



APPENDIXES



APPENDIX 1

Students Attendance List

STUDENTS' ATTENDANCE LIST

Nomor		Nama	L/P	Pertemuan ke-			
Urut	Induk			I	II	III	IV
1	3636	Ahmad Wahyudi	L				
2	3637	Afif Nur Makhin	L				
3	3638	Aida Fitria Cahyani	P				
4	3639	Aji Suad Pradana	L				
5	3640	Amanda Ashfihani R	P				
6	3641	Apriliani Paminta Dewi	P				
7	3642	Bagus Alwi Hidayatuloh	L				
8	3643	Dadang Dwi C.	L				
9	3644	Dedi Saputra	L				
10	3645	Endang Sri Wahyuni	P				
11	3646	Erfan Ridhollah	L				
12	3647	Gesya Gayatree Solih	L				
13	3648	Hanif Hadi Wicaksana	L				
14	3649	Ilyas Zulfen Bariki	L				
15	3650	M. Iqbal F	L				
16	3651	Moh. Pergi Wahono	L				
17	3652	M. Khoirul Asnawi	L				
18	3653	Mulki Furqon	L				
19	3654	Nabella Syifa Elvareta	P				
20	3655	Nurul Khomariyah	P				
21	3656	Rifqi Adiansyah	L				
22	3657	Rita Puji Lestari	P				
23	3658	Rudhi Hartono	L				
24	3659	S. Al Ayyubi	L				
25	3660	Tito Firmansyah	L				
26	3661	Yoga Dito AP	L				
27	3662	Zuhana Ade W	L				
28	3663	Zuli Dwi Lit W.	L				
29	3664	Zacky Anugrah Putra	L				
30	3665	Aida Salma Nur'aini	P				



APPENDIX 2

Lesson plan cycle I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 1

Satuan Pendidikan : MTs Negeri Ngunut

Mata Pelajaran : Writing

Kelas/Semester : VIII/2

Waktu : 4x40 menit

Standar Kompetensi : Menulis

1.1 Mengungkapkan makna dalam teks fungsional dan teks pendek sangat sederhana berbentuk narrative untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.2 Mengungkapkan makna dan langkah retorika dalam teks pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk teks narrative.

Indikator : 1.2.2.1 Mengidentifikasi teks narrative
1.2.2.2 Mengidentifikasi langkah – langkah dalam teks narrative
1.2.2.3 Membuat teks narrative

I. Tujuan Pembelajaran:

Siswa dapat:

1. Melakukan identifikasi teks narrative.
2. Mengidentifikasi langkah – langkah retorika dalam teks narrative.
3. Membuat teks narrative.

II. Materi Pembelajaran:

1. The Meaning of Narrative Text

A narrative text to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. The characteristic of Narrative Text

- a. Use adjectives
- b. Use simple past tense

c. Use being/having verb

3. The Generic Structure of Narrative Text

a. Orientation

In this first part of the story, the characters are introduced, the place in which the action goes on is mentioned.

b. Complication

After the characters and the setting have been introduced, the obstacles usually appear. The chief actor tries to solve the problem.

c. Resolution

The story reaches its conclusion. A narrative text may close in several different ways. The chief actor, after struggling with the obstacles, may succeed in overcoming them. He may also struggle to overcome obstacles without success.

Contoh Narrative Text



II. Metode Pembelajaran

Genre based approach (BKOF, MOT, JKOT, ICOT)

Writing narrative text using comic

III. Langkah – Langkah Pembelajaran

A. Pertemuan pertama

1. Kegiatan Awal (10 menit)

- a. Mengucapkan salam pada siswa ketika memasuki kelas (sikap yang ditanamkan: santun, peduli)
- b. Mengecek daftar hadir siswa (sikap yang ditanamkan: disiplin, rajin)
- c. Menyampaikan butir karakter yang akan di kembangkan selain pada SK/KD dalam rpp, silabus dan bahan ajar.

2. Kegiatan Inti (60 menit)

a. BKOF (Eksplorasi)

1. Memberi kesempatan pada siswa untuk membaca materi yang di ajarkan.
2. Menunjukkan text narrative
3. Memberi kesempatan pada siswa untuk melakukan tanya jawab
4. Siswa diminta memahami penulisan text narrative menggunakan comic

b. JCOT (Elaborasi)

1. Siswa membuat kelompok diskusi
2. Siswa berdiskusi sesuai dengan comic yang di bagikan.
3. Siswa membuat karangan sesuai dengan comic yang dibagikan

c. Konfirmasi

1. Memberikan umpan balik pada siswa dengan memberikan penguatan secara lisan pada siswa yang telah menyelesaikan latihan

2. Memberi konfirmasi pada pekerjaan siswa yang dilakukan secara individu
 3. Memberikan kesempatan pada siswa berefleksi untuk memperoleh pengalaman belajar yang sudah dilakukan
3. Kegiatan Akhir (10 menit)
- a. Mereview kembali materi yang telah diajarkan dan menyimpulkan secara bersama – sama.
 - b. Siswa dan guru melakukan refleksi terhadap kegiatan yang telah dilakukan.

B. Pertemuan Kedua

1. Kegiatan Awal (10 menit)
- a. Mengucapkan salam pada siswa ketika memasuki kelas (sikap yang ditanamkan: santun, peduli)
 - b. Mengecek daftar hadir siswa (sikap yang ditanamkan: disiplin, rajin)
 - c. Menyampaikan butir karakter yang akan dikembangkan selain pada SK/KD dalam rpp, silabus dan bahan ajar.
2. Kegiatan Inti (60 menit)
- a. BKOF (Eksplorasi)
 1. Melakukan warming up dengan memberikan motivasi pada siswa
 2. Siswa secara aktif dalam kegiatan pembelajaran, yaitu dengan mengingat materi yang telah disampaikan pada pertemuan sebelumnya.
 3. Memberikan kesempatan pada siswa untuk membaca dan mempelajari materi terlebih dahulu
 4. Memberikan kesempatan pada siswa untuk melakukan tanya jawab yang berkaitan dengan materi
 5. Siswa diminta untuk membuat teks narrative dengan comic
 - d. JCOT (Elaborasi)

1. Siswa membuat kelompok diskusi
 2. Siswa berdiskusi sesuai dengan comic yang di bagikan.
 3. Siswa membuat karangan sesuai dengan comic yang dibagikan
- e. Konfirmasi
1. Memberikan umpan balik positif pada siswa dengan memberikan penguatan secara lisan, tulisan maupun hadiah pada siswa yang telah menyelesaikan latihan
3. Kegiatan Akhir (10 menit)
- a. Mereview kembali materi yang telah di ajarkan dan menyimpulkan secara bersama – sama.
 - b. Siswa dan guru melakukan refleksi terhadap kegiatan yang telah dilakukan.

