ability in Writing Recount Text at Eight Grade of SMP N2 Talang Empat, Bengkulu Tengah".

2. Identification of Problem

Based on observation conducted in January 2016 at SMP N2 Talang Empat , the researcher found some problems. One of the main problems was the low competence that have by students in writing skill especially in writing recount text. The first problem began with the students' motivation. It was caused by the teacher only talks in front of the class and there was no good interaction between teacher and students.

The second problem was the technique used by the English teacher. She did not use media in teaching and learning process. She only focused on textbook and whiteboard, so the students did not have interest and felt bore.

The next problem was monotonous and uninteresting learning. The English teacher only focused on the textbook and wrote on the board.

The last problem was the media that did not use by the teacher in the classroom. The students were often to feel this conditin which made

they did not follow the leraning process well. The students never fetl a something new in English leaning process.

To get the attention and particpation of students, the English teacher needed an interesting strategy. It was to avoid the students became passive when teaching and learning process. Students will have good attitude toward the target language if they interested in their teacher's way of delivering the material.

3. Limitation of the Problem

In the wider area of the problems, those could not be identified and solved better, so the problems needed to be limited in this study. Therefore, the research was mainly focused on the efforts to improve students writing skill.

The subject of this study was at SMP N2 Talang Empat , Bengkulu Tengah. The researcher choosed the A eight grade of this school because the students have low competence in writing skill especially in writing recount text. The students of this class also did not have a good participation at the class because when the teacher asked them, they were only silent.

This research used comic strips to improve students' writing ability. The comic strips can make students interest to study especially study about recount text. The comic strps able to improve students ability in writing.

4. Research Problem

Based on the identification of problems above, the reserach problem can be formulated as follows:

How do comic strips improve students' ability in writing recount text at eight grade of SMP N2 Talang Empat, Bengkulu Tengah in the academic year 2015/2016?

5. Objective of the Study

Based on the explanation above, the objective of this research was to improve students' ability in writing recount text at A eight grade of SMP N2Talang Empat, Bengkulu Tengah in the academic year 2015/2016 by using comic strips.

6. Significance of the Study

The result of this study was expected to give benefit to SMP N2 Talang Empat, Bengkulu Tengah especially to the English teachers, students and other researchers.

For English teachers, the result of this research can use as an input in the process of teaching recount text writing by applying comic strips technique as an alternative way in teaching English to improve the quality of teaching writing.

For students, the comic strips can improve their interest and ability in writing recount text. The students never have difficulties to write recount text in future.

For other researchers, the result of this research was expected to be useful as a reference in conducting similiar research using comic strips to improve students' ability in writing in various level of education from junior high school to senior high school.

7. Definition of Key Terms

In conducting this research, it was necessary to formulate the definition of key terms, which was intended to avoid misunderstanding of the concept used in this study. The terms which needed to define were as follows :

a. Writing skill

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.[4] 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.

b. Recount Text

Arecount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There

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[4]A Meyers., *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Longman, 2005), p 2.

for the experience of the readers themselves, such as their adventure and their day's activities.

c. Comic Strips

Comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially.[5] Moreover Ranker in Drolet defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

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[5]Stephen Cary, *Going graphic: Comics at Work in the Multilingual Classroom*, (Portsmouth,NH: Heinemann, 2004), p 33.

CHAPTER II

LITERATURE REVIEW

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1. Writing Skill

a. Definition of writing

Writing is one of skills in English that should be mastered by students. It is also one of the difficult skills in English. There are several definitions of writing that can be studied. Writing is a way to produce language, which you do naturally when you speak[6]. It means that writing is a part of a talent, but it is mostly a skill, and like any skill, it improves with practice. It also supports by Bowke said that writing is a skill that is required in many contexts throughout life. For instance, writing an email to a friend or reflect on what happened during the day in personal diary.[7]

As Harmer states that writing is a way to produce language and express idea, feeling, and opinion.[8] Meanwhile Hyland said 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.[9] Nunan also defines that writing is the process of thinking to invent ideas, thinking

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[6]A Meyers., *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Longman, 2005), p 2.

[7] Natalie Bowkie, DR., Academic Writing: A Guide to Tertiary Level Writing, (Massey university, 2007), p 2.

[8]Jeremy Harmer, *How to Teach English, second Edition*, (Cambridge: Longman, 1998), p 112.

[9]K Hyland., *Second Language Writing,*(Cambridge: Cambridge University Press, 2003), p 5.

about how to express into good writing, and arranging the ideas into statement and paragraph clearly.[10]

From some definitions which is stated by some experts above, the researcher conclude that writing is the process of producing language which need ideas, feeling, and opinion to exprees it in papers.

b. The Writing Process

The Writing process is the stages of writing which will apply by the writers. There are four stages of writing process. They are planning, drafting, editing and final draft. The stages can help writer to writte easily. Harmer explains the some stages of the writing process. The stages are presented as follows:

1. Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2. Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

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[10]D Nunan, *Practical English Language Teaching*, (New York: The McGraw Hill, 2003), p 88.

3. Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4. Final Version

In this last stage, the students re-write their draft after revisingwith peers and teachers. The students have a good written text in the final product since they do the editing process before.[11]

Figure 1. Writing process stages called the process wheel

Furthermore, Brown (2001: 348) describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting

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[11] Jeremy Harmer., *How To Teach English, Third Edition*, (UK: Longman, 2004), p 258.

and revising.[12] The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and freewriting. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

The process of writing above can help student to write so the students are easier to develop their writing. They can start one by one of this process that will help then in writing. They have to understand this process before they start to write down in the paper.

c. Micro Skills in Writing

There is micro skills in writting that should be considered by the students. It is 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.

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[12]H Doglas Brown, *Teaching by Principles An Interactive Approach to Languange Pedagogy Second Edition*, (San Fransisco: Longman, 2000), p 348.

Macroskills

7. Use the rhetorical forms and conventions of written discourse.

8. Appropriately accomplish the communicative functions of written texts according to form and purpose.

9. Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

10. Distinguish between literal and implied meanings of writing.

11. Correctly convey culturally specific references in the context of the written text.

12. 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.[13]

In conclusion, there are differences between micro and macro skills in writting. Micro duscusses about the the mechanical of writing and at the level of word, such as tenses, grammatical forms, cohesive devices and others. Meanhile, macro discusses about 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 and others.

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[13]H Doglas Brown, *Teaching by Principles An Interactive Approach to Languange Pedagogy Second Edition*, (San Fransisco: Longman, 2000), p 342 - 343.

d. Teaching Writing

In teaching writing, the teacher should know the reasons why the teachers teach writing to the students. There are four reasons to teach writing, they are reinforcement, language development, learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:[14](1) Reinforcement, (2) Language development, (3) Learning style and (4) Writing as a skill.

The important reason for teaching writing is that it is a basic language skill. it seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to adverstisement.[15]

In teaching, there is not only about transferring knowledge but also a process to change students behavior. Learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.[16] To get this change, it needs teacher's role so much. It is for the students can learn and get the purpose of the learning itself.

Moreover, the teacher need to understand their role in teaching process, especially in teaching writing. There are some tasks which is done by the teacher before, during and after the process of writing they are demonstrating,motivating and provoking, supporting, responding and evaluating.[17]

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[14]Jeremy Harmer, *How to Teach English*, (Cambridge, Longman, 1998, p 79.
[15]Jeremy Harmer, *How to Teach English*, (Cambridge, Longman, 1998, p 79).
[16]H Doglas Brown, *Teaching by Principles An Interactive Approach to Languange Pedagogy Second Edition*, (San Fransisco: Longman, 2000), p 340.
[17]Jeremy Harmer., *How To Teach English, Third Edition*, (UK: Longman, 2004), p 258.

There are three teachers' roles in teaching and learning process of writing. They are :[18]

1. Motivator

The teacher as a motivator means that the teacher must be able to motivate 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 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.

Based on three roles above, it shows that teacher has important role in teaching and learning process. By these roles, teacher can develop student's skill and get the purpose of the education program.

e. Assesing Writing

The assessment of writing is no simple task. The teacher has to know what the objective of the writing itself. Assessment is a popular and sometimes misunderstood term in current educational. It is an ongoing

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[18]Jeremy Harmer.,*The Practice of English Languange, Third Edition*, (UK: Longman, 2004), p 261-262.

process that encompasses a much wider domain.[19] The teacher should do the assesing writing correctly based on the theories. In the classroom, teacher have to think about how to asses so they need to make list of what the thing which will assess and how to do it.

Many of the activities used in class to practice writing can be the same as those used to assess writing. There are the most commonly used written test types, they are as follows:[20]

1. Dictation and Dicto Comp

Here, a paragraph is read at normal speed, then the teacher asks the students to rewrite the same text from the best of their collection. In other version, the dicto comp technique, after reading the passages, the teacher distributes a handout with keyword of the paragraph, as cues for the students.

1. Grmmatical Transformation Tasks

In this type, students are asked to do some activities such as, to change the tenses in a paragraph, change full forms of verbs to reduced form, change statement to yes/no or wh-questions, change question into statements, combine two sentences into one using a relative pronoun, change direct speech to indirect speech, or change from active to passive. The teacher can choose one of the some activities above to measure students' skill in grammar.

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[19]H.Douglas Brown, *Language Assessment Principles and Classroom Practice*, (United States, Longman, 2004), p 4.
[20]H.Douglas Brown, *Language Assessment Principles and Classroom Practice*, (United States, Longman, 2004), p 225.

2. Picture-Cued Tasks

The main advantage of this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses. There are some types of picture-cued tasks, such as short sentences, picture description and picture sequence description.

3. Vocabullary Assessment Tasks

The major yechniquea used to assess vocabullary are defining and using a word in a sentence. The procedures are creatively linked by means of the target word, its collocations and its morpological variants.

4. Ordering Tasks

The students are asked to make correct sentences. As in many writing rechniques, this task involves as much, if not more, reading performance as writing.

