

**IMPROVING STUDENTS' WRITING SKILL THROUGH  
TEXTLESS COMIC AT THE SEVENTH GRADE OF SMPN 2  
PONOROGO IN ACADEMIC YEAR 2016/2017**

**(THESIS)**



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**2017**

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COMIC AT THE SEVENTH GRADE OF SMPN 2 PONOROGO IN THE  
ACADEMIC YEAR 2016/2017**

**THESIS**

**Presented to**

**Muhamadiyah University of Ponorogo**

**In Partial Fulfillment of the Requirement for the degree of *Sarjana***

**In English Language Education**



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**2017**



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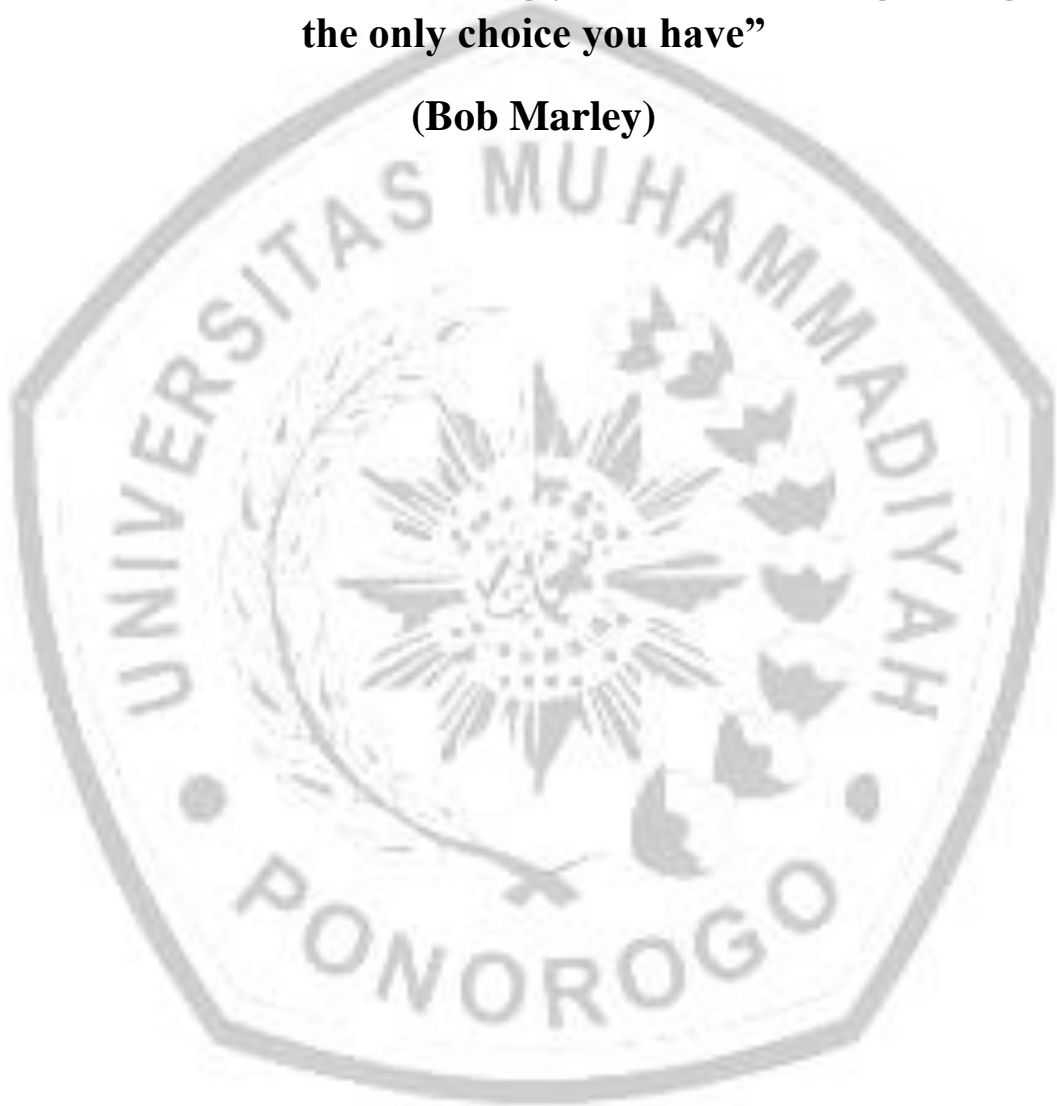
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## **MOTTO**

