USING A COMIC BOOK TO IMPROVE EIGHT GRADE STUDENTS' WRITING ACHIEVEMENT AT SMP SRIJAYA NEGARA PALEMBANG

A THESIS

By

Ulfa Dwi Utari

NIM: 06011181520088

English Education Study Program

Language and Art Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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English Education Study Program

Language and Art Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA
UNIVERSITY
PALEMBANG
2022
Approved by
Advisor:

Advisor 1,

Muslih Hambali, Drs.,M.L.IS
NIP: 19570826198431001

Advisor 2,

Fiftinova, S.S., M.Pd.
NIP: 197911152006042028

Certified by

Coordinator of English Education Study Program

Hariswan Putra Jaya, S.Pd.,M.Pd.
NIP: 197408022002121003

ii

DECLARATION

I, the undersigned

Name   : Ulfa Dwi Utari

Student Number   : 06011181520088

Study Program   : English Education

Declared that the thesis entitled "Using a Comic Book to Improve Eight Grade students writing achievement at SMP SRIJAYA NEGARA PALEMBANG" is my work , and I did not do any plagiarism or innaproppriate quotation againts the ethics and rules commeneded by the Ministry of Education of Repulic Indonesia Number 17, 2010 regarding plagiarms in higher education. Therefore, I deserve to face the court if I am found plagiarized this work.

Indralaya, 28th July 2022

The Undersigned,

Ulfa Dwi Utari

06011181520088

DEDICATION

Alhamdulillah, by the grace of Allah SWT, this thesis can be completed as it should be. Thank you, I dedicate it to the people closets to me.

1. I am very thankful to my beloved family; Ayah, Ibuk, kak Fikri, adek Irma, for pulling me out of my darkest hour. Always encouraging me and giving me moral support that I needed the most.
2. I am very thankful to my mentors/advisors that strengthened me and guided me. I am so sorry, I've been a bother, annoying and slow in thinking.
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"In a life time, there are two sentences we must say, 'Thank you' and 'I'm sorry.' One day you will say them with tears."

-MDZS-

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The Reasearcher,

Ulfa Dwi Utari
NIM. 06011181520088

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ABSTRACT

Writing accuracy dealing with two aspects; vocabulary, grammar from all of the two aspects that being completed each other and cannot be apart. This research aimed to find out the writing achievement of the students have the significant improvement before and after the students were taught by using a Comic book, at Smp Srijaya Negara Palembang. The participants of the study were 21 students of the eight grade student's class number four students of Smp Srijaya Negara Palembang. The data were collected using a test sheet (Pre-test and Post-test). The result showed that total 18 or 88,48% students were categorized as very poor on Pre-test and total 8 or 50, 08% students were categorized as very poor on post-test. So, according to the mean score of the students' pre-test and post-test, the result of the t-test was 2.79 and the result of the t-table was 2,037, it means that there was no significant difference after the treatment were given to the students because the sign on the pre-test to post-test only increase by 5%.

Keywords: Comic Book, Writing, Smp Srijaya Negara.

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name   : Ulfa Dwi Utari

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CHAPTER 1

INTRODUCTION

In this chapter, there are (1) Background, (2) Problem of Study and (3) Significance of Study.

1.1 Background

In the middle school curriculum which is based on the 2013 curriculum, one of the learning objectives that refer to learning is discovery learning. This learning strategy is a learning hypothesis that is characterized as a growing experience that happens when students are not presented with lessons in their final form (study materials) but are expected to students can organize their learning.

Permendikbud No. 68 2o13, regarding the SMP-MTs curriculum, states that characteristics of the 2013 curriculum are to develop a harmony between the improvement of spiritual and social attitudes, interest, innovativeness, and participation with intellectual and psychomotor capacities. The 2013 curriculum demands a change in the learning process that was originally a student only told to be students are invited to find, try and seek knowledge with the guidance of the teacher.

The learning process applies the method scientific, thematic approach and authentic assessments are the inner spirit of 2013 curriculum learning. Changes in the mindset of educators from mindset the education unit level curriculum become the 2013 curriculum pattern, of course, it's not as easy as turning the palm because it requires a process long. Efforts to change the mindset of educators are carried out by providing 2013 curriculum implementation training before entering the school year 2014/2015. The short training process causes many educators to who are pessimistic about the implementation of the 2013 curriculum.

