

**COMIC BOOK AS TEACHING MEDIA IN WRITING
DESCRIPTIVE TEXT AT SEVENTH GRADE STUDENTS OF SMPN 35**

MAKASSAR

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
2017**

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**Submitted to the Faculty of Teacher Training and Education in
Partial Fulfillment of the Requirement for the
Sarjana Degree**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA**

2017

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*Comic Book as Teaching Media in Writing Descriptive Text at Seventh Grade Students' of SMPN 35 Makassar*" beserta isinya adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Makassar, Agustus 2017

Yang membuat
pernyataan,

Victor Amma

ABSTRACT

Victor Amma, 2017. *Comic Book as Teaching Media in Writing Descriptive Text at Seventh Grade Students' of SMPN 35 Makassar* (Supervised by Rampeng and A. Hamzah Fansury).

The purpose of this research is to find out the students increase in writing descriptive text by using comic.

This research was used Pre-experimental method with 1 class pre-test and post-test. This research was used total sampling. The instrument of this research is writing test. The research sample is students class VII.1 the academic year 2017-2018. The total sample of this research was 30 students of class VII.1 of SMPN 35 Makassar.

The results of this study indicated that the t-test value is higher than the t-table ($21.31 \geq 2.045$). Based on the results of data analysis show the difference. Therefore, it can be concluded that the students ability in writing descriptive text at the seventh grade of SMPN 35 Makassar increased by using comic book.

Keywords : writing, descriptive text, comic, teaching media.

ABSTRAK

Victor Amma, 2017. *Comic Book as Teaching Media in Writing Descriptive Text at Seventh Grade Students' of SMPN 35 Makassar* (Dibimbing oleh Rampeng dan A. Hamzah Fansury).

Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis siswa SMPN 35 Makassar melalui teks deskriptif yang menggunakan komik.

Penelitian ini menggunakan metode pre-experimental dengan 1 group pre-test dan post-test. Penelitian ini menggunakan teknik random sampling. Instrument penelitian ini berupa test menulis. Sampel penelitian ini adalah siswa kelas VII-1 tahun akademik 2017-2018. Jumlah sampel dalam penelitian ini terdiri dari 30 siswa dari kelas VII.1 SMPN 35 Makassar.

Hasil penelitian ini menunjukkan bahwa t-test value lebih tinggi dari T-table ($21.31 \geq 2.045$). Berdasarkan hasil analisis data menunjukkan perbedaan. Oleh karena itu, dapat disimpulkan bahwa kemampuan menulis teks deskriptif siswa kelas tujuh di SMPN 35 Makassar meningkat dengan menggunakan buku komik.

Kata Kunci : menulis, teks deskriptif, komik, media pembelajaran.

ACKNOWLEDGEMENTS

Praise and gratitude I pray to the presence of God Almighty and the creature of all things. Because without his blessing this skripsi would never been completed.

In the complete this skripsi many challenges and obstacles that the writer faced, but thanks for the help and guidance from all parties ultimately this paper can be resolved properly, thanks goes to:

Prof. Dr. Ir. H. M. Saleh Pallu, M.Eng as The Rector of Bosowa University.

Dr. H. Mas'ud Muhammadiyah, M.Si, as The Dean of Faculty of Teacher Training and Education of Universitas Bosowa Makassar. Thanks for the permission to conducted this research.

Hj. Restu Januarty, S.Pd., M.Pd, as The Head of English Education Department for her permission, so that the writer could complete the requirement in writing of the skripsi.

My beloved supervisor, Rampeng, S.Pd., M.Pd, as the first supervisor and A. Hamzah Fansury, S. Pd., M. Pd, as the second supervisor thanks for advice, guidance, and suggestion that is profitable to the completion of the skripsi.

For all of my English lecturers in Bosowa University of Makassar. Thanks for the motivation, suggestion, and the knowledge.

For my parents, my beloved mother Martha Libni and as well as my incredible father Iqnasius Impun, SH. Thanks for your support, motivation, your love and your donation in my skripsi.

My grandparents thank you so much for your ideas, your motivation, support and for your love. As well as my big family.

All of my friends (Krisna, Rahmad, Ahmad, Arsyad, ina, wana, yuni, merlin, ippi, doni), all of my friends (classmate) Thanks for your support and love start from first semester and until now.

The writer also expressed thanks to the Headmaster of SMP Negeri 35 Makassar, Parenrengi, S.Pd., M.Pd. for his kindness for permit the researcher conducted her resecher in SMP Negeri 35 Makassar. Dyah Retno Adiati, S.Pd as an English teacher who has helped the researcher conducted, all of the students of VII.1 class.

Finally, the writer expects that this skripsi could be useful. The writer realize that this skripsi is still so far from perfection. So, the writer welcome any suggestion and critics because there is no one perfect.

Makassar, August 2017

Victor Amma

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CHAPTER I

INTRODUCTION

This chapter focuses on background of the study, problem of statement, objective of the research, significance of the research, and scope of the research.

A. Background

Writing skills is important. It is important to produce good writing for written communication in order to attain to the clarity of the message. Even, in this era, writing is also an important skills to make a good job application. Due to the importance of writing skills, all students in every levels of education in Indonesia from kindergarten, elementary school, junior high school, and senior high school up to university are taught writing. Not everyone is naturally able to write, especially in English. Writing is one of the English skills that can be practiced and mastered. Writing in a different language involves more than mastering its vocabulary and grammar.

Alwaslilah and Alwasilah (2007:42) argued that writing is not easy because the language of writing is not the same as verbal language.

Languages generally have an important function in terms of communication and exchange of ideas and interests among people. It can be seen that many necessary and inevitable things depend on language. Therefore whether language is written or spoken it should be clear and

straight forward. No doubt most official issues rely on written language such as treaties, matters of trade and other things of paramount importance. Therefore the more there is stress and for language especially English language which is world language, the more people on particularly students will make much progress and development on this field.