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

**(Bob Marley)**



## **DEDICATION**

**The writer dedicated this thesis to:**

**Her beloved Father, Mother and brother,**

**Who always love and pray for her success in her thesis.**

**Her beloved friends of UMP**

**Especially for Figa, Say, Vika, May, Vivin thank for their help, support, suggestion, inspiration and always give motivation to her.**

**Her advisor ( Diyah Atiek Mustikawati, M. Hum and Niken Reti Indriantuti, M.Pd). Thanks for the advice, guidance, suggestion, motivation and assisted to he**

**All her friends in English department especially for class A.**

**Thanks for all**

## ACKNOWLEDGEMENT

Alhamdulillah, Praise to God the Merciful and Charitable, because of God is guidance, blessing, and affection; the researcher can finish this graduating paper. In this occasion, the researcher also would like to express sincere gratitude to:

1. Drs. H. Sulton, M. Si as Rector of Muhammadiyah University of Ponorogo
2. Drs. Jumadi, M. Pd as the Dean of Teacher Training and Education Faculty at Muhammadiyah University of Ponorogo
3. Riski Ekanti Ayuningtyas Palupi, M. Pd as the chairperson of English Education Department of Teacher Training and Education Faculty at Muhammadiyah University of Ponorogo
4. Diah Atiek Mustikawati, M. Hum as the first advisor who had given advice and suggestion to finish this thesis.
5. Niken Rati Indriastuti, M. Pd as the second advisor who gave guidance, advice, suggestion, direction and information from beginning until the completion of this thesis
6. Dra. Sy. Christine Suala, M. pd as the headmaster of SMP Negeri 2 Ponorogo.
7. Jajun Dwi Arina, S. Pd as the English teacher of SMP Negeri 2 Ponorogo who has given opportunity to conduct the research in her class.



8. All lecturers of English Department of Teacher Training and Education  
Faculty of Muhammadiyah University of Ponorogo.

May Allah bless them all for their help and contribution. Finally,  
the researcher realizes that this thesis is still far from being perfect, so she hopes  
the critics and suggestions to improve it to be better.

Ponorogo, 03 June 2017

The Writer



## ABSTRACT

**Sari, PutriKharismaHernanda.** 2017. *“Improving Students’ Writing Skill Through Textless Comics at the Seventh Grade of Junior High School 2 Ponorogo in the Academic Year 2016/2017.* Thesis. English Education Department. Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo. Advisors: (1) DiyahAtiekMustikawati, M.Hum. (2) NikenRetiIndriastuti, S.S, M.Pd.

**Key Words:** *Textless comic, Narrative text*

This study was classroom action research. The general objective of this study was improving students’ writing skill through textless comic, while the statement of the problem were how is the improvement of students’ writing skill when they are taught by using writing skill in the eighth grade of SMPN 2 Ponorogo and what are the strengths of using comic text less as a teaching media in improving students’ writing skill in the seventh grade of SMPN 2 Ponorogo?

The procedure of the research consisted of planning, action, observation, and reflection. The data were collected from achievement test, observation, and questionnaire. The research was conducted in cycle 1 and cycle 2.

Result of observation checklist, in the cycle 1 was 56.25% and in the cycle 2 was 81.25%. It proved that the students paid more attention on during the lesson, became more interest and understand the method; also the students became more active in teaching learning process. Result of questionnaire, in the cycle 1 was 58.58% and in the cycle 2 was 75.36%. From the result above, showed that the students were agree that learning writing using textless comic was easier more interesting and made the students more active in learning writing narrative text. Result of test, in the cycle 1 was 65.5% and in the cycle 2 was 75.5%. It can be concluded that most of the students were able to achieve score above 75. From 32 students there were 24 students that passed the KKM. So, the research was success.

The strength of using textless comic as a media in teaching and learning writing was textless comic gives students the clue of chronological events. It can help students to generate ideas easily based on the visualizations contain in the comic, also imagining and enabling of students’ understanding to identify the elements of story (plot, characters, theme, etc.) through visual and dialogues in the sequential events.

Finally, the researcher concluded that the result of this research shows the improvement in students’ writing skill by using Textless comic at the first grade students of SMPN 2 Ponorogo. The researcher hopes this research can be useful for the next researcher and can solve some problem in learning writing.

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