5. Short Answere and Sentence Completion Tasks

A reading passage is presented, and the test-taker reads questions that must be answered in a sentence or two.

There are also some types to asses students' writing, they are writing compositions and stories, 'transactional letters ' where candidates reply to a job advertisement, information leaflets about their school or a place in their own town, a set of instructions for some common task and newspaper article about recent event.[21]

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[21]Jeremy Harmer.,*The Practice of English Languange, Third Edition*, (UK: Longman, 2004), p 326.

f. Evaluating Students Writing

The other thing that is very important in teaching is evaluating. The teacher have to evaluate the students' writing skill after tha teaching and learning process. Evaluating student writing can be one of the most daunting tasks an instructor can face.[22] It takes time, and above all, it takes mental energy, and I think we are likely all looking for a way to make it a little bit easier.

There are five components of good write quality :[23]

1. Content

Content involves two criteria to be good writing, they are completeness and accuracy. The content of writing must have a completeness such as specifics individua, data, location or everything that related with it, and also have accuracy. The content of the writing must support the theme.

2. Organization

Organization is how to make our writing will be organized. Inthis research, the topic is writing recount text. So, the organization is about recount text, they are orientation, sequence of event and reorientation.

3. Language Use

Language use consists of general errors of agreement, tense, word order/function, pronoun and preposition. In this part more pressed in using grammar correctly which suits with recount text.

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[22] Allison Boye, How Do I Evaluate and Respond to Student Writing?
[23] H Doglas Brown, *Teaching by Principles An Interactive Approach to Languange Pedagogy Second Edition*, (San Fransisco: Longman, 2000), p 356-357.

4. Vocabulary

Vocabulary is the list of word that usually arranged in alphabetical order. In writing the writer should be able to choose an appropriate vocabulary and the meaning is understandable.

5. Mechanics

There are irregular errors of spelling, punctuation, capitalization, paragraph that we show in our writing.

The final evaluation on one composition simply creates input to the learner for the next composition.by using it, the teacher can score the students point significanly and help to scoring easier.

2. Recount Text

a. The Definition of Recount Text

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.[24] There for the experience of the readers themselves, such as their adventure and their day's activities.

Recount text is a type of text which retells events or experience inthe past which is generally based on direct experience of the author, but can also be imaginative or outside the experience of the author.

b. The Purpose of Recount Text

Recount text means to tell "what happenend". 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 descriptions of

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[24]M Anderson and K Anderson, *Text Type in English 2*, (South Yarra: Macmillan Education Australia, 2003) p. 48

what occurred and when it occurred. The purpose of the 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 there are three types of recount. They are: [25]

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.

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[25]B. Derewianka, *Exploring How Texts Work,* (Sydney, Primary Teaching Association, 1990), p 15-17.

c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

d. Mention of personal feelings in 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…)

d. Languages Features in a Recount Text

The language features usually found in a recount:

a. Use of nouns and pronouns to identify people, animals or things involved.

b. Use of past action verbs to refer the events.

c. Use of past tense to located events in relation to speaker`s or writer`s time.

d. Use conjunctions and time connectives to sequence the event.

e. Use of adverb and adverbial phrases to indicate place and time.

f. Use of adjectives to describe nouns.

4. Comic Strips

a. The Definition of Comic

Comic is a media that can make students interest because it consists with picture and text. In an increasingly visual society, the use of photographs and illustrations in instructional material is very important.[26] Given the illustrated nature of comics, it seems perhaps surprising that this medium has been largely avoided in the creation of instructional/teaching material. Comic can help teacher to take students' attention becuse it is very interesting for learning.

Comics are an art form using a series of static images in fixed sequence. Comics can also be used as an umbrella term for several different types of sequential art, including cartoons, comic books, comic strips, and graphic novels and this is how the term will be used in this review.[27]Comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially.

Moreover, comics have been considered to be a threat to people's ability to read and write. The use of comic as reading material for ESL

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[26]Paul Alexio and Claire Norris, "*The Comic Book Text Book*," Biological psychology: An Illustrated SurvivalGuide v 26 no 4, (2010): h. 72.

[27]Stephen Cary, *Going graphic: Comics at Work in the Multilingual Classroom*, (Portsmouth,NH: Heinemann, 2004), p 10.

students and find that they help English language learners with both reading and writing.So, comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous, mysterious, etc. This definition adds the idea of comic being literature and highlights its cumulative nature.

b. The Differences between comic books and comic strips

There are two forms of comic, they are comic books and comic strips. Comic strips (as appear in newspaper) meanwhile comic books (it is also called "manga" when referring to Japannese books). Comic strips are short form comics which generally consist of three to eight panels.[28] Whereas, comic books consist many panels, it is defined as multi-paperback comics that generally are issued monthly. There are four differences between comic books and comic strips.[29]

Table 2.1.

The Differences Between Comic Book and Comic Strips

No	Comic Book	Comic Strip
1.	Many Panels	Very few panels
2.	Units of encapsulation include the page, the two-page spread	The panel is the only unit of encapsulation

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[28]K.W. Gavigan and M Tomasevich, *Connecting Comics to Curriculum: Strategies for Grades 6- 12, (*Santa Barbara, ABC-CLIO, LLC, 2011), p 9.
[29]R. Dunchand and MJ Smith, *The Power of Comics: History, Form &Culture, (*New York, The Continuum International Publishing Group Inc, 2009), p 9.

and inset panels.

3. Layout can be creative   Layout is normally rigid.

4. Composition can be complex   Composition is usually simple.

Based on the table above, it shows the differencess between comic book and comic strips clearly. They are the form of comic with dome differences. Unlike comic book, comic strips are short. It is suitable for students in Junior High School level.

Figure 2**:** Peanuts Comic Strip by Charlez Schultz

c. **Components of Comic Strip**

Generally, comic book and comic strip have the same essential elements. There are elements of comic, they are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters.[30]

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[30]N Yomtov, *How to Write a Comic Book,* (Ann Arbor, Cherry Lake Publishing, 2014), p 5.

The first element is Panel. Panel is the most basic element of a comic book page. It is defined as a single image in a sequence of images. It has various types such as square, round, triangular and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders.

The second element is lettering. It is any texts on a comic book page. It is as guider for reader in reading comic. There is also different letter such as bold lattering, large dialogues, small dialogues, and dialog and caption.

The third is balloon. There are two kinds of balloon: word balloon and thought balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker. Whereas, a thought balloon is a bordered shape containing a characters unspoken thoughts. Frequently, thought balloons have cloudlike borders and tails that look like trails of bubbles. Balloons come in various shapes. They can be used for different characters or moods.

The fourth element is caption. Captions almost always have rectangular borders but can also be borderless or floating letters. The fifth are sound effects. They are stylized lettering that represent noises within a scene. Most of them are floating letters. The use of sound effects should be limited for significant sounds only such as large (explosions) or small (a door softly closing in a lonely room). It is because overuse of them may distract the reader.

The lastelement is borders. They can be defined as the lines that enclose panels, balloons, and captions. Different effects and moods can be created by changing the borders styles and weights. Typical examples include double-bordered balloons for very loud shouting and rough or jagged borders for anger. The last one is gutter. It refers to a blank space, usually white, between and around panels. This space is very important as it separates each panel from the others, represents the events, and lets the reader know that we are going from one scene to the next. Sometimes, we find colored or shaded gutters which are used to establish mood, denote flashback, or give aesthetic effect.

5. The Previous Studies

There are some relevant srudies which was done the research with the same technique, comic strips but the skills are different. The first researcher is Royanti in 2007. She did a research at SMP N1 Bojong Pekalongan. She improved students' ability in story telling. When she aplied the comic strips inteaching story telling, the sudents were happy and interesting. The result of her research was the students have an improvement in their ability in story telling.

The second researcher is Nadiatul Khoriyah. She also applied comic strips technique in her research. The research was done at MTS NU Ungaran. She used a quasy experiment to investigate the effectiveness of comic strips in teaching vocabullary. In her research, she explained that the comic strips was effective for students in mastering vocabullary.

Based on the relevant studies above, they were succes to improve some skills by using comic strips. In this research, it wants to improve student's skill in writing recount text.

6. Conceptual Framework

In teaching and learning procees, it needed a teamwork between student and teacher. They should do their role each other. As a teacher, they have a role to facilitate the students as well as possible. In teaching writing, the teacher should have an effective technique to get the students comprehension in the material. Tacher have a role to develop the students skill, it for getting the objective of education program.

Based on the interview and data which is collected by the researcher, the problems in teaching writing is founded at SMP N2 Talang Empat, Bengkulu Tengah. The learning process didn't work well especially in writing learning process. The students did not interest, feel bore and there was no interaction between teacher and students. It influenced their ability in writing. So, it needed to change learning process by using an interesting technique.

One of technique which can use by English teachers in improving students' writing skill is comic strips. The comic strips is very interesting for students because it consists of picture and letter. Comic strips can help teacher for getting students' attention in the classroom. If the students interest, they will be easy to understand the material which is explained by the teacher.

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.

CHAPTER III
RESEARCH METHOD

1. Type of the Research

This research used classroom action research (CAR) that tried to solve the problems of classroom activity especially in the teaching and learning process.This research was categorized as action research. Action research is an approach that involves both actionand research.[31] The action is to identify and explore an issue, question, dilemma, gap or puzzle. Meanwhile, the research is used to collecting data and information.

A process to improve education by incorporating change and involves educators working together to improve their own practice.[32] The goal of action research was to improve classroom practice or to improve practises in the school. There were three main characteristics of action research, they are : the research is situated in a local context and focused on a local issue, the research is conducted by and for the practitioner and the research results in an action or a change implemented by the practitioner in the context.[33] The characteristics of action research above are to differ this research with other researchs. It also to avoid the wrong perception in action research.