IV. Sumber Belajar

LKS siswa

V. Penilaian

No.	Aspect	Score
1.	<p>Content</p> <p>a. Excellent to very good: knowledge – substantive etc.</p> <p>b. Good to average: some knowledge of subject – adequate range etc.</p> <p>c. Fair to poor: limited knowledge of subject – little substance.</p> <p>d. Very poor: does not show knowledge of subject – non – substantive etc.</p>	<p>30 – 27</p> <p>26 – 22</p> <p>21 – 17</p> <p>16 – 13</p>
2.	<p>Organization</p> <p>a. Excellent to very good: fluent expression – ideas clearly stated – etc.</p> <p>b. Good to average: somewhat copy loosely organized but main ideas stand out – etc.</p> <p>c. Fair to poor: non – fluent – ideas confused or disconnected.</p> <p>d. Very poor: does not communicate – no organization etc.</p>	<p>20 – 18</p> <p>17 – 14</p> <p>13 – 10</p> <p>9 – 7</p>

3.	Vocabulary a. Excellent to very good: sophisticated ranges – effective word/idiom choice and usage – etc. b. Good to average: adequate ranges – occasional errors of word/idiom form, choice, usage but meaning not obscured. c. Fair to poor: limited ranges – frequent errors of word/idiom form, usage – etc. d. Very poor: essentially translation – little knowledge of English vocabulary.	20 – 18 17 – 14 13 – 10 9 – 7
4.	Language Use a. Excellent to very good: effective complex constructions – etc. b. Good to average: effective but simple constructions – etc. c. Fair to poor: major problems in simple/complex construction – etc. d. Very poor: virtually no mastery of sentence construction rules – etc.	35 – 33 21 – 19 18 – 11 10 – 3
5.	Mechanics a. Excellent to very good: demonstrate mastery of conventions – etc. b. Good to average: occasional errors of spelling, punctuation, errors – etc. c. Fair to poor: frequent errors of spelling, punctuation, capitalization – etc. d. Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	5 4 3 2

Mengetahui,
Guru Bahasa Inggris

Ponorogo, 9 Mei 2016
Peneliti

PUJI RAHAYU, S.Pd

NIP. 196408121996022001

ARISCA LUSIANA PRATIWI

NIM. 12331722

Lampiran

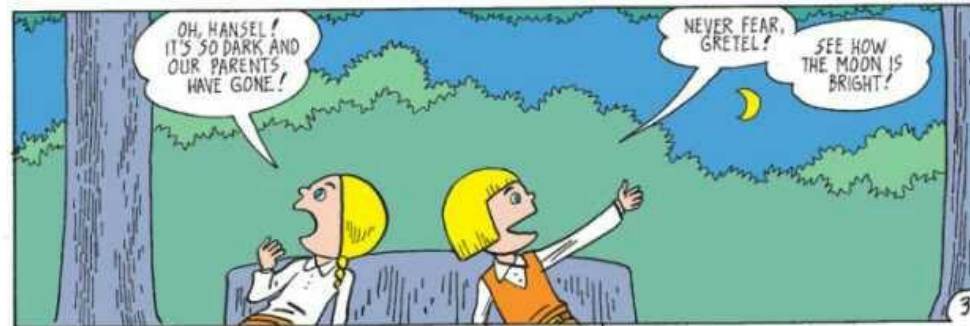
1. Guru memberi comic pada siswa.
2. Siswa membaca comic tersebut.
3. Siswa membuat narrative text berdasarkan comic.

Comic yang digunakan untuk media pembelajaran

1. Make a narrative text based on comic bellow!









2. Make a narrative text based on comic below!

The Three Little Pigs

The three little pigs left home. The big bad wolf saw them.

The first little pig made a house of straw. The big, bad wolf came.

Little pig, little pig, let me come in.

Not by the hair on my chinny chin chin.

Then I'll huff and I'll puff and I'll blow your house down!

He huffed and he puffed and the house fell down.

The second little pig made a house of wood. The big, bad wolf came.

Little pigs, little pigs, let me come in.

Not by the hair on our chinny chin chins.

Then I'll huff and I'll puff and I'll blow your house down!

He huffed and he puffed and the house fell down.

The third little pig made a house of bricks. The big, bad wolf came.

Little pigs, little pigs, let me come in.

Not by the hair on our chinny chin chins.

Then I'll huff and I'll puff and I'll blow your house down!

But the house of bricks stood firm.

I'll huff and I'll puff and I'll **blow** your house down!

But the house of bricks stood firm. And the wolf fell down.

Illustrated by Julia Oliver.

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APPENDIX 3

Lesson plan cycle II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 2

Satuan Pendidikan : MTs Negeri Ngunut

Mata Pelajaran : Writing

Kelas/Semester : VIII/2

Waktu : 4x40 menit

Standar Kompetensi : Menulis

Kompetensi Dasar : 1.2 Mengungkapkan makna dalam teks fungsional dan teks pendek sangat sederhana berbentuk narrative untuk berinteraksi dengan lingkungan terdekat.

Indikator : 1.2.2.1 Mengidentifikasi teks narrative
1.2.2.2 Mengidentifikasi langkah – langkah dalam teks narrative
1.2.2.3 Membuat teks narrative

I. Tujuan Pembelajaran:

Siswa dapat:

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2. The characteristic of Narrative Text