Harmer (2001:27) all teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. But there are a number of issues to consider which are not just idiosyncratic and which have a direct bearing on the students' perception of us.

1. Proximity

Teachers should consider how close they want to be to the students they are working with. Some students resent it if the distance between them and the teacher is too small. For others, on the other hand, distance is a sign of coldness. Teachers should be conscious of their proximity and, in assessing their students' reactions to what is happening in the classroom, they should take into account.

2. Appropriacy

Deciding how closely you should work with students is a matter of appropriacy. So, is the general way in which teachers sit or stand in classroom. Many teachers create an extremely friendly atmosphere by crouching down when they work with students in pairs. In this way, they are at the same levels their seated students. However, some students find

this informality worrying. Some teachers are even happy to sit on the floor, and in certain situations this may be appropriate. But in other sit may well lead to a situations where students are put off from concentrating. All the position teachers take-sitting on the edge of tables, standing behind a lectern, standing on a raised dais etc. Make strong statements about the kind of person the teacher is. It is important, therefore, to consider what kind of effect such physical behavior has so that we can behave in a way which is appropriate to the students we have and the relationship we wish to create with them. If we want to manage a class effectively, such a relationship is crucial.

3. Movement

Most succesfull teachers moves around in the classroom to some extent. That way they can certain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group).

How much a teacher moves around in the classroom, then will dependon his or her personal style, where he or she feels most comfortable for the management of the class, how she or he feels it easiest to mange the classroom effectively, and whether or not he or she wants to work with smaller groups.

4. Contact

In order to manage a class succesfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling. This

means watching and listening just as carefully as teaching, it means being able to move around the class, getting the level of proximity right. It means making eye contact with students (provided that this is not culturally inappropriate), listening to what they have said and responding appropriately.

It is almost impossible to help students to learn a language in a classroom setting without making contact with them. The exact nature of this contact will vary from teacher to teacher and from class to class. The teacher's physical approach and personality in the class is one aspect of class management to consider. Another is one of the teacher's chief tools; to voice.

The use of technology in education has been applied widely in teaching and learning process. The current technology, especially the use of computer, has made teaching methodology develop along with various computer programs. The condition indirectly demands English teachers to their model of teaching by integrating technology into teaching and learning process. Computer is needed to make the process of teaching and learning easier and faster. One of the computer program, Microsoft word, is a tool that can be applied in the classroom to facilitate teaching and learning process. Microsoft word can be considered as the most famous use of the computer for the language learning today, especially for the students' writing skills.

In learning English, the learners expect to be able of master four language skills; writing has important role for its significance in learner's acual life. Due to the fact that writing English for Indonesian learner is difficult since English is different from Indonesia structure. Therefore, Learning english is different from learning Indonesian language. Some problems that happen in students' English Writing descriptive text are caused by differences in English and Indonesian stucture and also they do not understand how to make a good writing.

Unfortunately enough ambiguity will occur when students' of English language express themselves in I structurally wrong sentences. This ambiguity may lead to a sort of misunderstanding between the writer and the reader. Therefore the message will be lost between the ignorance of the writer and perplexity of the reader. Moreover wrong written sentences may lead to a sort of misinterpretation for the message they convey. Based on all reason above, the writer thinks that comic book can motivate students' to write, because comic book are interesting in conducting research entitle "Comic book as media in writing descriptive text at seventh grade students' of SMPN 35 Makassar". In the teaching writing English. Teacher should introduce the comic book as an alternative way to give variation to the students in teaching and learning process. Based on the junior high school curriculum, writing is one of the four skills in studying English.

B. Problem of statement

Based on the background presented above, the writer uses of comic book in teaching writing of descriptive text at seventh grade students' of SMPN 35 Makassar. The question as follows “does the use of comic book as a teaching media in writing descriptive text?”

C. Objective of The Research

In relation to the problem statement above, the objective of the research is to find out the effect of comic book as a teaching media in writing descriptive text in SMPN 35 Makassar in academic year 2017

D. Significance of The Research

The result of the research is expecting to give the following benefits:

1. The result of the research can be a beneficial reference for teachers as a consideration in teaching writing in the classroom.
2. The result of the research can be beneficial reference for students in writing descriptive text, especially using comic book.

E. Scope of the Research

This research will focus on the comic book as instrument of object of writing descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some previous finding, some pertinent ideas, conceptual framework and hypothesis.

A. Some Previous Finding

Related comic book as teaching media in writing descriptive text in some previous findings

Connors' (in Crag Hill 2017:10) "designing Meaning: A Multimodal Perspective on Comics Reading" (chapter 2) examines the print and visual conventions that readers potentially draw on to construct literary meaning as they interact with the multimodal design of comic books and graphic novels.

Fika Megawati in 2012 also has done in research about comic strips in writing skills. The subject was the eleventh grade of senior high school at MAN Bangil. It used a CAR (Classroom Action Research) methodology. The results showed that teaching writing using comic strip through Process-Genre Based Approach (PGBA) could successfully improve students' ability in writing. The findings also revealed that comic strips had effective implementation requires proper stories as well as sufficient teacher's guidance during the writing process.

Rota and Izquierdo (2013) "when we used comics as a way to present scientific information, we are showing and teaching scientific concepts through the channel of the adventure. The information, that

usually would be rigid, becomes agile, through illustrations and events that are familiar to the imaginary of the children (fantastical strips, difficulties imposed to the heroes..)”.

In Willingham’s (2009) research he asks a simple questions to make his point, ‘why do students remember everything that’s on television and forget what we lecture?’- because visual media helps student retain concept and ideas.

Based on the definition above the researcher concludes that comic book is one of the tool or media for students’ to improve their writing is better.

B. Some Pertinent Ideas

1. Writing

a. Definition of Writing

According to Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling through written form.

William Zinsser (2006: 24) Writing is hard work. A clear sentence is no accident. Very few sentences come out right the first time, or even the third time. Remember this in moments of despair. If you find that writing is hard, it’s because it’s hard.