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[31] Juanita Hergham and Robert A. Crocker, Ed.,*Qualitative Research in Applied Linguistuc : A Pratical Introduction* (London : Palgrave Macmillan, 2009), p. 114

[32]Denal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education* 8th ed. (USA : United States Copyright, 2009), p. 514.

[33]Denal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education* 8th ed. (USA : United States Copyright, 2009), p. 514

The cycle consist of planning, acting, observing and reflecting.[34]

Figure 3: Model Cycle

Planning		Acting
Reflecting	**Cycle 1**	Acting
	Observing	
	Planning	
Reflecting	**Cycle II**	Acting
	Observing	
	Planning	
Reflecting	**Cycle III**	Acting
	Observing	
	?	
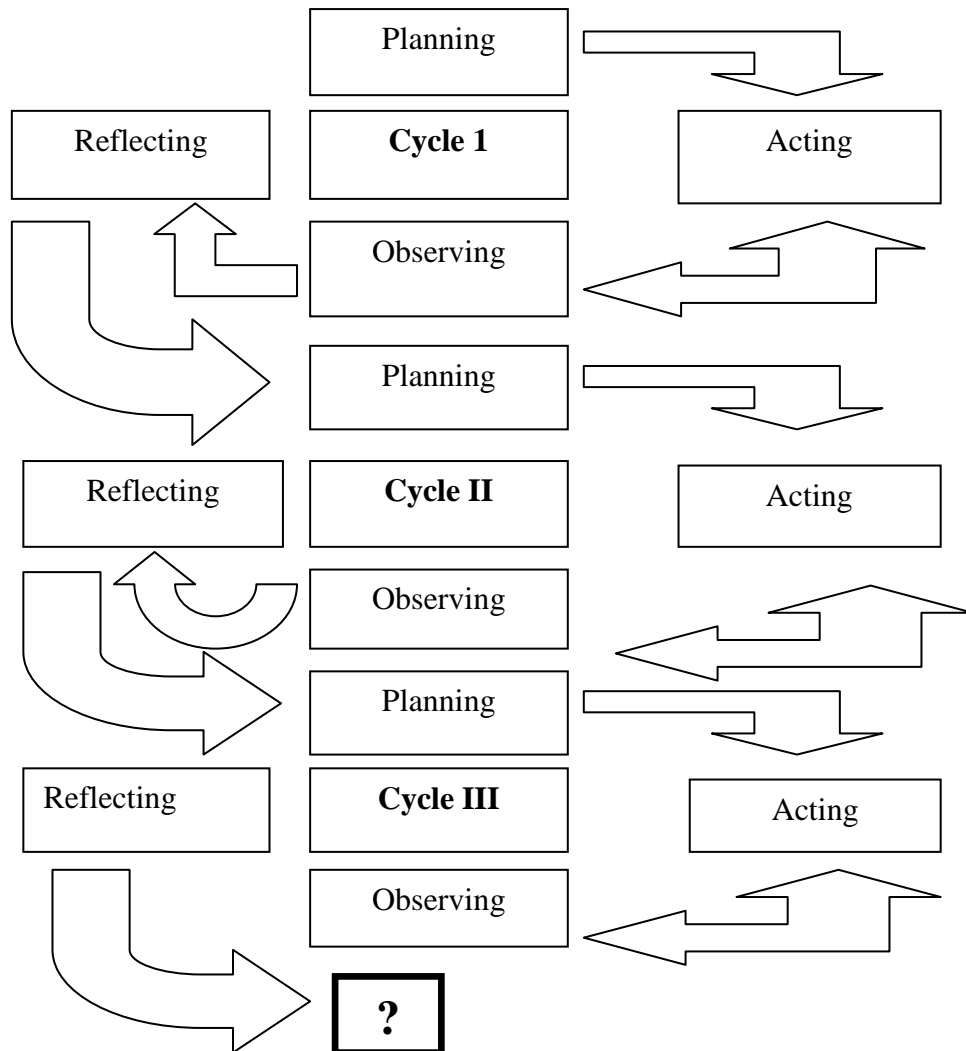
2. Setting of the Research

This research carried out in SMP N2 Talang Empat, Bengkulu Tengah. The location is at Jl. Raya Taba Lagan, Talang Empat, Bengkulu Tengah. In the classroom, there is a white board. There are also the

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[34]Suharsimi Arikunto, *ProsedurPenelitian Suatu Pendekatan Praktek*, (Jakarta: PT Cipta ,2006) p.96.

organization chart of the class and the schedules for cleaning the class hung on the wall, 21 tables and 21 chairs.

3. Subject of the Research

The research involved students of VIII A class of SMP N2 Talang Empat, Bengkulu Tengah as the subject of the research. The explanation showed by table below :

Table 3.1. Total Students

No	Gender	Total
1	Male	10
2	Female	10
Total	= 20 students	

4. Instruments of the Research

This research used three instruments to get the data in this Classroom Action Research. They were observation checklist, interview guideline, and test. To obtain qualitative data, the researcher used observation and interview. On the otherside, the researcher used test to obtain qualitative data. Those three research instruments were explained more details follow:

1. Observation checklist

Observation checklist gave the information about students' improvement in writing recount text. The observer checked some aspects

in teaching and learning process by putting a tick to statements in the observation sheet.

2. Interview guidelines

The interview guideline used to guide the researcher to get responses from the teacher and students on the using of comic strips to improve writing skill of recount text in the research. The researcher interviewed the teacher and students before, during, and after implementing the actions to observe the improvement in the writing class.

3. Students' writing test

A written test and a test in which the questions and answers are given to students in the form of writing.[35] The test was given in comic strips form. The students wrote recount text based on comic strips that was given by the researcher.

5. Tecnnique of Data Collection

Data collection is a process of collecting information that relates to inquiry, information that believes will respond to the research question. There were three techniques of collecting data which applied in this research; they were observation, interview and writing test.

1. Observation

Observation technique was the main technique in collecting the data about the teacher's performance, condition of class, students' response concerning the Use Comic Strips. It dealt with the activities of the English teacher in presenting English materials to the students. The

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[35]Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, p. 157

observation conducted to observe teaching-learning writing in the real classroom activities at eight grade students of SMP N2 Talang Empat in 2015/2016 academic years. It used to know about the implementation of Comic Strips.

2. Interview

Next, the researcher used interview to get information. The researcher did interview to English teacher and the students. The unstructured and structured interview will conducted by the researcher for this research. The structured interview conducted by using interview guide and it conducted before and after implementing the classroom action research. The interview was about the English teaching learning process at SMP N2 Talang Empat. Primarily, about English teaching learning process, especially in writing recount text.

3. Writing Test

The test used to find out the result of students' achievement in learning writing recount text by using Comic Strips and it was as main technique incollecting the data. Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given. [36] The students were given a paper with comic strips and they wrote recount text based on the comic strips. This reserach used one of types of recount text, it was personal recount. The researcher focused in this type. The topics were about oral anecdote and diary entry or activities. The test used to compare students' ability in writing recount text mastery before

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[36]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53

conducting the research and after conducting the research. The writing test was very useful to know students' achievement in understanding material which is given by the teacher.

4. Documentation

The documentation helped the researcher to remember the classroom condition during the learning process. The researcher took the photos during leraning process at the classroom.

6. Procedure of the Research and Giving Comic Strips Strategy

The research followed some following procedures :

1. The researcher came to SMP N2 Talang Empat as the research' place.

2. The researcher made an interview an English teacher who teached the eight class.

3. The researcher gave instruction to the students for making a paragraph recount text.

4. Next, the researcher made an interview with all students of the eight grade.

5. And then, the reseracher began the research by giving a new strategy, namely comic strips to improve students' ability in writing recount text.

The researcher also followed some procedures to give comic strips strategy to the students :

1. Teacher explained about recount text and give example of it.

2. Teacher showed comic strips with recount text.

3. Teacher shared comic strips without text recount to the students.

4. Students tried to write recount text based on pictures in comic.

5. The students checked the students' writing of writing recount text and discused with the students.

6. Teacher gave mark or point to the students' writing

7. Teacher told the students' mistakes and gave more explanations.

8. The students made a new writing with different comic strips.

9. The students wrote the recount text with new comic strips.

10. Techer checked the students' writing in new comic strips.

11. The teacher made note down the students' mistakes.

12. Teacher gave mark or point to the students' writing.

13. The teacher provided grade and praised to the students' writing.

7. Data Analysis Technique

Process of analysis data used when observation of students' activities during the teaching and learning process. Students did writing test and then the rsearcher examined the students' writing. In giving score, the researcher used this scale criteria:[37]

Table 3.2. Scoring Scale

Categories	Score	Criteria
	30 – 27	EXCELLENT TO VERY GOOD: Knowledge. Substantive. Thorough development of thesis.

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[37]Arthur Hughes, *Testing for Language Teacher, Second Edition*, (United Kingdom: Cambridge University Press, 2005) p. 104

Content		relevant to assigned topic
	26 – 22	GOOD TO AVERAGE: some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.
	21 – 17	FAIR TO POOR: limited knowledge of subject. Little substance. Inadequate development of topic
	16 – 13	VERY POOR: does not show knowledge of subject. Non-substantive, non pertinent, or not enough to evaluate.
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression. Ideas clearly stated/supported. Succinct. Wellorganized. Logical sequencing. Cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy. Loosely organized but main ideas stand out. Limited

		support. Logical but incomplete sequencing.
	13 – 10	FAIR TO POOR: non-fluent. Ideas confused or disconnected. Lacks logical sequencing development
	9 – 7	VERY POOR: does not communicate. No organization.or not enough to evaluate.
	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range. Effective word/idiom choice and uage. Word Vocabulary form mastery. Appropriate register.
Vocabulary	17 – 14	GOOD TO AVERAGE: adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13 – 10	FAIR TO POOR: limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused

		or obscured.
	9 – 7	VERY POOR: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate.
Language Use	25 – 22	EXCELLENT TO VERY GOOD: efffective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	GOOD TO AVERAGE: effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	FAIR TO POOR: major problems in simple/complex constructions. Requent errors of negation,

		agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured
	10 – 5	VERY POOR: virtually no mastery of sentence construction rules. Dominated b errors. Does not communicate. Or not enough to evaluate
Mechanic	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions. Few errors of spelling. Punctuation. Capitalization. Paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling. Punctuation. Capitalization. Paragraphing. Meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling.