- a. Use adjectives

- b. Use simple past tense
- c. Use being/having verb

3. The Generic Structur of Narrative Text

a. Orientation

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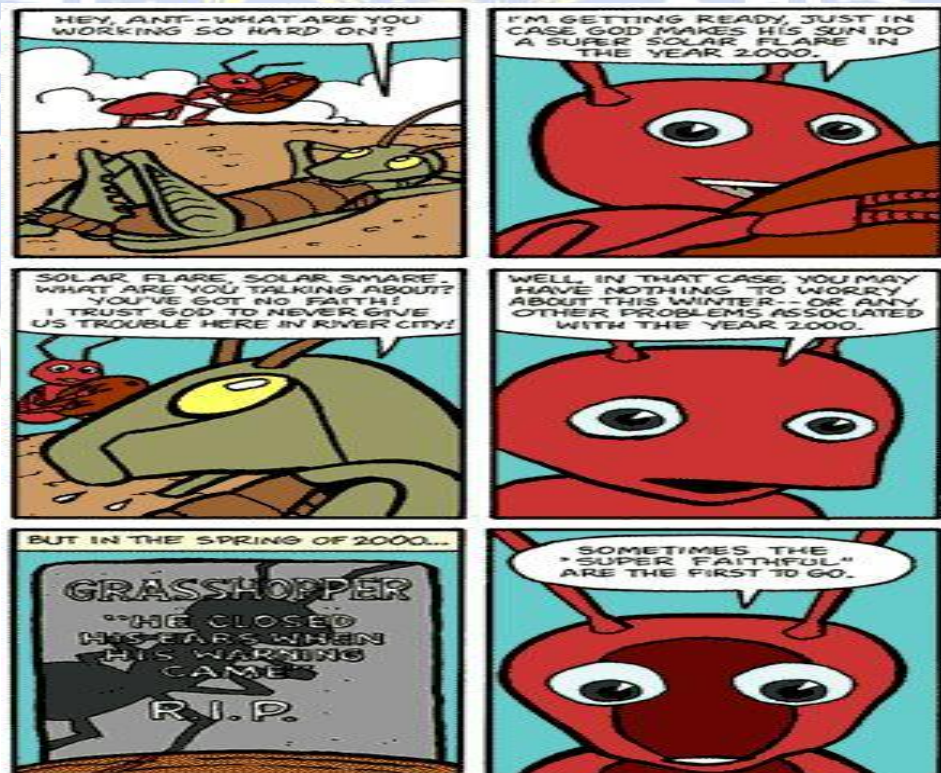
b. Complication

After the characters and the setting have been introduced, the obstacles usually appear. The chief actor tries to solve the problem.

c. Resolution

The story reaches its conclusion. A narrative text may close in several different ways. The chief actor, after strunggles with the obstacles, may succeed in overcoming them. He may also strunggle to overcome obstacles without success.

Contoh Narrative Text



II. Metode Pembelajaran

Genre based approach (BKOF, MOT, JKOT, ICOT)

Writing narrative text using comic

III. Langkah – Langkah Pembelajaran

Pertemuan pertama

1. Kegiatan Awal (10 menit)

- a. Mengucapkan salam pada siswa ketika memasuki kelas (sikap yang ditanamkan: santun, peduli)
- b. Mengecek daftar hadir siswa (sikap yang ditanamkan: disiplin, rajin)
- c. Menyampaikan butir karakter yang akan di kembangkan selain pada SK/KD dalam rpp, silabus dan bahan ajar.

2. Kegiatan Inti (60 menit)

a. BKOF (Eksplorasi)

1. Memberi kesempatan pada siswa untuk membaca materi yang di ajarkan.
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3. Siswa membuat karangan sesuai dengan comic yang dibagikan

c. Konfirmasi

1. Memberikan umpan balik pada siswa dengan memberikan penguatan secara lisan pada siswa yang telah menyelesaikan latihan

2. Memberi konfirmasi pada pekerjaan siswa yang dilakukan secara individu
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3. Kegiatan Akhir (10 menit)
- a. Mereview kembali materi yang telah diajarkan dan menyimpulkan secara bersama – sama.
 - b. Siswa dan guru melakukan refleksi terhadap kegiatan yang telah dilakukan.

Pertemuan Kedua

1. Kegiatan Awal (10 menit)
 - a. Mengucapkan salam pada siswa ketika memasuki kelas (sikap yang ditanamkan: santun, peduli)
 - b. Mengecek daftar hadir siswa (sikap yang ditanamkan: disiplin, rajin)
 - c. Menyampaikan butir karakter yang akan dikembangkan selain pada SK/KD dalam rpp, silabus dan bahan ajar.
2. Kegiatan Inti (60 menit)
 - a. BKOF (Eksplorasi)
 1. Melakukan warming up dengan memberikan motivasi pada siswa
 2. Siswa secara aktif dalam kegiatan pembelajaran, yaitu dengan mengingat materi yang telah disampaikan pada pertemuan sebelumnya.
 3. Memberikan kesempatan pada siswa untuk membaca dan mempelajari materi terlebih dahulu
 4. Memberikan kesempatan pada siswa untuk melakukan tanya jawab yang berkaitan dengan materi
 5. Siswa diminta untuk membuat teks narrative dengan comic
 - b. JCOT (Elaborasi)

1. Siswa membuat kelompok diskusi
 2. Siswa berdiskusi sesuai dengan comic yang di bagikan.
 3. Siswa membuat karangan sesuai dengan comic yang dibagikan
- c. Konfirmasi
1. Memberikan umpan balik positif pada siswa dengan memberikan penguatan secara lisan, tulisan maupun hadiah pada siswa yang telah menyelesaikan latihan
4. Kegiatan Akhir (10 menit)
- a. Mereview kembali materi yang telah di ajarkan dan menyimpulkan secara bersama – sama.
 - b. Siswa dan guru melakukan refleksi terhadap kegiatan yang telah dilakukan.

IV. Sumber Belajar

LKS siswa

V. Penilaian

No.	Aspect	Score
1.	<p>Content</p> <p>e. Excellent to very good: knowledge – substantive etc.</p> <p>f. Good to average: some knowledge of subject – adequate range etc.</p> <p>g. Fair to poor: limited knowledge of subject – little substance.</p> <p>h. Very poor: does not show knowledge of subject – non – substantive etc.</p>	<p>30 – 27</p> <p>26 – 22</p> <p>21 – 17</p> <p>16 – 13</p>
2.	<p>Organization</p> <p>e. Excellent to very good: fluent expression – ideas clearly stated – etc.</p> <p>f. Good to average: somewhat copy loosely organized but main ideas stand out – etc.</p> <p>g. Fair to poor: non – fluent – ideas confused or disconnected.</p> <p>h. Very poor: does not communicate – no organization etc.</p>	<p>20 – 18</p> <p>17 – 14</p> <p>13 – 10</p> <p>9 – 7</p>