Suparno, Jonah (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements

posts, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing.

Nation (2009: 112) who states the writing is an activity that can usefully be prepared for by work in others skill of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

From the definitions above, writing is a person's ability to communicate information and ideas to someone, public, government. also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

b. The Process of Writing

The process of writing is a time for people to express and share their thoughts until they have expressed their ideas clearly. Teachers can help students to write more effectively though giving motivation or creativity teaching.

According to Alice Oshima (2006:3) there are four main stages in the writing process:

1. Pre-writing

Writing, particularly academic writing, is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of

English, it is important to note that writing is a process, not a “product”. This means that a piece of writing, whether it is a composition for your English class or a Hemingway short story, is never complete; that is, it is always possible to review and revise, and review and revise again. The famous American writer Earnest Hemingway once said that if he wrote one good page a day, he was working well. Since Hemingway spent several hours each day writing, you can imagine how many times this great writer revised his work.

2. Planning

In the planning stage, you organize the ideas you generated by brainstorming. The most efficient way to do this is to make an outline.

- a. Brainstorming by Listing
 - b. Grouping
 - c. Writing the topic sentence
 - d. Simple outlining
- ## 3. Writing and Revising Draft

Stage III in the writing process, after brainstorming and outlining is to write and revise several drafts until you have produced a final copy to hand in. Remember that no piece of writing is ever perfect the first time. Each time you write a new draft, you will refine and improve your writing.

4. Writing the Final Copy to Hand in

Your instructor will expect it to be written neatly and legibly in ink or type. Be sure that you make all the corrections that you noted on your

second draft. After reading the final copy, don't surprised if you decide to make a few minor or even major change. Remember that writing is a continuous process of writing and re writing until you are satisfied with the final product.

2. Media

A. Definition of Media

Media can be used in almost any dicipline to enchange learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music vidios, especially when the lyrics are made available, can be used to the same effect.

According to Bakri (2011:3) media is plural form of medium, which derives from latin word medius that has meaning "middle". In bahasa, medium means"between or interval". The maening of media aimed at something that delivers information (message) between message sender and receiver.

Based on Arsyad (2009:36) teaching media is a media that bring instructional purpose of messages or information of learning. Media is means of expressing message and information. In addition, Briggs in aniqotunnisa (2013:10) stated that teaching media is all physical form that can covery message and can stimulate students to learn.

Meanwhile, Gerlach and Ely in Bakri (2011:3) divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book and environment is included in media.

3. Descriptive Text

A. The Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.

According to Wardiman (2008:122) Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

As Barbara Fine Clouse (2004:142) said in her book, *The Student Writer*, "Description adds an important dimension to our lives because it moves our emotion and expands our experience". Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

Traditionally, descriptions are divided into two categories: objectives and subjective. In objective description you record details without making any personal evaluation or reaction. In subjective description, you are free

to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

The goal when we write subjective description is to create vivid mental images. To do that, we will use *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).

B. Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

C. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1. Description of a People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each according to Adelstein and Pival (2008: 149)

a. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broadstrokes a general feeling about the subject. Although impression is usually less complete and

informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

c. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

2. Description of a Place

Smalley (2000:69) In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

Smalley (The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph

more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

3. Description of a Things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things.

For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b. Using Effective Verb

Buscemi (2002:267) We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep

grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.

D. The structure and example of Descriptive Text

The generic structures of a description according to Wardiman (et. al: 122) are as follows:

1. Identification : identifies the phenomenon to be described
2. Description of features : describes features in order of importance:
 - a. Parts/things (physical appearance)
 - b. Qualities (degree of beauty, excellence, or worth/value)
 - c. Other characteristics (prominent aspects that are unique).
3. The generic features of description are:
 - a. Verb in the present tense
 - b. Adjective to describe the features of the subject
 - c. Topic sentences to begin paragraphs and organize the various aspects of the description.

4. Comic Book

a. Definition of Comic Book

Comic is an art form that uses no moving pictures are arranged such that the forming fabric of the story. Typically, comics printed on paper and comes with text. Comics can be published in various forms, ranging from the strip in the paper, published in the magazine, to form a separate book

(Scott McCloud n.d) has famously argued that the history of modern comics, or “sequential art,” can be traced back to the paintings of the ancient Egyptians, making the comics an art form with roots as ancient as those of any modern human cultural practice. On the other hand, McCloud also acknowledges that the development of comics as we now know then depended on the development of printing, which allowed them to be produced in larger quantities for broader distribution.

Anne Magnussen (2015:1) Comic is part of an overall communication platform that encompasses a wide range of mediated, as well as unmediated, communication practices, from comics and news posts to charities and gaming exposition.

Robyn Chapman (2012:9) when you put one picture to another and a story happens, that's comics.

Han Yu (2017:8) in addition a larger and more diverse readership, comics enjoy a higher status, both historically and contemporarily, and are more readily accepted as a legitimate form of communication in various non-U.S cultures and countries.

Comics can be a single panel or drawing; they can be book-length works; they can be serialized works that stretch for years and for thousands of panels and page. Not only have they successfully been used to tell virtually every kind of story from the most tragic to the most comical, but they also been used for a variety of informational purposes, conveying historical, scientific, journalistic, and other forms of information through the

unique combination of words and picture that only comics can provide. They have been used as propaganda, to support the most conformist and normative of political and religious ideas and also been used to challenge those ideas via imagery that is shocking, subversive, or even pornographic.

Based on several definitions of the above comics, it can be concluded that the comic is one of the literary works of aesthetic value consisting of a combination of images and words that form a story. In addition, it aims to provide information and entertainment to readers.