		Punctuation. Capitalization. Paragraphing. Poor
		handwriting. Meaning confused or obscured
	2	VERY POOR: no mastery of conventions. Dominated by errors of spelling. Punctuation.
		Capitalization. Paragraphing. Handwriting illegible.
		Or not enough to evaluate
TOTAL SCORE	Reader	Comments
	C+V+O+LU+M= 5	

After getting students' score, The researcher would use the formula below to know the average of students' achievement :[38]

$$Mx = \frac{\sum x}{n}$$

Mx   = Mean Score

$\sum x$ = Total of students score

n   = Number of students

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[38]Nana Sudjana, *Penelitian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosda Karya, 1989), p. 132

For the average score, the students' ability in writing would conclude by using the standard taken below by Andre in Yuda :[39]

Table 3.3. Score Interval

Score Interval	Qualification
90 – 100	Excellent
80 – 89	Very Good
70 – 79	Good
60 – 69	Poor
<60	Very Poor

8. Indicator of Success

The indicator of success of this research are :

1. The classroom action research would succes if the score of students' writing upper 75.[40]

2. This research would stop if students able to write a good composition relating to the aspects of evaluation in writing.

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[39]Yuda Septian Kurniawan, "Improving Students' Ability in Writing Descriptive Text Using Teacher's Indirect Feedback Strategy," (Skripsi s1 English Education Study Program, IAIN Bengkulu,2014) p. 40

[40]KKM SMP N2 Talang Empat, Bengkulu Tengah

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

1. RESULT

A. Data Description

The research was collected data from SMP N2 Talang Empat Bengkulu Tengah academic Year 2015/2016. Sample of this resarch consisted of twenty students. The researcher identified some problems that have realtion with writing in teaching and learning process. The students have low competence in writing especially in writing recount text. So, the researcher tried to improve their writing skill by using English Comic Strips.

The improvement of students writing skill was obtained by analyzing the comparison at the score of students' writing skill itself in each cycle, they were pre-assessment, cycle 1 and cycle 2.

1. Pre-assessment

The pre-assessment was given on Tuesday, April 19th 2016. It was for knowing their writing skill. In doing pre-assessment, the researcher did not give English comic strips to students but the researcher only asked them to write recount text by their experience. The topic that reseracher asked to write was about 'My Holiday'. Then, the researcher collected the students' writing and analyzed the data. After seeing the data, the researcher concluded that the students' writing skill were low. (see appendix) with the following chart.

Chart 4.1

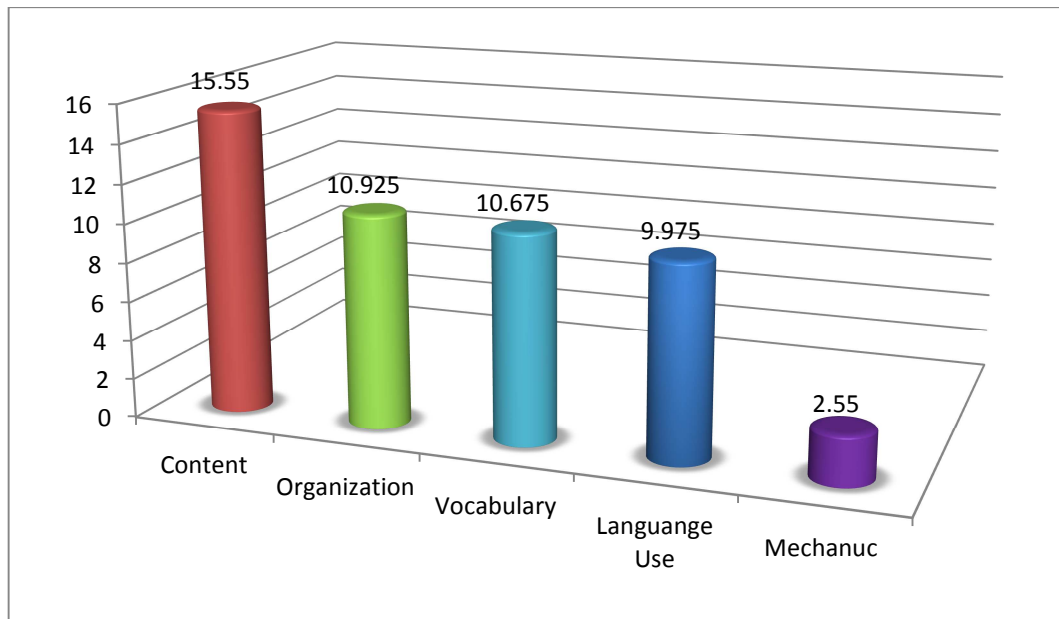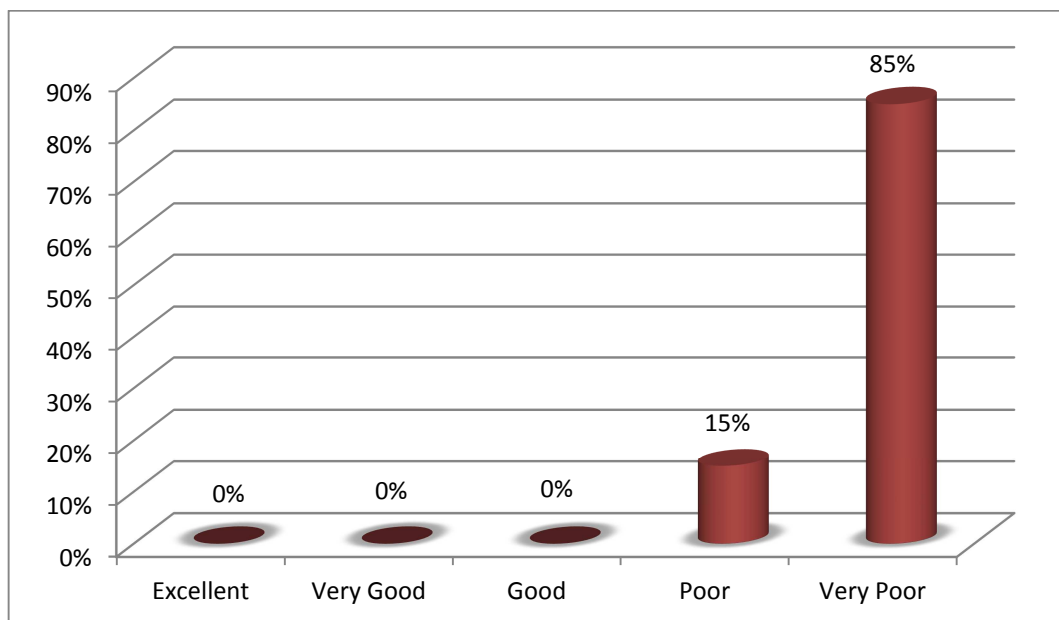**The sudents' mean score on Pre-Assessment**

Chart 4.2

Score Pre-Assessment

Based on chart 4.1, it showed that students' writing skill were very low. They only got in category poor and very poor. The researcher should improve the students' writing recount text by using English comic strips. English comic strips can help students to write recount text because they helped to develop the idea by seeing the comic strips. So, the students' writing would be better and got high score in writing. The table below showed the result of students' score distribution.

TABLE 4.1

The Students' Writing Score on Pre-assessment

Score Interval	Category	Pre-assessment	
		Frequency	Percentage
90 – 100	Excellent	0	0 %
80 – 89	Very Good	0	0 %
70 – 79	Good	0	0 %
60 – 69	Poor	3	15%
< 60	Very Poor	17	85%
		20	100 %

According to table above, it showed the calculation of students score in pre-assessment that the highest score was 65 and the lowest score was 25. The result of pre-assessment showed by the students' writing consisted of 85% (achieved by 17 students) in category very poor and 15% (achieved by 3 students) in category poor. Meanwhile, there were no students got exelllent, very goon and good category in writing recount text on pre-assessment.

Therefore, from the pre-assessment result, the researcher concluded that there were problems with strategy in the teaching and learning process that made students were difficult to write recount text. They did not understand yet about past tense itself. So, the researcher used English comic strips to improve the students' writing especially in writing recount text.

2. Cycle 1

Cycle 1 was counducted on Wednesday, 27 April until Wednesday, 11 May 2016. In this cycle, the researcher started to apply English comic strips in teaching writing recount text. There was an English teacher as collaborator that would helped the researcher. There were four steps on cycle 1, they were planning, acting, observing and reflecting.

a. Planning

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, writing test, English comic strips, observation checklist and documentation. The lesson plan and the learning material had been

designed based on the curriculum and school's syllabus. The reseacher and collaborator also had been choosed the English comic strips as test to see the improvement of students' writing skill. Observation checklists and documentation also had been designed based on the indicators and learning strategy used in this research.

b. Acting

Action is kind of activity that was done by applying the planning that had been arranged before. The teaching and learning process was done based on the lesson plan that had been made in planning session.

After preparing English teaching material and the instruments that will be used in cycle 1, the researcher conducted the cycle 1 on April 27th until May 11th, 2016. In this cycle, there was a kind of introduction cycle and there were meetings of the teaching and learning process in this research, the researcher had to socialized the English comic strips strategy to the students so that they became familiar with this strategy.

Additional, the researcher as the teacher, in the first greeted, the researcher introduced to the students, then the researcher checked the attendance class and asked them to tell the name, addrees and age. The researcher also asked about English to them.

Moreover, the teacher explain about recount text and simple past tense to the students. The researcher also asked to them why in the pre assessment, they were confuse to develop the idea. There were 10 students,

and the students were divided into 5 groups. The resaercher showed the English comic strips and shared it to each group.