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4.	<p>Language Use</p> <p>e. Excellent to very good: effective complex constructions – etc.</p> <p>f. Good to average: effective but simple constructions – etc.</p> <p>g. Fair to poor: major problems in simple/complex construction – etc.</p> <p>h. Very poor: virtually no mastery of sentence construction rules – etc.</p>	<p>35 – 33</p> <p>21 – 19</p> <p>18 – 11</p> <p>10 – 3</p>
5.	<p>Mechanics</p> <p>e. Excellent to very good: demonstrate mastery of conventions – etc.</p> <p>f. Good to average: occasional errors of spelling, punctuation, errors – etc.</p> <p>g. Fair to poor: frequent errors of spelling, punctuation, capitalization – etc.</p> <p>h. Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>

Mengetahui,
Guru Bahasa Inggris

Ponorogo, 9 Mei 2016
Peneliti

PUJI RAHAYU, S.Pd

NIP. 196408121996022001

ARISCA LUSIANA PRATIWI

NIM. 12331722

Lampiran

1. Guru memberi comic pada siswa.
2. Siswa membaca comic tersebut.
3. Siswa membuat narrative text berdasarkan comic.



Goldilocks and the Three Bears

Mummy Bear, Daddy Bear and Baby Bear went for a walk.



Goldilocks came to the house.

She tried to eat the porridge.



Goldilocks ate Baby Bear's porridge.



Just right.

She tried to sit in the chairs.



Too high.

Too low.

Goldilocks broke Baby Bear's chair.



Just right. Ooh!

She tried to sleep in the beds.



Too hard.

Goldilocks went to sleep in Baby Bear's bed.



Too soft.

Just right.

"Who's been eating our porridge?" said Mummy Bear and Daddy Bear.



"Who's been eating my porridge?" said Baby Bear.



"Who's been sitting in our chairs?" said Mummy Bear and Daddy Bear.

"Who's been sitting in my chair?" said Baby Bear.



"Who's been sleeping in our beds?" said Mummy Bear and Daddy Bear.



"And who is sleeping in my bed?" said Baby Bear.



The Bears forgave Goldilocks.

But she had to make some more porridge and mend the chair first.



Little Red Riding Hood

Little Red Riding Hood went to see Granny.



The hungry wolf saw Little Red Riding Hood. He wanted to eat her.



The hungry wolf ran to Granny's house.



He locked Granny in a cupboard and jumped in her bed!



Little Red Riding Hood went in to Granny's house. Granny was in bed.



But it wasn't Granny. It was the hungry wolf!



What big **eyes** you have, Granny.



All the better to **see** you with, my dear.



What big **ears** you have, Granny.



All the better to **hear** you with, my dear.



What big **teeth** you have, Granny.



All the better to **eat** you with, my dear.



And the hungry wolf jumped up.



Suddenly Little Red Riding Hood's dad ran in.



He chased the hungry wolf away.



Then he let Granny out of the cupboard.





APPENDIX 4

Observation checklist I and II

The Result of Observation Checklist I

No.	Indicators	Category Score			
		R/1	S/2	O/3	A/4
1.	The students interaction with the teacher		✓		
2.	The students are active in teaching learning process			✓	
3.	The students ask the teacher about lesson material		✓		
4.	The students can finish task on time	✓			
5.	The students pay attention to the teacher explanation			✓	
6.	The students are active in learning writing		✓		
7.	The students are interested in learning writing using Comic			✓	
Total Score		1	6	9	
Total students		30			

Based on the observation sheet above, the researcher concluded that the total score:

$$\begin{aligned}
 \text{Total Percentage} &= \frac{\sum \text{amount of obtained score}}{\sum \text{All of maximal aspect}} \times 100\% \\
 &= \frac{1 + 6 + 9}{28} \times 100\% \\
 &= 57.14 \%
 \end{aligned}$$

Ponorogo, 6 Agustus 2016

Collaborator

Liyananda Nur Cholifah

The Result of Observation Checklist II

No.	Indicators	Category Score			
		R/1	S/2	O/3	A/4
1.	The students interaction with the teacher			✓	
2.	The students are active in teaching learning process			✓	
3.	The students ask the teacher about lesson material			✓	
4.	The students can finish task on time				✓
5.	The students pay attention to the teacher explanation			✓	
6.	The students are active in learning writing			✓	
7.	The students are interested in learning writing using Comic			✓	
Total Score				18	4
Total Students		30			

Based on the observation sheet above, the researcher concluded that the total score:

$$\begin{aligned}
 \text{Total Percentage} &= \frac{\sum \text{amount of obtained score}}{\sum \text{All of maximal aspect}} \times 100\% \\
 &= \frac{18 + 4}{28} \times 100\% \\
 &= 78.57\%
 \end{aligned}$$

Ponorogo, 6 Agustus 2016

Collaborator

Liyananda Nur Cholifah

Nama: DEDI SAPUTRA
KLS: VIII C

KUESIONER

Cycle 1

Petunjuk:

- Berikan tanda (✓) pada kolom SS, S, TS, STS sesuai dengan keadaan anda dengan ketentuan :
SS: Sangat Setuju (4)
S: Setuju (3)
TS: Tidak Setuju (2)
STS: Sangat Tidak Setuju (1)
- Hasil dari kuesioner ini tidak mempengaruhi nilai anda.

No.	Pertanyaan	SS	S	TS	STS
1.	Saya suka pelajaran writing			✓	
2.	Pelajaran writing itu menyenangkan				✓
3.	Pelajaran writing menggunakan comic lebih mudah dipahami		✓		
4.	Pelajaran writing menggunakan comic itu lebih menarik		✓		
5.	Comic dapat membantu saya dalam pelajaran writing		✓		
6.	Writing menggunakan comic dapat menambah minat menulis saya		✓		

KUESIONER

Cycle 1

Petunjuk:

1. Berikan tanda (✓) pada kolom SS, S, TS, STS sesuai dengan keadaan anda dengan ketentuan :
SS: Sangat Setuju (4)
S: Setuju (3)
TS: Tidak Setuju (2)
STS: Sangat Tidak Setuju (1)
2. Hasil dari kuesioner ini tidak mempengaruhi nilai anda.