The appeal of different types of comics follows a predictable pattern. Hurlock (2000: 338) argues that school-age children love comics because of several things in between:

1. through identification with the characters in the comic, the child gets a good chance to gain insight into his personal and social problems. This will help solve the problem,
2. the comic draws the child's imagination and curiosity about the supernatural problem,
3. comics give children a runaway while the daily bustle of life,
4. comics easy to read, even children who are less able to read can understand the meaning of the picture,
5. because the comic is not expensive and also aired on television so that all children know him,
6. because many comics are exciting, mysterious, and funny, comics encourage children to read that are not given many other books,

7. when it is serial, comics give something to be expected,
8. In comics, the characters often do or say things they dare not do themselves, even if they want to do it, this gives joy,
9. characters in the comics are often strong, brave, and handsome, so give a hero character for the child to identify it.
10. images in comics are colorful and simple enough for children to understand.

b. Principles of Comic Books

1. Formation of Comic Books

According to Steve Bowkett and Tony Hitchman (2012) A further trawl through some comics showed us these visual techniques:

- a. Long shot/overview – of landscape empty/with figures moving across/of building/of something approaching over the next few panels.
- b. Close-up – of characters, whole person or face/of object.
- c. Characters in conflict – arguing, physically fighting, one running away from others.
- d. Unsuspecting friends about to be ambushed - by something unknown to them and the reader, or unknown just to the characters.

Or examine openers for their emotional tone:

- a. Surprise or shock
- b. Mystery
- c. Danger or crisis

- d. Action
- e. Or combinations of these

2. Form

According to Steve Bowkett and Tony Hitchman (2012) the basic assumption, or rather assertions, of this book are as follows:

- a. Images contain a great deal of information
- b. Visual material can be immediately interesting and enticing. Whereas written text more usually requires intellectual effort to 'hook' the reader.
- c. Many, if not most, children are visually literate, able to glean plenty of information from pictures.
- d. Comic books combine the appeal of picture stories with the sophisticated organisational elements of wholly written narrative. They are immediately accessible to most children, even those who have difficulty reading or writing
- e. Comics stories can act as a bridge to creating greater awareness of, and insights into, written stories in termn of themes, elements, genres and motifs.
- f. The structure of comic pages and panels can be exploited as a visual analogue to written narrative in helping children to generate, organise and refine their ideas

According to Usman (2015:7) Here are some of types of comic books:

a. One-shot

A one-shot comic book tells a story from start to finish. It is just one issue. Usually, these books have 20-22 pages, but they can be of any length. Since you're getting started, this is not the best book for you. You will have a hard time getting someone to publish it as no publisher wants to take risks with someone who is yet to make a name for himself. But once you are established, you can start making one shots.

b. Anthologies

These are a good option for anyone who is just getting started. With anthologies, you group with other comic writers and compile your stories into the book. The only problem with these books is that you will have a limit on the length of your story. Which may be shorter than what you want. But since you are just getting started, I'm sure it's not a huge problem.

c. Mini-Series

You definitely know what a series is. In this case, this is a small series, usually between 4-6 issues. You can find others mini-series with 9 issues, but these are rare. Anything beyond 9 issues is considered a full series.

d. Ongoing

If you know you have got the energy to keep developing your story for years, then you have a good reason to make an ongoing comic book.

Unfortunately, these are not be best for beginners. Readers will only buy from someone who is established. So again, you may want to keep this idea in your locker until you are well known.

e. Graphic Novels

Many find it difficult to differentiate a comic book from a graphic novel, and it's understandable. The latter is simply a long comic book. It has a much more complicated plot than a comic book and is released as one issue.

f. Webcomic

You surely expected to see this somewhere, huh? With everything on the web these days, why wouldn't we have webcomic? So instead of making a book, you would just publish your story on the web. In this book, however, we are focusing on comic books. So again, this is something you may want to pass on for the time being.

Robyn Chaptin (2012:9) Within the medium of comics there are several different formats. Comic books are comics in pamphlet form, like the superhero comics you can find at a comic store. Comic strips are short-form serialized comics, like the humor comics you can find in the newspaper or online. There is a lot of contention about what exactly a graphic novel is, but put simply it is a novel-length comic. Thankfully, you can find them just about everywhere these days: in bookstore, in libraries. These formats are all variations of the same big idea: putting one picture next to another to make a story happen.

3. Uses of Comic Books

According to Steve Bowkett and Tony Hitchman (2012 :3) The book sets out a range of practical techniques and activities that focus on various aspects of narrative, including:

- a. Creating pace, drama, tension and anticipation
- b. Includes 'Kapow!' techniques to kick start lessons
- c. An afterword on the learning value of comics
- d. Using comic art as a visual organiser for planning writing
- e. Openings and endings
- f. Identifying with the reader, using different genres and developing characters.

C. Conceptual Framework

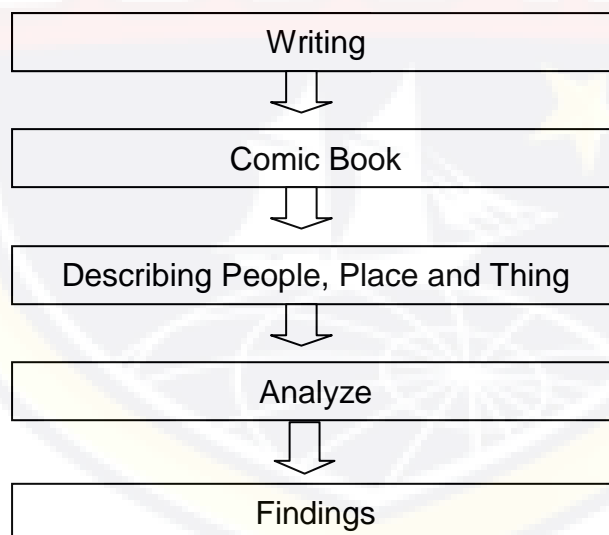


Figure 2.1 Conceptual Framework

In this case researcher's will focus and gives a treatment for writing skill, it will treat by comic book, in which the students' will describing

people, place and thing. Finally, the result of this research will analysis to gain a findings of research.

D. Hypotesis Of The Research

1. Null Hypotesis (H0)

There is no significant different between the students' ability in writing descriptive text before giving the treatment using comic book as a media and after giving the treatment using comic book as a media.