In this cycle, the students were asked to read the recount text in comic strips and some students red it. The students also wrote the past tense sentences in the comic strips to white board. It was for making sudents be familiar with simple past tense. In the third meeting,the students asked to write recount text based on English comic strips with title " An Amazing Day in the Beach".

The actions of first cycle consisted of four meetings. The first and second meeting were the activity where the teacher shared and taught the students about the purpose, generic structure and language feature of recount text.

The third and fourth meeting, the teaching and learning process focused on students' writing, discussed it and found what the problems on their writing. The teacher also gave the students' score.

b.1. First meeting

The first meeting was held on Wednesday, April, 27th 2016 at 8.50-10.00 am. The teacher started the leearning process by greeting and checked the attendance list. Then, the researcher explained about recount text. The teacher asked the students about their experiences. Here, there were two students that active at the classroom. Then, teacher explained abount the tenses that used in recount text, the generic structures.

b.2. Second meeting

The second meeting was held on Friday, April, 29th 2016 at 8.10 – 9.10 am. The teacher started the learning process as usual. In this meeting, the teacher continued the material and shared the English comic strips. The students shit in group. Each groups consists 4 students. it needed much time to wait them were ready to study after they shit in group. Then, the teacher asked to students to read the English comic strips.

After they red some minutes. The teacher asked 5 students to read it in front of the class loudly. At this time, the most students gave good attention but there were some students still busy by other activities such as talked to other friends. In the second meeting, the students were interesting to study because there was english comic strips that interested their attention. It full of colors and it was very beautiful.

Then, the students asked the students to write the sentences that used simple past tense in the comic strips. Each group would wrote it in the white board. In this process, all students worked in each group. The teacher controlled their activity and answered if there were students gave questions. The teacher gave some minutes for students doing this activity. After the time was over to do this activity, the students asked leader of each group wrote the senteces on the white board. The class became very noisy because the members of each group gave support to their leader. The teacher controlled the students so they did not need to be noisy. Then, the teacher announced which gruop got the high score.

c.3. Third meeting

The third meeting was held on Tuesday, May, $10^{st\ 2016}$ at 8.50-9.50 am. The teacher started the teaching and learning process and repeated the material of the meeting before. The teacher gave a new English comic strips with title "Visiting My Aunt". The teacher instructed students to write the recount text by seeing English comic strips. The students could use dictionary.

While the students did their task, the teacher controlled by around the classroom. The students concerned to write it. There were also students asked to the teacher if they found some dificullties. The teacher answered and expalined it. There were 5 students did not bring the dictionary and asked permission to the teacher for borrowing to friend in the other class. After the time was over, the teacher asked the students to collect it.

d.4. Fourth meeting

The fourth meeting was held on Wednesday, May 11^{th}at 8.50-9.50 am. The teacher started the class by greeting the students and checked the attendance list for about 5 minutes. In this meeting, the teacher distributed the students' score.

Before the teacher distributed the students' score, the teacher asked the students about what were the difficulties when they wrote the recount text. Some students said they still had difficulties on tenses and vocabulary. Then the teacher gave explanation to the students. When the teacher asked them about how to develop the idea, the students said it was easy because they had comic strips as guide of their writing.

The teacher distributed the students' score. The students were shy because their score were poor. The teacher asked them who got the high score and asked students to gave applause

c. Observing

Beside teaching in this research, the researcher alo carried out observation with the assisstance of a co-observer, one of English teacher at the school, her name is Dian Nopita. The observation was conducted due to its benefit to observe or monitor everything happened regarding the teaching and learning process as well as the students' writing recount text skill improvement. Additional, problems that happened during the teaching and learning process were also monitored.

In this cycle the researcher observed that some students had begun to participant in teaching and learning process. Based on English Comic strips has given by the researcher to students were motivated in their English writing. The students begun to interest to write because they know how to make sentence well especially simple past tense. They were interesting to study and the atmosphere were good, because there were good interaction at the classroom.

Problems appeared in this cycle were that some students were still not active to ask to the teacher, they were afraid to ask about their writing. Regarding this problem, the researcher told the students not to be shy and worry about making mistakes because mistakes in learning were common and that they could learn from the mistakes after the researcher gave the better example of sentences in English.

At the end of the metting, the researcher reminded the students to bring their dictionary so that it would be very helpful for them when they wanted to expand their writing during the process.

d. Reflecting

In this reflection section, the researcher tried to compare the result of pre-assessment and cycle 1. The reflection was very beneficial to analyze everything releted to the students' improvement in their writing skill. The information from this reflection section used by the researcher as the reference for the next cycle so that the process of teaching and learning by using English comic strips strategy in the next cycle would be better than in cycle 1.

The result of cycle 1 (see appendix) for more detail and chart 4.2 below showed that there was improvement on the students' writing skill compared to that showed in the pre-assesment. In other words, the students' writing skill in this cycle was considered to be better than in the pre-assesment. It could be seen from the improvement or the gain percentages in this cycle compered to the result of the pre-assesment. The score achieved in the pre-assessment was 0% while in cycle I was 30%. See the following chart for more detail.

Chart 4.3

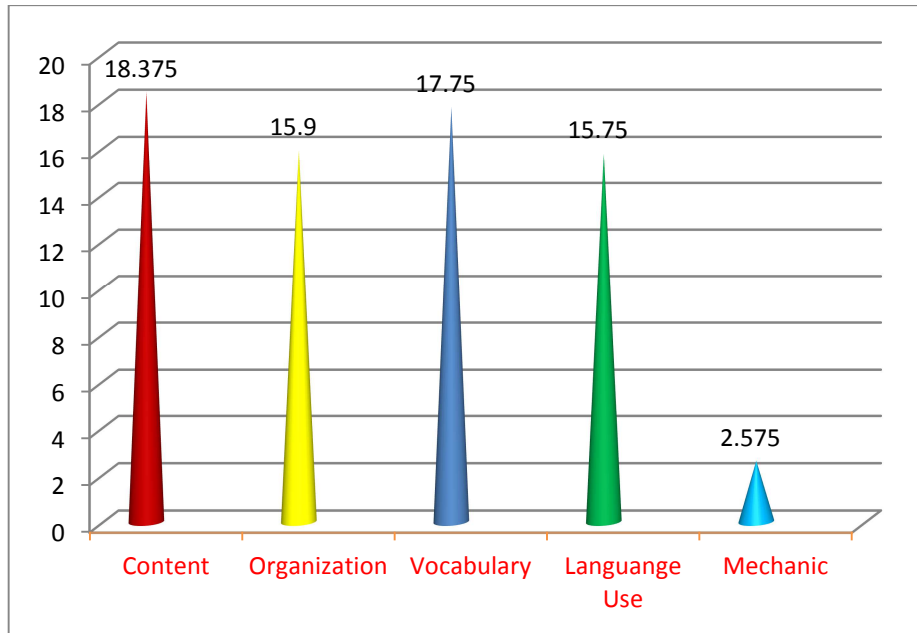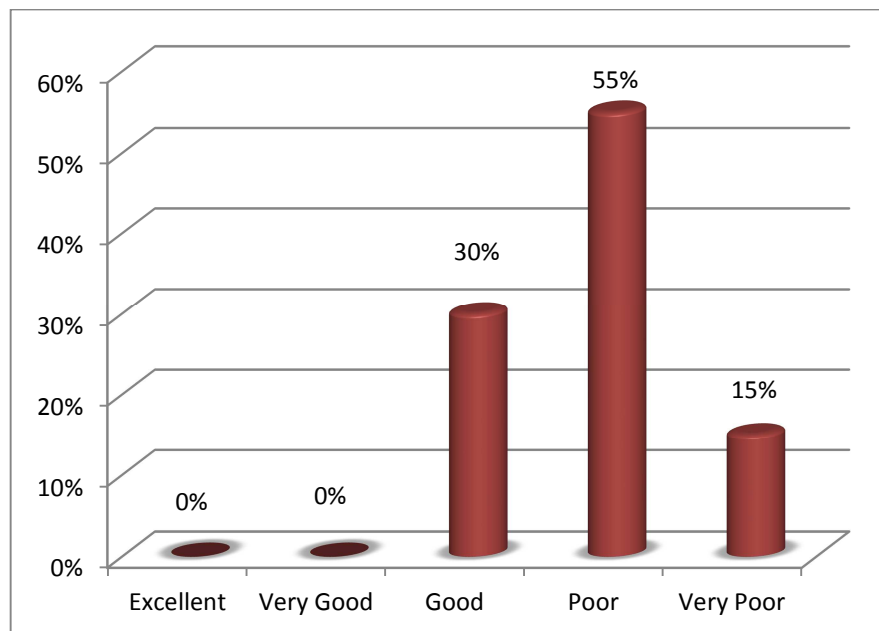**Students' mean score on Cycle 1**

Chart 4.4

Cycle 1 Score

Furthermore, based on the result of cycle 1 the category of students' scores in writing consisted excellent in writing recount text, 0% (achieved by 0 students) got very good category, 30% (achieved by 6 students) got good category, 55% (achieved by 11 students) got poor category, and the last 15% (achieved by 3 students) got very poor category. However, the calculation showed that there was an improvement between the pre-assessment and cycle 1. From the calculation, it showed 6 students or 30% of students were good category. It means that the indicator of successful was not got. Thus, the researcher concluded that next cycle would be held since the result of writing recount text in cycle 1 was not satisfied.

TABLE 4.2

The Students' Writing Score on Cycle 1

Score Interval	Category	Cycle 1	
		Frequency	Percentage
90 – 100	Excellent	0	0 %
80 – 89	Very Good	0	0 %
70 – 79	Good	6	30 %
60 – 69	Poor	11	55%
< 60	Very Poor	3	15%

	20	100 %

The result of students score in cycle 1 not satisfied. So the researcher conducted the next cycle with some improvement for the best result.