No.	Pertanyaan	SS	S	TS	STS
1.	Saya suka pelajaran writing	✓			
2.	Pelajaran writing itu menyenangkan		✓		
3.	Pelajaran writing menggunakan comic lebih mudah dipahami	✓			
4.	Pelajaran writing menggunakan comic itu lebih menarik	✓			
5.	Comic dapat membantu saya dalam pelajaran writing	✓			
6.	Writing menggunakan comic dapat menambah minat menulis saya	✓			

Nama = Hanif Hadi w.
No = 13
KLS = VIII C

KUESIONER

Cycle 1

Petunjuk:

1. Berikan tanda (✓) pada kolom SS, S, TS, STS sesuai dengan keadaan anda dengan ketentuan :
SS: Sangat Setuju (4)
S: Setuju (3)
TS: Tidak Setuju (2)
STS: Sangat Tidak Setuju (1)
2. Hasil dari kuesioner ini tidak mempengaruhi nilai anda.

No.	Pertanyaan	SS	S	TS	STS
1.	Saya suka pelajaran writing		✓		
2.	Pelajaran writing itu menyenangkan	✓			
3.	Pelajaran writing menggunakan comic lebih mudah dipahami		✓		
4.	Pelajaran writing menggunakan comic itu lebih menarik		✓		
5.	Comic dapat membantu saya dalam pelajaran writing	✓			
6.	Writing menggunakan comic dapat menambah minat menulis saya	✓			

Nama: DEDI SAPTA-A
Kls: VIII C.

KUESIONER

Cycle 2

Petunjuk:

1. Berikan tanda (✓) pada kolom SS, S, TS, STS sesuai dengan keadaan anda dengan ketentuan :
SS: Sangat Setuju (4)
S: Setuju (3)
TS: Tidak Setuju (2)
STS: Sangat Tidak Setuju (1)
2. Hasil dari kuesioner ini tidak mempengaruhi nilai anda.

No.	Pertanyaan	SS	S	TS	STS
1.	Saya suka pelajaran writing		✓		
2.	Pelajaran writing itu menyenangkan	✓			
3.	Pelajaran writing menggunakan comic lebih mudah dipahami	✓			
4.	Pelajaran writing menggunakan comic itu lebih menarik		✓		
5.	Comic dapat membantu saya dalam pelajaran writing		✓		
6.	Writing menggunakan comic dapat menambah minat menulis saya		✓		

KUESIONER

Cycle 2

Petunjuk:

1. Berikan tanda (✓) pada kolom SS, S, TS, STS sesuai dengan keadaan anda dengan ketentuan :
SS: Sangat Setuju (4)
S: Setuju (3)
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STS: Sangat Tidak Setuju (1)
2. Hasil dari kuesioner ini tidak mempengaruhi nilai anda.

No.	Pertanyaan	SS	S	TS	STS
1.	Saya suka pelajaran writing	✓			
2.	Pelajaran writing itu menyenangkan		✓		
3.	Pelajaran writing menggunakan comic lebih mudah dipahami	✓			
4.	Pelajaran writing menggunakan comic itu lebih menarik	✓			
5.	Comic dapat membantu saya dalam pelajaran writing	✓			
6.	Writing menggunakan comic dapat menambah minat menulis saya	✓			

KUESIONER

Cycle 2

Petunjuk:

1. Berikan tanda (✓) pada kolom SS, S, TS, STS sesuai dengan keadaan anda dengan ketentuan :
SS: Sangat Setuju (4)
S: Setuju (3)
TS: Tidak Setuju (2)
STS: Sangat Tidak Setuju (1)
2. Hasil dari kuesioner ini tidak mempengaruhi nilai anda.

No.	Pertanyaan	SS	S	TS	STS
1.	Saya suka pelajaran writing	✓			
2.	Pelajaran writing itu menyenangkan	✓			
3.	Pelajaran writing menggunakan comic lebih mudah dipahami	✓			
4.	Pelajaran writing menggunakan comic itu lebih menarik		✓		
5.	Comic dapat membantu saya dalam pelajaran writing		✓		
6.	Writing menggunakan comic dapat menambah minat menulis saya		✓		

Nama = Hanif Hadi w
KIS = VIII C
NO = 13



APPENDIX 5

Questionnaire I and II

The Result of Questionnaire 1

Question	Answer		Answer		Answer		Answer		Score	Percentage (%)
	SS	4	S	3	TS	2	STS	1		
1.	6	24	16	48	8	16	0	0	88	73,33
2.	6	24	14	42	5	10	5	5	81	67,5
3.	10	40	14	42	6	12	0	0	94	78,33
4.	11	44	13	39	4	8	2	2	93	77,50
5.	10	40	13	39	7	14	0	0	93	77,50
6.	11	44	11	33	6	12	2	2	91	75,83
Total									541	74,99

Note :
 A : Always : score: 4
 O : Often : score: 3
 S : Sometimes : score: 2
 R : Rarely : score: 1

Ponorogo, 6 Agustus 2016

Researcher

Collaborator

Arisca Lusiana pratiwi

Liyananda Nur Cholifah

The Result of Questionnaire II

Question	Answer		Answer		Answer		Answer		Score	Percentage (%)
	SS	4	S	3	TS	2	STS	1		
1.	16	64	12	36	1	2	1	1	103	85,83
2.	14	56	14	42	2	4	0	0	102	85,00
3.	19	76	8	24	2	4	1	1	105	87,50
4.	18	72	9	27	2	4	1	1	104	86,66
5.	18	72	9	27	1	2	2	2	103	85,83
6.	17	68	9	27	2	4	2	2	101	84,16
Total									618	85,83

Note :
 A : Always : score: 4
 O : Often : score: 3
 S : Sometimes : score: 2
 R : Rarely : score: 1