2. Alternative Hypotesis (H1)

There is significant different between the students' ability in writing descriptive text before giving the treatment using comic book as a media and after giving the treatment using comic book as a media.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter deals with research design, the location of the research, variabel and operational definition, population and sample, instrument of the research, procedure of data collecting, techniques of data analysis.

A. Research Design

In this research, the writer employed pre-experimental method. This design involved one group, which one pre-test (O_1), then exposed to treatment (X), and finally they will be given a post-test (O_2). The comparison between the pre-test and post test score determined the success of the treatment. On the treatment the writer taught writing descriptive text by using comic book as a media.

The formula was presented as follow :

Pre-test	treatment	post-test
O_1	X	O_2

O_1 : pre-test

X : Treatment

O_2 : Post-test

(Gay, 2006 : 225)

B. The Location and Time Of the Research

The writer conducted the research at SMP Negeri 35 Makassar, Jln. Telegraf utama, Makassar. Before doing this research. The time of research are 2017/2018 year academic for about 1 month began from 1 July up to 31 July 2017.

C. Variabel and Operational Definition

1. Variabel

There are two variables in this research, namely dependent variable and independent variable. Writing descriptive text as the dependent variable and comic book as independent variable.

2. Operational Definition

Comic book is a visual tool that means materials or tools used in learning situations to aid the images and meanings conveyed in transmitting knowledge, attitudes, and ideas.

While writing is the language of one's mind to express thoughts, feelings, and ideas or an effective idea through the writing of students of SMP Negeri 35 Makassar in South Sulawesi Province.

D. Population and Sample

1. Population

The research population was the students at seventh grade students of SMP Negeri 35 Makassar in the academic year 2017/2018

2. Sample

There was one class of each grade consisted of 30 students, so the number of the sample are 30 students from the population of seventh grade students in academic 2017/2018.

E. Instrument of the Research

The instrument used in this research was writing descriptive text. Descriptive text used as both pre-test. The pre-test intend to fine out the prior knowledge of the students' writing, while post-test measure the improving students' writing after getting treatment. In consist of 3 items of tests.

F. Procedure of Data Colletting

1. Pre-test

It is the first method of data gathering was used by the writer. The writer gave pre-test to the sample of research. Pre-test which is aiming at knowing the students' writing abilities, before having treatment, the test was held by the writer.

2. Treatment

The treatment was given after giving the pre-test. The writer described about comic book to all students. Then they created their ideas in paper. The practice was divided into:

a. The first section, the writer explained about types of writing how to write, and then let the students to write with created their ideas with the same topic by using comic book.

b. The second section, each student should given the answer into topic and the student create their ideas on the topic with the comic book

c. The third session, each students understand and respond to the application of the method employed by the writer by using comic book

3. Post test

Post-test is done after implementing the comic book in teaching descriptive writing.

G. Technique of data Analysis

Table 3.1 Scoring each component using the following rating scale in the scoring of the component (jacobs,2000:6)

a. Content

Score	Classification	Criteria
30-27	Very good	Knowledgement suitable substansive
26-22	Good	Some knowledgement of subject, range
21-17	Fair	Limited knowledgement little substance
16-13	Poor	Does not show knowledgement of subject substance

b. Organisation

Score	Classification	Criteria
(1)	(2)	(3)
20-18	Very good	Fluent expression, ideas clearly stated
17-14	Good	Some what choppy loosely organized but

To be continued

Continuation

		minimum ideas start out
13-10	Fair	Non-fluent, ideas confused or disconnected
9-7	Poor	Does not communicate

c. Vocabulary

Score	Classification	Criteria
20-18	Very good	Sophisticated range effective word/idiom
17-14	Good	Adequate range, occasional errors of word /idiom choice and usage out meaning not occurred
13-10	Fair	Limited range frequent errors of word /idiom from choice usage
9-7	Poor	Essential translation little knowledge of English

d. Grammar / language use

Score	Classification	Criteria
25-22	Very good	Effective complex construction
21-18	Good	Effective but simple construction
17-11	Fair	Major problems in simple /complex construction
10-5	Poor	Virtually no mastery of sentence construction rule

e. Mechanics

Score	Classification	Criteria
5	Very good	Demonstrate mastery of conviction
4	Good	Occasional errors of spelling, punctuation, capitalization
3	Fair	Frequent errors of spelling, punctuation, capitalization
2	Poor	No mastery of connections dominated

2. Classifying the student's answer into the following measurement scale :

Score	Classification
100-86	Very good
85-71	Good
55-41	Less
40-0	Poor

3. Findings out the students mean score, the following formula is applied

Mean score:

$$\bar{x} = \frac{\sum x}{N}$$

Notation:

\bar{x} = Mean

$\sum x$ = The sum of all score

N = The total number of students'

(Gay, 2006:449)

4. Finding out standard deviation of the students' pre-test and post test by applying formula below :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Notation :

SD : Standar Deviation

X : Total Raw Score

N : Total Number of Students

5. Finding out the mean differences score by using the formula:

$$D = \frac{\sum D}{N}$$

Notation:

D = The mean of the difference score

$\sum D$ = The sum of difference score

N = The total number of students'

6. Findings out the mean significant difference score by using the formula:

$$D = \frac{\sum D}{N} \pm \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation:

D = the different between the matched paris

$\sum D$ = The amount of score deviates from the mean

$(\sum D)^2$ = the sum of difference score

N = Total number of subject

1 = Constant number

7. T-test

After all data were calculated, the researcher will calculate t-test to know how far the significant effectiveness of comic book as a teaching media in writing to improve students' ability in writing descriptive text. The formula is:

$$t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{N-1}}\right)}$$

Notation:

t_o = T-test for the difference of pre-test and post test

SD = Deviation Standard for one sample T-test

D = Difference between pre-test and post test

N = Number of observations in sample

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly present the findings and discussion of the research. The findings of the research cover the description of the result of data collected through the test. In the discussion part, the writer analyzed the data obtained from the students with only one group of pre-test and post-test. The data consist of the result of the pre-test and post-test.