2. Cycle 2

In this cycle was conducted on Friday 13 until Friday 20, May 2016. After seeing the result in cycle 1, the researcher prepared again the interested English comic strips strategy with suitable level to the students in writing skill. The procedure of cycle 2 was done as follow:

a. Planning

The result on the previous cycle showed several problems. So, the researcher and the collaborator would prepare some aspects. In the planning stage, the researcher would make a new lesson plan, schedule, learning material, writing test, observation checklists, and also documentation.

The researcher and the collaborator planned to give more explanation to the students. The explanation woold focus on simple past tense, because based on the students' writing in cycle 1, the students were still difficult to make correct sentences of simple past tense. Some students were forget to use verb 2 after the subjects. The content, vocabulary and

mecahnic are good enough, but on organization and languange use was still low.

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, writing test, observation checklists, and also documentation.

b. Acting

In this cycle, they wer fourth meetings. This cycle was done because the result of cycle 1 was not satisfied. The students' mean score were <75, so it needed next cycle to improve students' writing skill. The material was still about recount text, but mre focus on their comprehension of languange use.

The explanation about activities on 5th, 6th, 7th 8th meeting as folow :

b.1. Fifth meeting

The fifth meeting was held on Friday, May 13th 2016 at 8.10-9.10. the teacher started the class by greeting and asked students to pray together. Then, the teacher checked the attendance list. The teacher asked students to review about recount text. There were three students were brave to do it, they are zulman, sefti and viere.

After students reviewed the material by using their word, the teacher repeated it by using easy words and repeated it. The teacher delivered the material more hard and more detail than the first meeting. In that day, the

class' atmosphere was very good, because all students gave good attention when teacher explained the material in front of the class.

In the middle of meeting, the teacher refresehed the students by giving a games. The students were very happy and spirit to follow this game. After that, the teacher explained the material until the time was over.

b.2. Sixth meeting

The sixth meeting was held on Thuesday, May, 17 2016 at 8.50-9.50 am. The class begun with usual activity such as greeted and checked the attendance list.

The teacher begun to start the material. The teacher asked students what they learned in the last meeting and all students answered "about recount text miss". Then, the teacher asked have you understand about recount text, yes miss, students' answered. The teacher asked " who want to explain about recount text ?". The classroom was quiet, suddenly, 2 students rise her hand, but the teacher only asked one studnets to answere because limited time, the teacher asked Sefty. Sefty reviewed the material, and her explanation was very good. The reseacher conclude that the explanation in the last meetig was successfull.

Then, the teacher shared English comic strips to the students. As the second meeting in the cycle 1, students red the recount text and wrote the simple past tense sentences. When they did this activity the teacher

controlled the classroom, the teacher would answere if there was question from the students.

Finally, the bell was ringing. The teacher asked students to collect their task. Students ended the meeting by giving motivation and asked them to bring dictionary because in the next meeting they would write recount text. The class closed by greeting and saying goodbye.

b.3. Seventh meeting

The seventh meeting was done on Wednesday, May 18th 2016 at 8.5-09.50 am. The teacher started the lesson as usual. The teacher distributed the studens' task on the last meeting. The result of their task was good enough, there were 11 students who got score <75. But, actually, the researcher hoped there were no studemts got score <75

The teacher gave appreciate to students because of their score the teacher gave motivitaion to students that gave low score. Then, the teacher shared a blank English comic strips that would be written by students. The teacher instructed them to wite it carefully and gave more attention on languange use category. In this meeting, 15 students brought dictionary amd 5 students did not bring dictionary. Some students could concentration on their writing. The students that did not bring their dictionary were asked to join with the other students. the teacher warned the students to bring dictionary on next meeting.

In this activity, the teacher controlled the students by walking around the classroom. The teacher asked them to give question if they had some

difficulties. The classroom was quiet. All students were busy with their writing.

The time to write was over, the students collect the students' writing. Because the lesson time was not over, the students suggested to play game. The teacher agreed of that idea. Then, the meeting closed by saying goodbye.

b.4. Eight meeting

This meeting was held on Friday, May, 20 2016. The teacher started the lesson as usual. Then the teacher distributed the students' writing score. The teacher asked students to mention their score each other. Then, the teacher evaluted their score by giving explanation to students.

b. Observing

In this observing stage, reseracher observed some important things during the lesson. The teacher gave more explanation about recount text. The teacher focused to revise the languange use and organization category in this cycle, because the students were low compentence in this category.

The students were seroiously to follow the lesson until the end. They were more dilligent to study than on cycle 1 In this cycle, the teacher asked students to review the material, it was for remembering about the material.

When the sudents were asked to write recount text, they focused only on their writing. But, the problems appeared because five students did not bring dicyionary. So, they could be disturb other students. some students were still confuse to use the tense and choosed the correct vocabulary.

d. Reflecting

In this reflection section, the researcher tried to compare the result of pre-assessment, cycle 1 and cycle 2. Based on observation in the second cycle, the result of students' writing on cycle 2 showed that they had improvement during the process. They score on cycle 2 better than on cycle 1, but the students' mean score was <75.

The result of cycle 2 (see appendix) for more detail and chart 4.5 below showed that there was improvement on the students' writing skill compared to that showed in the cycle 1. In other words, the students' writing skill in this cycle was considered to be better than in the cycle 1. It could be seen from the improvement or the gain percentages in this cycle compered to the result of cycle 1.

On the chart 4.5, it showed the components' result of students' writing on cycle 2. It was mean score by reesearcher and collaborator. On content they got 19, 35, on organization was 16,9, on vocabulary was 16,975, on Languange use was 17,3 and on mecahanic 2,835. See the chart below for more detail.
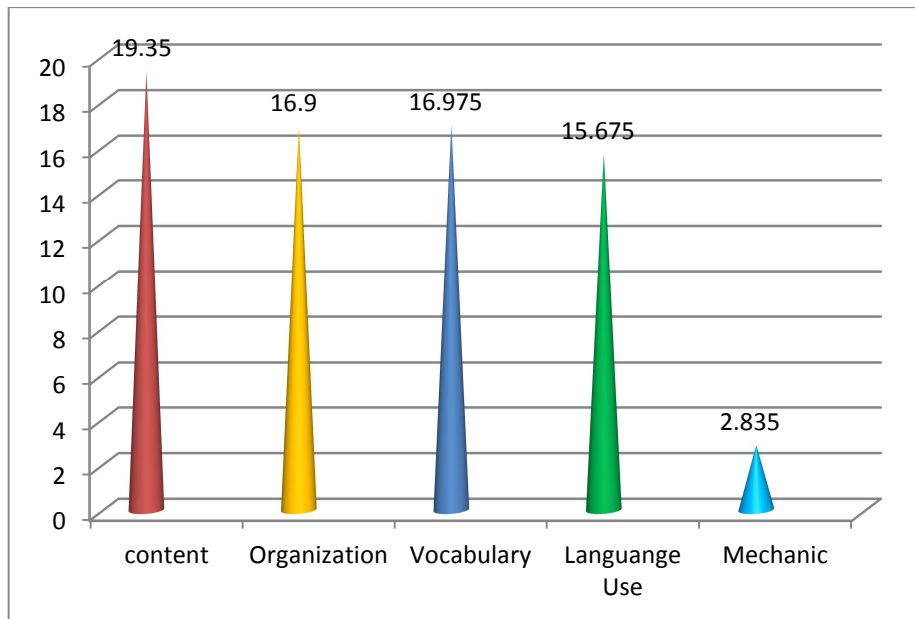
Chart 4.5
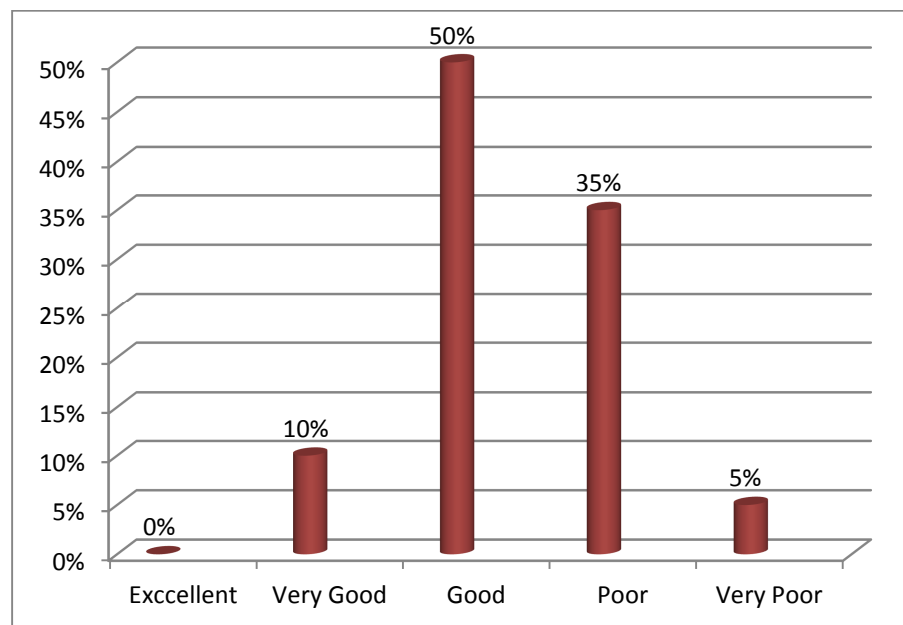
The students' mean score on cycle 2

Chart 4.6

SCORE CYCLE 2

TABLE 4.3

The Students' Writing Score on Cycle 2

Score Interval	Category	Cycle 2	
		Frequency	Percentage
90 – 100	Excellent	0	0 %
80 – 89	Very Good	2	10 %
70 – 79	Good	10	50 %
60 – 69	Poor	7	35%
< 60	Very Poor	1	5%
		20	100 %

Furthermore, based on the result of cycle 2 the category of students' scores in writing consisted on the excellent, 0% (achieved by 0 students) got very good category, 10% (achieved by 2 students) got good category, 50% (achieved by 10 students), got poor category was 35% (achieved by 7 students) , and very poor 5% (achieved by 1 students).