Ponorogo, 6 Agustus 2016

Researcher

Collaborator

Arisca Lusiana pratiwi

Liyanda Nur Cholifah



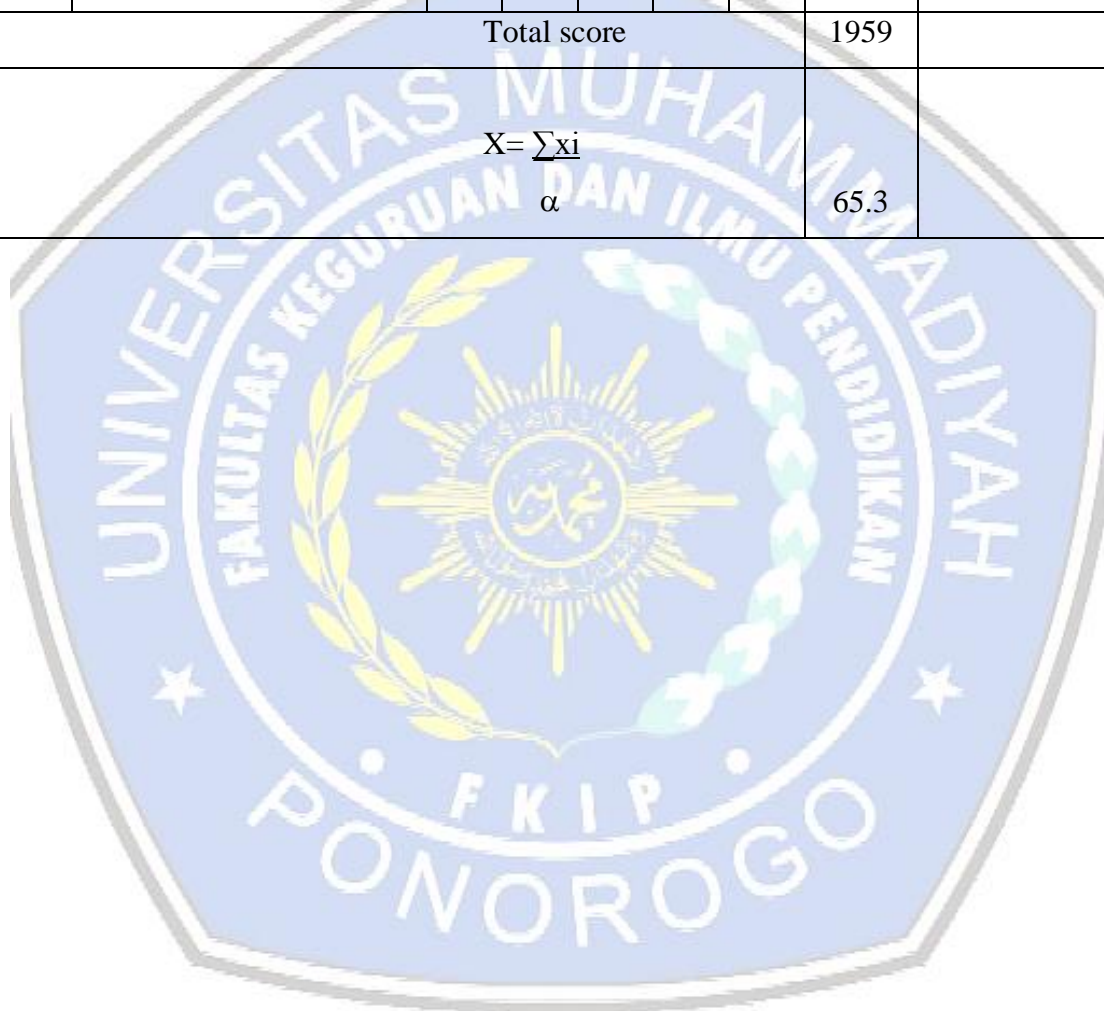
APPENDIX 6

Test I and II

The Result of Test I

No.	Name	Score Aspect					Σ	Categories
		C	O	V	L	M		
1	Achmad Wahyudi	25	16	14	11	3	69	Unaccomplished
2	Afif Nur M	22	14	13	15	3	67	Unaccomplished
3	Aida Fitria Cahyani	16	13	9	10	2	50	Unaccomplished
4	Aji Suad P	20	13	12	11	4	60	Unaccomplished
5	Amanda Ashfihani R	24	15	15	18	3	75	Accomplished
6	Apriliani Paminta D	16	13	8	10	2	49	Unaccomplished
7	Bagus Alwi H	17	10	9	9	2	47	Unaccomplished
8	Dadang Dwi C	22	14	13	15	3	67	Unaccomplished
9	Dedi Saputra	22	13	13	10	2	60	Unaccomplished
10	Endang Sri Wahyuni	27	18	16	20	4	85	Accomplished
11	Erfan R	25	16	14	11	2	68	Unaccomplished
12	Gesya Gayatree S	22	14	14	18	3	71	Unaccomplished
13	Hanif Hadi Wicaksana	23	16	16	18	3	76	Accomplished
14	Ilyas Zulfen B	20	14	13	11	2	60	Unaccomplished
15	M. Iqbal F	22	14	13	12	2	63	Unaccomplished
16	Moh. Pergo Wahono	24	14	13	10	2	63	Unaccomplished
17	M. Khoirul A	21	13	9	11	2	56	Unaccomplished
18	Mulki Furqon	22	17	13	15	3	70	Unaccomplished
19	Nabella Syifa Evareta	24	15	15	19	4	77	Accomplished
20	Nurul Khomariyah	24	15	15	18	3	75	Accomplished
21	Rifqi Adiansyah	21	13	9	11	2	56	Unaccomplished
22	Rita Puji Lestari	24	15	14	18	4	75	Accomplished
23	Rudhi Hartono	24	16	16	18	3	77	Accomplished
24	S Al Ayyubi	23	16	16	18	3	76	Accomplished