A. Findings

After giving pre-test and post test, researcher get results based on the assessment as follows:

1. Content

Based on the content in pre-test 5 students are classified as very good and 16 students were classified good, its different with post-test there are 7 students classified as very good and 24 students classified as good.

2. Organisation

Based on the organisation in pre-test 1 students are classified as very good, 21 students were classified as good and 8 students classified as less. While in post-test 6 students are classified as very good, 24 students were classified as good.

3. Vocabulary

In pre-test 1 students are classified as very good, 22 students were classified as good and 7 students classified as less. While in post-test 23 students are classified as very good and 7 students were classified as good.

4. Grammar/ Language Use

In pre-test 14 students classified as good, 15 students classified as less, and 1 students classified as poor. While in post-test 2 students are classified as very good, 27 students were classified as good, 1 students classified as less.

5. Mechanics

In pre-test 7 students classified as good, 23 students were classified as less. While in post-test 13 students classified as good, and 17 students were classified as less.

It show that after implementing that comic book as teaching media in writing descriptive text is effective to improve the students writing skill at SMP Negeri 35 Makassar.

The findings of the research deal with the students score of the pre-test and post-test, the frequently and rate percentage of the students' scores, the means scores t-test value than hypothesis testing. These findings are describe as follow:

Table 4.1. Students' Score and Classification in Pre-Test

No	Nama	Scoring component					Score	Classification
		C	O	V	G	M		
1	AA	22	18	17	19	3	79	Good
2	AFN	22	15	15	19	3	74	Good
3	AAR	22	15	13	16	3	69	Less
4	DP	25	13	17	15	3	73	Good
5	DT	20	15	13	17	3	68	Less
6	DN	25	13	17	18	3	76	Good
7	FARP	27	17	14	18	3	79	Good
8	GPL	22	14	15	18	3	72	Good
9	GHR	21	14	10	17	3	65	Less
10	HHI	25	13	10	11	3	62	Less
11	HA	26	14	14	18	4	76	Good
12	HJGL	18	15	13	15	3	64	Less
13	IHPA	27	14	17	21	4	83	Good
14	IF	18	13	13	17	3	64	Less
15	KATP	21	16	17	17	3	74	Good
16	MARF	21	17	13	15	3	69	Less
17	MAYHAT	20	15	15	17	3	70	Less
18	MPW	27	15	15	18	4	79	Good
19	MAH	23	14	14	15	3	69	Less
20	MFSU	27	15	14	18	4	78	Good
21	MFAA	22	15	18	20	3	78	Good
22	MT	20	12	14	15	3	64	Less
23	NP	25	15	15	18	4	77	Good
24	N	21	13	14	17	3	68	Less
25	OPM	27	15	16	19	4	81	Good
26	RMR	25	15	14	18	4	76	Good
27	SA	22	10	17	15	3	67	Less
28	TSA	26	13	17	10	4	70	Less
29	TURS	26	15	17	20	3	81	Good
30	YDS	25	14	15	15	3	72	Good
	Total						2.177	
	Mean						72.56	

Source (SMP Negeri 35 Makassar)

The table show that, the total score of all the students based on the pre-test was 2, 177. Based on the table 4.1 above in pre-test there are 13 students classified as less, there are 17 students with good classification.

Table 4.2. Students' Score and Classification in Post-test

No	Nama	Scoring Component					Score	Classification
		C	O	V	G	M		
1	AA	28	14	17	20	4	83	Good
2	AFN	25	17	18	20	4	84	Good
3	AAR	21	16	18	19	4	78	Good
4	DP	28	18	14	18	3	81	Good
5	DT	25	15	18	19	3	80	Good
6	DN	22	17	19	18	3	79	Good
7	FARP	25	16	18	20	3	82	Good
8	GPL	22	17	18	18	3	78	Good
9	GHR	26	17	18	22	4	87	Very good
10	HHI	26	17	18	20	4	85	Good
11	HA	20	15	18	19	3	75	Good
12	HJGL	25	15	19	20	3	82	Good
13	IHPA	27	18	19	21	4	89	Very good
14	IF	26	17	18	18	4	83	Good
15	KATP	20	16	17	18	3	74	Good
16	MARF	22	18	17	18	3	78	Good
17	MAYH	22	19	18	17	3	79	Good
18	MPW	29	19	20	21	4	93	Very good
19	MAH	20	14	18	18	3	73	Good
20	MFSU	25	19	15	18	3	80	Good
21	MFAA	28	17	20	21	4	90	Very good
22	MT	26	16	18	19	3	82	Good
23	NP	26	14	17	22	3	82	Good
24	N	28	17	18	20	4	87	Very good
25	OPM	25	15	18	20	3	81	Good
26	RMR	20	17	18	19	3	77	Good
27	SA	28	14	18	20	4	84	Good
28	TSA	26	17	18	20	4	85	Good
29	TURS	24	15	20	19	3	81	Good
30	YDS	21	16	17	20	3	77	Good
	Total						2.449	
	Mean						81.63	

Source (SMP Negeri 35 Makassar)

Based on the table 4.2 above in the post-test 25 students are classified as good and 5 students were classified as very good. The table above shows that the classification of the students based on the post-test experimental class is 2.356. It shows that the comic book as teaching

media in writing descriptive text is effective to improve the students writing skill at SMP Negeri 35 Makassar.

Table 4.3 The Distribution of Frequency and Percentage Score of Students Writing Skill in Pre-test.

Score	Classification	Frequence	Percentage
100-86	Very good	-	-
85-71	Good	17	56.66 %
55-41	Less	13	43.33 %
40-0	Poor	-	-
Total		30	100 %

Source (SMP Negeri 35 Makassar)

Based on the table 4.3 above, there are 13 students (43.33%) with less classification, 17 students (57.66%) got good classification. In this result, it can be concluded that the students writing skill in pre-test and was good.