The high sore was 80 in very good category, it was gotten by Zulman and Arif, meanwhille the low score was 59,5 in very poor category was gotten by Jamil. The students' mean score on cycle 2 was 71,45. It did not achieve KKM of this school. The improvement appeared

from pre-assessment to cycle 1, cycle 1 to cycle 2, but the score did not achive the indicator of success. So, the researcher needed to do cycle 3.

4. Cycle 3

In this cycle was conducted on Tuesday 24 until Tuesday 30, May 2016. The researcher prepared again the cycle 3 to improve students' writing ability by using English comic strips strategy with suitable level to the students in writing skill. The procedure of cycle 3 was done as follow:

a. Planning

The researcher and the collaborator planned to give more explanation to the students. This cycle focused on students' writing recount text by asking to write. Based on the students' score on cycle 2, the teacher thought to review the material. They needed a little more explanation about the material. Because, they understood about the recount text but they were still difficult to write it in paragraph.

The content of students' writing was very good, because they were helped by English comic strips. The teacher and collaborator understood what their means, but the languange that used by students were still low. So, the teacher would focus to emphasize the explanation on languange use.

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, writing test, observation checklists, and also documentation.

b. Acting

In this cycle, they were fourth meetings. This cycle was done because the result of cycle 2 was not satisfied. The students' mean score were <75, so it needed next cycle to improve students' writing skill. The material was still about recount text, but more focus on their comprehension of languange use.

The explanation about activities on 9th, 10st, 11th 12th meeting as folow :

b.1. Ninth meeting

The ninth meeting was held on Tuesday, May 13th 2016 at 8.50-9.50. The teacher started the class by greeting and asked students to pray together. Then, the teacher checked the attendance list. The teacher asked students to review about recount text. There were five students were brave to do it, they are Zulman, Sefti, Viere, Arif and Widia.

After students reviewed the material by using their word, the teacher repeated it by using easy words and repeated it. The teacher discussed about some problems on students' writing in cycle 2. The teacher explained it until the time was over. The teacher closed the meeting by greeting.

b.2. Ten meeting

The ten meeting was held on Wednesday, May, 25 2016 at 8.50-9.50 am. The class begun with usual activity such as greeted and checked the attendance list.

The teacher asked students to write sentences by using Simple Past Tense. Each students wrote 10 sentences. When they did this activity the teacher controlled the classroom, the teacher would answere if there was question from the students.

After the students finished the task, the teacher and students discussed the students' task together. The students mistakes on this task was some students were forget to use verb 2. Finally, the bell was ringing. The teacher asked students to bring dictionary on next meeting. The teacher ended the meeting by giving motivation and the class closed by greeting and saying goodbye.

b.3. Eleven meeting

The eleven meeting was done on Friday, May 18th 2016. The teacher started the lesson as usual. The teacher distributed the studens' task on the last meeting. The result of their task was very good , there were 2 students who got score <75. The researcher also was very happy of this result.

The teacher gave appreciate to students because of their high score on the task. Then, the teacher shared a blank English comic strips that would be written by students. The teacher instructed them to wite it carefully and gave more attention on languange use category. In this meeting all students brought dictionary. So, they focused to write recount text.

In this activity, the teacher controlled the students by walking around the classroom. The teacher asked them to give question if they had some

difficulties. The classroom was quiet. All students were busy with their writing.

The time to write was over, the students collect the students' writing. Because the lesson time was not over, the students suggested to play game. The teacher agreed of that idea. Then, the meeting closed by saying goodbye.

b.4. Twelve meeting

This meeting was held on Tuesday, May, 30th 2016. The teacher started the lesson as usual. Then the teacher distributed the students' writing score. They were very happy because their score were high. The classroom became noisy because their cheer. The students studied very hard to achieve high score.

The twelve meeting was last meeting for researcher. The researcher was very proud to all students in this class. They were smart and dilligent students. The teacher closed the meeting by saying thank you and greeting.

c.Observing

In this observing stage, reseracher observed some important things during the lesson. The teacher gave more explanation about recount text. The teacher focused to revise the languange use category in this cycle, because the students were low compentence in this category.

The students were seroiously to follow the lesson until the end. When the teacher asked to make past tense sentences, they were very happy, because they got high score. They were calm in doing the

activities that was given by the teacher. In this cycle, the teacher asked students to review the material, it was for remembering about the material.

When the sudents were asked to write recount text, they focused only on their writing. All students brought dictionary so, they did not disturb each other. The role of the teacher was very important to control and help when they had some problems. The teacher was very happy because the students' writing could improve.

d. Reflecting

In this reflection section, the researcher tried to compare the result of pre-assessment, cycle 1, cycle 2 and cycle 3. Based on observation in the third cycle, the result of students' writing on cycle 3 showed that they had very good improvement during the process. They score on cycle 3 better than on cycle 2.

The teacher's strategy bu using English comic strips was succesfull based on the improvent of students' score on cycle 1, on cycle 2 even on cycle 3. The stduents also more interested to follow the lesson until the end. They were very active at the classroom, they did not shy to ask if they had problems, so they were enjoy to follow the lesson.

The result of cycle 3 (see appendix) howed that there was improvement on the students' writing skill compared in the cycle 1 and 2. In other words, the students' writing skill in this cycle was considered to be better than in the cycle 1 and 2. See the following chart for more detail.
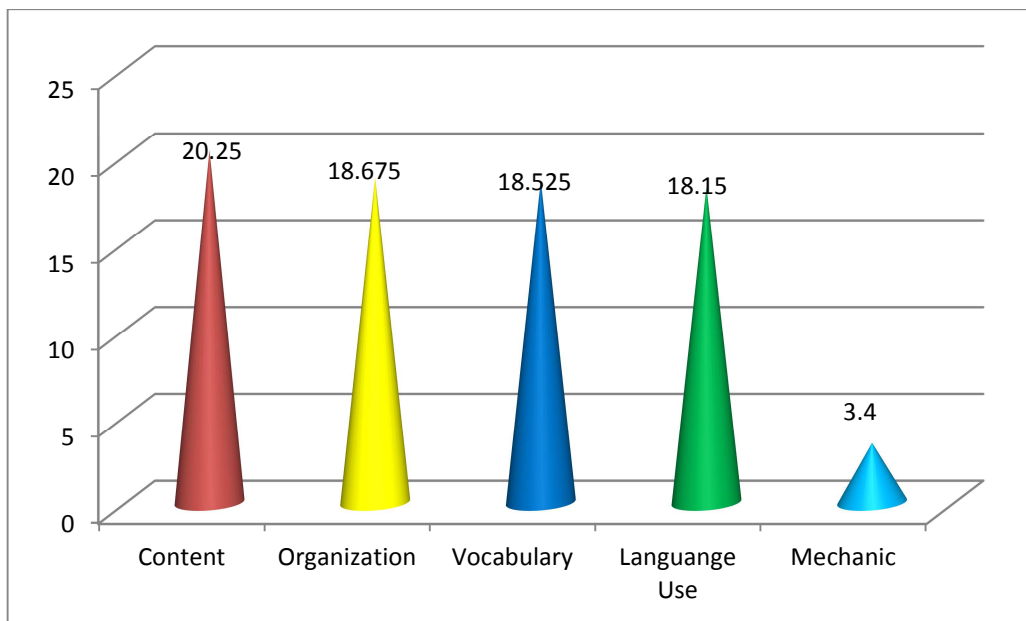
Chart 4.7
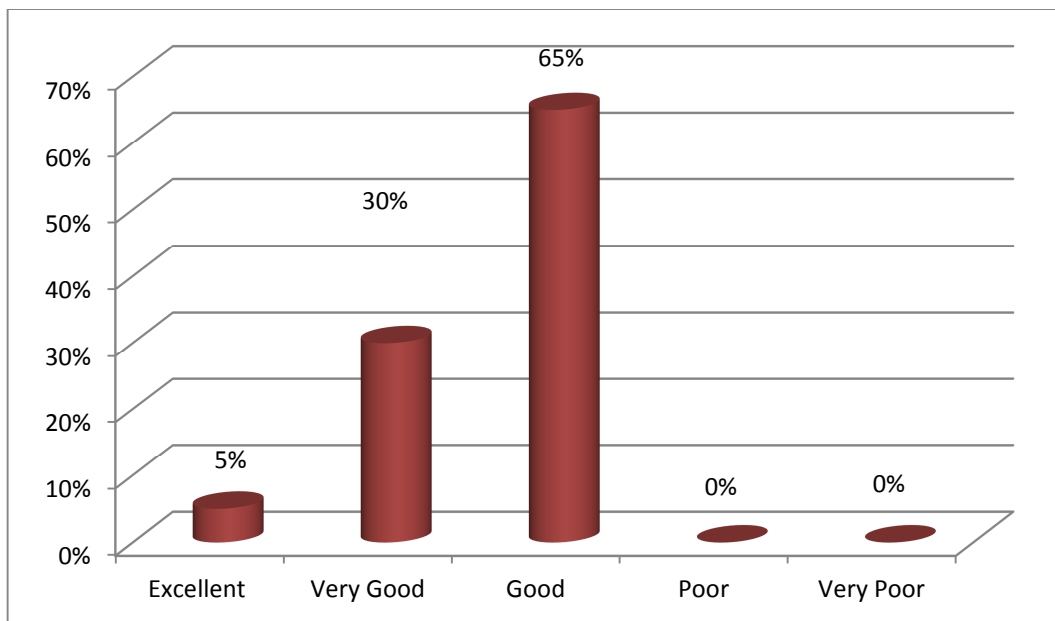
The Students' mean score on cycle 3

Chart 4.8

Score Cycle 3

TABLE 4.4

The Students' Writing Score on Cycle 3

Score Interval	Category	Cycle 3	
		Frequency	Percentage
90 – 100	Excellent	1	5 %
80 – 89	Very Good	6	30%
70 – 79	Good	13	65 %
60 – 69	Poor	0	0%
< 60	Very Poor	0	0%
		20	100 %

Based on chart 4.7 showed thr students' improvement on languange use component and chart 4.8 showed the significant result from students on cycle 3. If it compared with pre-assessment, cycle 1 and cycle 2, on cycle 3, the mean' students score improved. The students' mean score on the third cycle was 78,25.