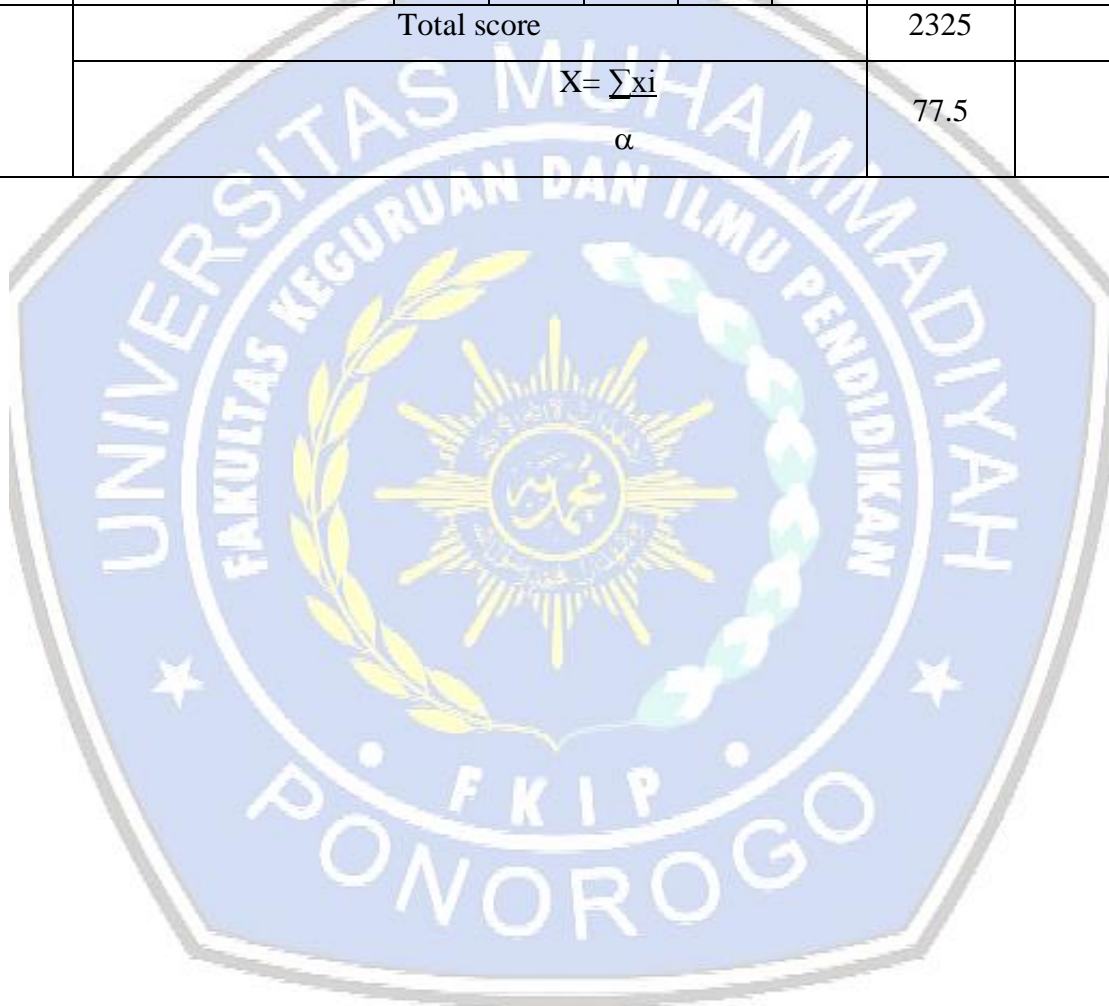
25	Tito Firmansyah	22	14	14	12	3	65	Unaccomplished
26	Yoga Dito A.P	16	10	9	10	2	47	Unaccomplished
27	Zuhana Ade W	21	14	10	11	2	58	Unaccomplished
28	Zuli Dwi Lit W	23	17	15	18	3	76	Accomplished
29	Zacky Anugrah Putra	17	13	9	10	2	51	Unaccomplished
30	Aida Salma Nur'aini	27	18	17	21	4	87	Accomplished
Total score							1959	
$X = \frac{\sum x_i}{\alpha}$							65.3	



The Result of Test II

No.	Name	Score Aspect					Σ	Categories
		C	O	V	LU	M		
1	Achmad Wahyudi	22	17	15	18	3	75	Accomplished
2	Afif Nur M	23	17	15	18	3	76	Accomplished
3	Aida Fitria Cahyani	22	18	15	18	3	76	Accomplished
4	Aji Suad P	22	18	14	18	3	75	Accomplished
5	Amanda Ashfihani R	22	18	16	17	3	76	Accomplished
6	Apriliani Paminta D	21	18	16	18	3	76	Accomplished
7	Bagus Alwi H	22	17	15	18	3	75	Accomplished
8	Dadang Dwi C	23	17	15	18	3	76	Accomplished
9	Dedi Saputra	23	17	15	18	3	76	Accomplished
10	Endang Sri Wahyuni	28	18	17	24	4	91	Accomplished
11	Erfan R	23	17	15	18	3	76	Accomplished
12	Gesya Gayatree S	23	17	16	17	3	76	Accomplished
13	Hanif Hadi Wicaksana	24	18	15	18	3	78	Accomplished
14	Ilyas Zulfen B	22	17	15	18	3	75	Accomplished
15	M. Iqbal F	24	18	14	20	4	80	Accomplished
16	Moh. Pergi Wahono	24	18	14	21	4	81	Accomplished
17	M. Khoirul A	23	18	15	18	3	77	Accomplished
18	Mulki Furqon	22	17	16	18	3	76	Accomplished
19	Nabella Syifa Evareta	22	18	15	18	4	77	Accomplished
20	Nurul Khomariyah	23	17	15	18	3	76	Accomplished
21	Rifqi Adiansyah	22	18	15	17	3	75	Accomplished
22	Rita Puji Lestari	21	18	15	18	3	75	Accomplished
23	Rudhi Hartono	22	17	16	20	3	78	Accomplished
24	S Al Ayyubi	22	18	16	18	3	77	Accomplished

25	Tito Firmansyah	22	18	15	18	3	76	Accomplished
26	Yoga Dito A.P	23	18	15	17	3	76	Accomplished
27	Zuhana Ade W	22	18	15	18	3	76	Accomplished
28	Zuli Dwi Lit W	23	18	14	18	3	76	Accomplished
29	Zacky Anugrah Putra	22	18	15	17	3	75	Accomplished
30	Aida Salma Nur'aini	28	19	16	30	4	97	Accomplished
	Total score						2325	
	$X = \frac{\sum x_i}{\alpha}$						77.5	





APPENDIX 7

Students Worksheet cycle I and II

Name : S. AL AYYUBI

Number: 29

Class: VIII C

The Three Little Pigs

On the morning, there ^{three} a little, they will left home and the big bad wolf saw them. The first little pig made a house with straw and, the big bad wolf came. He huffed and he puffed the house and house fell down, the first little pig run away to second little pig. The second little pig made a house with wood. The bad big wolf came, he huffed and puffed the house, the house fell down. The first ~~and~~ and second pig run away to third little pig. The third little pig made a house with Bricks. The big bad wolf run along. He huffed and puffed the house but the house stood firm. The big bad wolf try again to puffed the house, But the house stood firm and the wolf ~~was~~ DEAD :)

$$22 + 15 + 14 + 18 + 3 = 72$$

nama: S. Al Aggbi

NLO: 2A

kelas: VII C

Little Red Riding Hood

Once upon a time, there was a little red riding hood in the days. she went to see granny, the hungry wolf saw them. He wanted to eat her, the hungry wolf ran to granny house. He locked granny in a cupboard and jumped in her bed.