Table 4.4. Frequency and Percentage Score of Students' Writing Skill in Post-Test.

Score	Classification	Frequence	Percentage
100-86	Very good	5	16.66 %
85-71	Good	25	83.33%
55-41	Less	-	-
40-0	Poor	-	-
Total		30	100 %

Source (SMP Negeri 35 Makassar)

Based on the table 4.4 above, shows that 5 students got very good classification and 25 students got good classification. Thus, it can be concluded that the students' writing skill at SMP Negeri 35 Makassar achievement improved.

1. To know the mean score of writing skill test, the writer calculated all score by using formula as follow :

a. Pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X}_1 = 2.177$$

$$\bar{X} = \frac{2.177}{30}$$

$$\bar{X} = 72.56$$

b. Post-test

$$\bar{X}_2 = 2.449$$

$$\bar{X} = \frac{2,449}{30}$$

$$\bar{X} = 81.63$$

2. Finding out the mean score and standard deviation.

Table 4.5 The mean score and standard deviation of the pre-test and post-test.

No	Test	Mean Score	Standard Deviation
1.	Pre-test	72.56	5.86
2.	Post-test	81.63	4.64

Source (SMP Negeri 35 Makassar)

The table 4.5 shows that, the mean score of students' pre-test was 72.56 and the mean score of post-test was 81.63. The standard deviation of pre-test was 5.86 while the standard deviation of post-test was 4.64. The mean score of the students pre-test was higher than the standard deviation of students' post-test.

After calculating the score of the students' post-test as the final result into the t-test formula for independent sample, the writer found that the t-test value was 21.31 the value of the t-table was 2.045.

In the other word, the statistical hypothesis of H_0 was rejected and statistical hypothesis of H_1 was acceptable. The data indicated that the students' achievement in comic book as teaching media in writing was able to give significantly greater contributions to students writing achievement. So that the application comic book as teaching media in writing descriptive text could improve the students skill.

a. Findings out the T-test value and T-test table

Table 4.6 T-test value and t-table and T-test table.

t-test	t-table	Comprehension	Different
21.31	2,045	$t\text{-test} > t\text{-table}$	Significant

Source (SMP Negeri 35 Makassar)

The result of calculating data show that, the value of t-test is was higher than t-table. It means that the result of the data analysis is significant.

B. Discusssion

The data collected using comic book in the previous section show that the students' writing was improved. It was supported by the frequency in the post-test that the students' score after attending in teaching comic book as teaching media in writing was better than before giving treatment.

The statistical analysis from the result of the students writing at the seventh grade students' of SMPN 35 Makassar in this research show that the students' writing descriptive text was still less. It was approved by the result of the pre-test that there were 17 student classified as good, 13 students classified as less. The table above show that the total score the students based on the pre-test of experiment class is 2.177 and their mean score is 72.56. It show that students' writing descriptive text was low before using comic book of the result in post-test after treatment was given. There were 5 students classified as very good, 25 students classified as good. The table above shows that the total score of the students based on the post-test of experiment class is 2.449 and their mean score is 81.63. It show that students' writing descriptive text after applied using comic book is increased. It means that using comic book is effective to improved students' writing decriptive text in SMPN 35 Makassar.

In the previous section we can see that the students' writing descriptive text by comic book has improved. It was supported by the frequency and the rate percentage on the result of the students' score in pre-test and post-test. The students' score after presenting in teaching comic book as teaching media in writing was better than before. The students were also very interested in learning writing descriptive text using comic book. This was because learned by using an interesting strategy could enlarge their new experience and knowledge. The mean score of

the students' pre-test was 72.56 and the mean score of the students' post-test was 81.63. It means that the mean score of the post-test was higher than the mean score of pre-test.

The writer assumes that comic book as teaching media in writing is really helpful to improve the students' writing descriptive text because it was supported by the frequency and the rate percentage of the result of the students' score in pre-test and post-test. The result of the test show that there was a significance different between t-table (2.045) and t-test (21.31). it means that t-table was lower than t-test. Based on the discussion above, the writer concluded that comic book as teaching media in writing can improve the students' writing descriptive text in SMPN 35 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

From the previous solution the writer can concluded from overall of solution to be studied in this chapter, there are consist of suggestion and conclusion.

A. Conclusion

The implementation of Comic Book was successful to improve students' writing descriptive text of seventh grade students of SMP Negeri 35 Makassar in academic year of 2017 / 2018. It could be seen in students' score after applying a comic book.

After conducted in the pre-test, it found that the students still difficult to writing well. It caused of the students have lack of vocabulary, organization, and grammar but after modified the teaching media used comic book, they were more active and enthusiasm in teaching and learning process.

Related to students' score, it found that there was an improvement score from the pre-test to the post-test. In the pre-test, the percentage of students score with good classification was 56.66% and at the post-test was 83.33% it means that the improvement score was 26,67% compared to post-test. It was indicated that Comic Book can improve the students' skill in writing descriptive text.

B. Suggestion

Beside on the subject discussed in this skripsi and in order to improve the teaching of English writing to the students, the writer have some suggestion as follows:

1. The English teacher suggest make the students interest of the materials of English writing.
2. English teacher creative to manage the materials in teaching English writing.
3. The writer expected to the English teacher to apply the materials of English writing by using comic technique in teaching at school. Because it can improve the students skill significant.

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Appendices

Appendix 1**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SMPN 35 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Waktu : 2x 40 menit (2 kali pertemuan)
Skill : Menulis
Jenis Text : Deskriptive Text

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk teks deskriptif untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk teks deskriptif.