The educational curriculum in Indonesia changed (from 1947- to 2015) in some genres of curriculum caused by many reasons, one of them being the development demand of the era and the government laws to upgrade and modified the educational curriculum on a periodic scale. Teachers as the main actors or the main character of education are required to fulfill their duty as professional educators and of course as curriculum developers. PP No. 19 of 2005 Article 20, proposes that instructors are supposed to foster their learning materials, which was then affirmed through the Minister of National Education in Indonesia Regulation No. 41 of 2007 on Cycle Guidelines, which in addition to other things oversees the arranging system discovering that requires teachers in the instructive unit to foster an illustration plan (RPP). One of the elements in the lesson plan (RPP) is media and learning resources. Teachers are expected to develop learning materials and media that support the process of learning, to create an active learning process, innovative, creative, effective, and fun, and can develop an interest in learning and student's skills.

Many teachers of English have taught writing through the conventional method, which is not taking the students' interest when they learn in class. Teachers only judge students' in their English competence only from their reading and listening skills. As the result, the student often considers writing a difficult and boring subject. It is important to help understudies to create their writing abilities however; it is given less instructing accentuation. The attention is basically on showing perusing because writing is excluded from the public test. As we probably are aware, students frequently don't have valuable chances to write in English external the homeroom. For the majority of them, the course book is the main spot where they meet English. In other words, writing is the major criterion to judge whether a student's English competence is good or not. Writing may be considered the most difficult and complex skill among the four language skills. Many definitions of writing have been proposed by the expert. Oxford dictionary, (2018) promotes that composing is to deliver something written down so that individuals can peruse, perform or utilize it.

Identically writing was known as Graphic symbols, a combination of letters associated with the sound of the spoken language. But more clearly writing activities not only produce graphic symbols. These symbols need to be arranged following the appropriate provisions, both in forming words, composing words into sentences into paragraphs, or arranging paragraphs into a text.

Therefore the order of paragraphs or materials is changed to be as simple as in the text used in the conversations in the comic. Of course, the text that will be inserted into the comic has been first narrowed down into the main points/core of the material that will be given, also accompanied by images that support students' understanding of the material given.

Arroyani (2010), states in her research that the utilization of comic strips can further develop the understudies' understanding cognizance skills and narrative tests. Therefore the researcher raises the title "Using Comic Book to Improve Eight Grade Students Writing Achievements". Thus also, the success of this product development can be used as one of the choices of learning media used by educators in teaching. So, the writer would like to develop their knowledge of English, especially in writing skills.

To avoid the best way to reduce such problems, teachers can use a variety of ways to make their students interested in speaking lessons, to make their lessons more memorable and enjoyable. According to Joseph (2014), "students' who enjoy the lesson will pay closer attention". One of the writing methods that can be used is by using comics. The comic is one of the effective teaching materials that is used in school, particularly in Elementary school. It is recommended because comics contain pictures and stories with attributes that can assemble understudies' personalities (Arafat, 2017) According to Waluyanto (2005) comics as a medium of learning is a tool that serves to convey the message of learning. In this context, learning refers to communication that will run maximally if the massage of learning is delivered, coherently, and interesting.

The material for learning English in curriculum 2013 which have been run in every school, especially SMP grade 8th. Emphasize text-based material. If the material is given to the student only long text and shaped more than 4 or 5 paragraphs it will very adversely affect students who are lazy to read or students' who do not like to read text that is too long.

The title of this study is "Using Comic Book to Improve Eight Grade Students' Writing Achievements at SMP SRIJAYA NEGARA Palembang."

1.2 The Problem of the Study

The issue of the review is formed in the accompanying inquiries: "Was there any differences in writing achievement of the students that were taught before and after the treatment (Comic Book) was given?"

1.3 The Significance of the Study

1. For the teacher, the researcher trusts that this study will help the educator in deciphering the material for the students. Also, this research gives another alternative to the teaching and learning process, especially on the writing skill.
2. Students, during this research, the students are hoped to:
   1) Can improve the reading motivation;
   2) Can motivate the students in learning English, especially writing;
   3) Can improve the ideas or the creativity in the writing achievement.
3. For the school, the implementation of a comic book as the teaching material can improve the teacher's professionalism in teaching the students effectively inside the classroom, and also can give the

teacher inspiration on developing, and creating a new teaching method that can improve the students' achievement in school.

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