Little red riding hood went in granny house. granny was in bed. But it wasn't granny, it was a hungry wolf. little red riding hood talk "what big eyes you have granny" The wolf answer "All the better to see you with my dear and bla bla bla"

And the hungry wolf jumped up, suddenly little red dod ran up, he chased the wolf, then he the granny out of the cupboard.

$$22 + 18 + 15 + 18 + 9 = 78$$

$$TITO = 78$$

$$Gesya = 75$$

Name : M. Iqbal . F

Number: 15

Class: VIII - C

The three Little Pigs

Once there were three little pigs left home they are making new house, the big bad wolf saw them. the first pig made house from straw, the big bad wolf came, then he huffed and puffed, the house fell down, and the first pig run to second pig house. the second pig house made from wood, the big bad wolf came, then he huffed and puffed, the house fell down, the first and second pig run into the third pig house, the third pig house made from bricks, the big bad wolf came, then he huffed and puffed, but the house stood firm, and the wolf fell down.

$$22 + 19 + 13 + 12 + 2 = 63$$

Name : M. Iqbal . F

Number: 15

Class: VIII - C

Little Red Riding Hood

Once upon a time there was a girl named Little Red Riding Hood. She lived in the forest, with her Mom & Father.

One day she went to her Grandmother's house. The hungry wolf saw Little Red Riding Hood, he wanted to eat her, the hungry wolf ran to Grandmother's house, he looked Grandmother in a cupboard and jumped in her bed. Little Red Riding Hood went in to Grandmother's house. Grandmother was in the bed, but it wasn't Grandmother. It was the hungry wolf. Little Red Riding Hood asked Grandmother "What big eyes you have Grandmother, all the better to see you" She asked again "What big ears you have Grandmother, all the better to hear you" She asked again "What big teeth you have Grandmother, all the better to eat you" and the hungry wolf jumped out, Little Red Riding Hood screaming.

Suddenly her Father heard the scream, her Father ran into her, he helped Grandmother and her, then her Father chased the hungry wolf away.

$$29 + 18 + 19 + 20 + 9 = 80$$

Name : AIDA SALMA NUR 'AINI Number: 30

Class: VIII C

THE THREE LITTLE PIGS

Long time ago, there were three little Pigs. The three little Pigs left home. There was a wolf. The wolf wanted to ate the three little Pigs.

When the three little pigs left home, the big bad wolf saw them. The big bad wolf ^{wanted to ate} three little Pigs. But the three little Pigs ^{knowed that}.

At first one little pig made a home of straw. When the big bad wolf ~~to come~~ to one little pig home, one little pig home don't ^{allowed} the big bad wolf to ^{came in} one little pig house. Then, the big bad wolf ^{angried}. The big bad wolf huffed and puffed one little pig home. And ~~the house~~ home one little pig fell down.

The second, two little pig made a home of wood. But the wolf do the same to two little pig home. And two little pig home fell down to.

The third, three little pigs made a house of bricks. when the ~~wolf~~ big bad wolf huffed and puffed their home. Their home not fell down. But wolf is fell down.

$$27 + 18 + 17 + 21 + 4 = 87$$

Name : Aida Saima Nur Aini Number: 30

Class: VIII C

Little Red Riding Hood

Once upon a time, there was a girl named Little Red Riding Hood. She was a beautiful girl. She wore a red hood. Because that, she named was little Red Riding Hood. Except that, there was a wolf. A wolf wanted to ate her.

One day, she went to her grandmother house. She wanted to saw her grand mother. The wolf saw her and the wolf was hungry. He wanted to ate her. The hungry wolf ran to grandmother Little Red Riding Hood house. He locked her grandmother in a cupboard and jumped in her bed. Little Red Riding Hood went in to Granny's house. Granny was in bed. But it wasn't Granny. It was the Hungry wolf.

She was shocked. Because eyes and ears granny was big. Her asked to fake her granny. He answered "All the better to see and hear you with, my dear". But when her was asked fake her granny about why her granny teeth was big. The fake her granny was jumped to ate her.

Suddenly her father ran in. He chased the hungry wolf away. Then he let granny out of the cupboard.

$$28 + 19 + 16 + 30 - 9 = 97$$



APPENDIX 8

Documentation



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
Website : www.umpo.ac.id

BERITA ACARA PERSETUJUAN JUDUL

Telah disetujui tiga judul skripsi oleh prodi atas nama :

1. Nama : ARISCA LUSIANA PRATIWI
2. NIM : 12331722
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi :
 1. The Use of Comic to Teach Reading Comprehension at Eight Grade Student *Wahy*
 2. The Use of Comic to Improve Students' Writing Skill at Eight Grade Student of MTS N Ngunut Ponorogo in Academic Year 2015/2016
 3.

Demikian judul skripsi ini disetujui dengan maksud agar dapat dijadikan sebagai bahan pertimbangan bagi Bapak/Ibu pembimbing untuk menetapkan satu judul bagi mahasiswa yang bersangkutan.

Apabila dipandang perlu Bapak/Ibu pembimbing dapat memerlukan penyempurnaan bahkan perubahan total atas sejumlah judul yang telah disetujui diatas.

Ponorogo, 29 Oktober 2015
a.n. Dekan
Kaprosdi Bahasa Inggris

Niken Reti Indriastuti, SS.,M.Pd
NIK. 1968121519990412



UNIVERSITAS MUHAMMADIYAH PONOROGO
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 Website : www.umpo.ac.id

Form 1

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

1. Nama : Arisca Lusiana Pratiwi
 2. NIM : 12331722
 3. Program Studi : Pendidikan Bahasa Inggris
 4. Judul Skripsi : The Use of Comic to Improve Students'
 Writing Skill at the Eighth Grade of MTs
 ri Ngunut Ponorogo in Academic Year 2015/2016

TAHUN/SMT :

PEMBIMBING : Dr. Bambang Harmanto, M.Pd

Tanggal	Materi	Catatan	Paraf Pembimbing
29/10/15	- Title	OK	[Signature]
7/11/15	Chap I	Revised	[Signature]
8/11/15	- II	-	[Signature]
14/11/15	- II	OK	[Signature]
24/11/15	Chap II	Revised	[Signature]
26/11/15	-	-	[Signature]
28/11/15	Chap III	Revis	[Signature]
30/11/15	-	Revis o medias test	[Signature]

Catatan : Form 1 pembimbing 1
 Form 2 pembimbing 2

Ponorogo,
 Pembimbing

(.....)



Teaching and learning process.



Students was doing individual task.



The researcher and eighth C Class.