Furthermore, based on the result of cycle 3 the category of students' scores in writing consisted on the excellent, 5% (achieved by 1 students) got very good category, 30% (achieved by 6 students) got good category, 65% (achieved by 13 students), got poor category was 0% and

very poor 0%. English comic strips proved to improve studenst' ability in writing recount text, it proved with the students' score on cycle 3.

The data analysis was done by observing and evaluating the students' writing result from pre-assessment, cycle 1, cycle 2 and cycle 3. The students had studied how to improve their ability in writing recount text by using English Comic Strips strategy. The result showed that the English comic strips strategy was so helped effective in improving students ability in writing recoun text. It could be seen the result of students' writing recount text from each cycle. The progress of four steps (pre-assessment, cycle 1, cycle 2 and cycle 3).

Chart 4.9

The Final Result
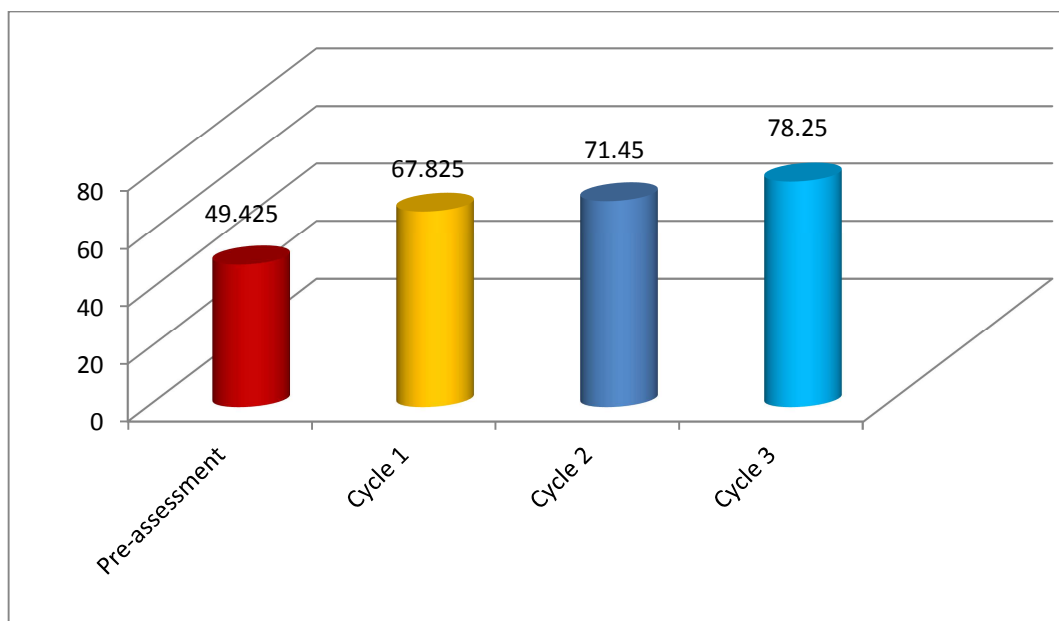
Based on the chart above, it showed the students improvement from pre-assessment to cycle 3. Each steps had improvement. The chart explained the students' mean score. The result was the students' mean

score on pre-assessment was 49,425, on cycle 1 was 67,825, on cycle 2 was 71,45 and on cycle 3 was 80,2. According to indicatorsof succes of this research that the students' mean score gain ti >75, so on cycle 3, the students achieve the KKM of their school, the KKM was 75.

2. Discussion of the Study

The students writing ability in pre-assessment at VII A class before implementing the English comic strips strategy was very poor. And the result showed that there was no student achieved excellent and good score. It means score of pre-assessment was 49,425 from 20 students.

The aim of this research was to improve students' ability in writing recount text by using English comic strips. Based on the indicator of succes of this research, the students have to achieve the KKM of the school, it was 75. This research also helped students to have good writing.

This research had four steps, they are pre-assessment, cycle 1, cycle 2 and cycle 3. Each cycle had four meetings. On the cycle 1, the teacher asked students to write recount text by using English comic strips strategy. In this research, the researcher collaborated with the English teacher to give score in students' writing.

To evaluate students' writing, the teacher and collaborator used evaluation by Hughes. They were five components of writing : content, organization, vocabulary,languange use and mechanic. On the cycle 1, there was an improvement of students writing than on pre-assessment, but the students' mean score only 67,285. It was still far from the score target.

In the second cycle, there were four meetings (5, 6, 7, 8). The teacher teached the students harder. The teacher asked students to review the material before starting the lesson. It was for remembering them about the material. The students made a new recount text in this cycle. They were easier to write because they understood the material. The students' mean score was 71,45. It was improvement from cycle 1. But, the researcher needed to do next cyle because it was not enough to target score.

The third cycle also consisted four meetings (9, 10, 11 and 12). The students are asked to write more in this cycle. They made many sentences of simple past tense. As the others cyle before, the students wrote recount text with new English comic strips. They were enjoy to write and concerned on their writing. The teacher controlled the classroom. The result of students' writing on cycle 3 was very good. The students' mean score was 78,25. It achived the KKM of this school.

From the result of students' writing on cycle 3, the researcher decided to stop the action because the students' performance already reached the indicator of the succes. The research analyzed that the students could write recount text by using English comic strips. The mistakes that they made before it could be better. It was because they studied hard and serious. English comic strips strategy could improve students' ability in writing recount text.

The students' improvement can be said the result of applying English comic strips strategy which was applied on three cycles. This

result was similar to theory by Stephen Cary who stated that English comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially.

Similarly, Ranker in Drolet defines the use of comic can help English language learners with both reading and writing. In this reseach, English comic strips helped students to develop the idea on their writing. It was very interesting because it concsisted of pictures and fulcolors.

This result also same with the previous study, namely Royanti (2007) was similar to the result of this research which also proven that using English comic strips strategy can be used to improve students ability in writing.

Finally, based on the explanation above, the researcher concluded that using English comic strips strategy was effective to improve students' ability in writing recount text and also made students to interest and being motivated in teaching and learning process. The atmosphere at the classroom was very good, they gave good attention when the teacher explained the material, there was good communication between teacher and students. students became active, brave and enjoy in the teaching and learning process.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis in previous chapter, the researcher found that English comic strips strategy could improve students' ability in writing recount text. English comic strips strategy made the students interested in learning English, especially for writing recount text. The students were easier to develop the ide and wrote recount text. The students felt enjoyable, and become enthusiast with material given, and the students were more interest to learn the English lesson. Students became active and did not shy to ask and give opinion. The students' improvement can be seen by the result of their writing from pre-assessment and three cycles. The students' mean score on pre-assessment was 49,425 and the mean score improved on the cycle 3, the score was 80,2. Finally, the researcher concluded that using English comic strips strategy is effective to improve students' ability in writing recount text and make students to be interest, enjoy and active in learing process.

B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestions. First, English comic strips strategy is actually one of the alternatives way to teach writing in the classroom because it makes students enjoy, interes, active and make learning English running well. So, the teacher should create good situation, and good condition in classroom. It is better for the teachers 57uiwho teach English, especially

teaching writing to pay attention to the problems that are faced by the students in learning. The teacher must solve the problem by using the appropriate and effective strategy in teaching and learning process. Second, teaching writing by using English comic strips strategy can be an alternative choice to solve the problems of students in learning. The students need to study more and do not shy to ask to the teacher. The students also need to be active and creative in learning process. They have to pay attention when teacher explains material in front of the class. For the school can facilitate the teacher to use effective strategy and give media that is needed in teaching and learning process.

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APPENDICES

APPENDIX 1

Students' Observation Checklist

No.	Students' Preparation	Yes	No
1.	The students prepare themselves to learn and prepare all the things are needed in learning activity.		
2.	Students' Interest toward using Comic Strips strategy and the Material given		
	- Students pay attention to the explanation about Comic Strips strategy		
	- Students pay attention the explanation about the steps of using Comic Strips strategy		
	- Students show their interest about Comic Strips strategy and the material is given.		
	- Students give comments or ideas toward the material is gave.		
3.	Students' attitude toward using Comic Strips strategy		
	- Students are given active participation during the using of Comic Strips strategy		
	- Students will give maximal ideas in using Comic Strips strategy in reading.		

Teacher's Observation Checklist

No.	Teachers' Preparation	Yes	No
1.	The teacher greet and prepare the students to learn		
2.	The teacher to give apperception and ask the students to predict the material that is learned		
	The teacher explains about advantages of Comic Strips strategy to improve students' ability in writing recount text. And how about to improve their ideas in writing by using this strategy.		
	The teacher explained of using Comic Strips strategy		
	Teacher explain what Comic Strips strategy		
	The teacher explains the procedure of using Comic Strips strategy in writing class.		
3.	**Teacher think writing ability by using Comic Strips strategy**		
	The teacher guide and assist the students to do their activity.		
	The teacher monitoring and control the activity in the classroom		

APPENDIX 2

QUESTIONS OF INTERVIEW

a. For English Teacher

1. How many students in your English class ?

2. How many students that often got a poor score ?

3. How many students that often got a good score ?

4. What is your teaching strategy ?

5. What is your specific problem that makes your students got poor score ?

b. For Students

1. Do you like study English ?

2. How many times you study English on a week ?

3. Do you like skill writing ?

4. What is score that you often got in writing skill ?

5. What is the problem in your writing ?

6. Do you like your English teacher when she explains the material ?

7. Do you understand when your English teacher gives explanation about the material ?

8. What is your opinion about your English teacher strategy ?