C. Indikator :

1. Membuat text deskriptif mulai dengan cara mendiskripsikan orang, tempat dan sesuatu.
2. Membuat text deskripsi dengan menggunakan buku komik

D. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa mampu:

1. Membuat text deskriptif mulai dengan cara mendiskripsikan orang, tempat dan sesuatu dengan baik dan benar
2. Membuat text deskriptif dengan menggunakan buku komik

E. Metode/teknik pembelajaran :

- Buku komik, diskusi, ceramah

F. Materi Pembelajaran

1. Teks Deskriptive
2. Komik
3. Beberapa teks pendek berbentuk deskriptive teks

G. Langkah Pembelajaran**1. Pertemuan 1 (2x40 menit)****a. Kegiatan awal**

1. Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruangan kelas
2. Mengecek kehadiran siswa
3. Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memasuki pelajaran
4. Guru memberi gambaran tentang pelajaran yang akan berlangsung

b. Kegiatan Inti

1. Mengulas tentang materi Deskriptive text
2. Siswa menulis teks deskripsi berdasarkan instruksi yang diberikan
3. Siswa mengumpulkan hasil kerja kepada guru

c. Kegiatan Akhir

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa
2. Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan
3. Siswa menanyakan hal-hal yang belum dimengerti
4. Guru bersama siswa bertanya jawab meluruskan kesalahan pahaman, memberikan penguatan dan kesimpulan.

2. Pertemuan 2 (2x40 menit)

a. Kegiatan Awal

1. Guru mengucapkan salam kemudian berdoa bersama dan mengecek kehadiran siswa.
2. Mengondisikan siswa untuk mengikuti pelajaran.
3. Membahas kembali pelajaran pada pertemuan lalu.
4. Para siswa memperhatikan penyampaian dari guru tentang materi yang akan diberikan.

b. Kegiatan Inti

1. Elaborasi
 - a) Guru menjelaskan cara-cara kerja soal
2. Eksplorasi
 - a) Guru menjelaskan sebuah gambar
 - b) Guru memberikan tugas kepada siswa untuk mendeskripsikan tokoh, tempat dan sesuatu
 - c) Guru mengamati kegiatan siswa dengan berkeliling kesetiap siswa.
3. Konfirmasi
 - a) Siswa diminta untuk mengumpulkan hasil kerjanya.
 - b) Guru memeriksa sedikit catatan.

c. Kegiatan Akhir

1. Summarizing (Membuat kesimpulan) : Guru dan siswa menyimpulkan tentang materi deskriptif teks.

2. Reflection (Menanyakan kesulitan siswa, manfaat, dan kesan selama PBM)
3. Guru menutup pelajaran dengan berdoa bersama sesuai dengan keyakinan masing-masing.

H. Media/Alat/Sumber belajar

1. Buku Komik
2. Buku SMP kelas VII yang relevan

I. Nilai Karakter

- Dapat dipercaya (trustworthines)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

J. Penilaian

- a. Jenis penilaian : Test tulis
- b. Bentuk penilaian: performance
- c. Contoh instrument penilaian: Make a Deskriptive Text from your word!

Makassar, July 2017

The Researcher

VICTOR AMMA
NIM: 4513101051

Appendix 2

The result of students' mean different

No	Nama	Pre-Test (X1)	X1 ²	Post test (X2)	X2 ²	D (X2-X1)	D2
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Abidzar Andang	79	6241	83	6889	4	16
2	Adel Fadlia Nawir	74	5476	84	7056	10	100
3	Apriyan Albert Ranganan	69	4761	78	6084	9	81
4	Deiv Patanduk	73	5329	81	6561	8	64
5	Dhiognesa Tangkesimak	68	4624	80	6400	12	144
6	Dwi Novita	76	5776	79	6241	3	9
7	Febriani Alda Resty Pabisa	79	6241	82	6724	3	9
8	Gabriel Pendi Lensius	72	5184	78	6084	6	36
9	Gita Halimatul Rofiah	65	4225	87	7569	22	484
10	Hasan Habiburrahman Irfan	62	3844	85	7225	23	529
11	Hidayah Arwita	76	5776	75	5625	1	1
12	Hilarion jevon Graciosa Liem	64	4096	82	6724	18	324
13	Iftikarin Hartini Putri Asri	83	6889	89	7921	7	49
14	Imelda Febiyanti	64	4096	83	6889	19	361
15	Keren Aprilia Tirsia Pakan	74	5476	74	5476	-	-
16	M. Ainur Ridho Faqihyani	69	4761	78	6084	9	81
17	Moch. Ardiansyah	70	4900	79	6241	9	81

To be continued

Continuation

	Yulianto H.A.T						
18	Mufliha Putri Wanda	79	6241	93	8649	14	196
19	Muh. Aqil Harman	69	4761	73	5329	4	16
20	Muh. Fathir S. Usban	78	6084	80	6400	2	4
21	Muh. Fauzan Al-Anshary	78	6084	90	8100	12	144
22	Muhammad Titian	64	4096	82	6724	18	324
23	Naila Pridilla	77	5929	82	6724	5	25
24	Nurfadila	68	4624	87	7569	19	361
25	Orisa Putri Malisan	81	6561	81	6561	-	-
26	Restu Mina Riani	76	5776	77	5929	1	1
27	Syiti Aisyah	67	4489	84	7056	17	289
28	Theresia Stella Alfani	70	4900	85	7225	15	225
29	Tunggal Utama Ramadhan SHS	81	6551	81	6561	-	-
30	Yeremia Dharma Sa'pang	72	5184	77	5929	5	25
	Total	2.177	158.97 5	2.449	200.549	243	3.979
	Mean	72.56	5299.1	81.63	6684.9	10.18	147.37

Appendix. 3

1. The students' standard deviation in Pre-test and Post-test

a. Standard deviation of Students' Pre-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{158.975 - \frac{(2.177)^2}{30}}{30-1}} \\
 &= \sqrt{\frac{158.975 - \frac{(4.739.329)}{30}}{29}} \\
 &= \sqrt{\frac{158.975 - (157.997.633)}{29}} \\
 &= \sqrt{\frac{977.367}{29}} \\
 &= \sqrt{34.39} \\
 &= 5.86
 \end{aligned}$$

b. Standard Deviation of Students' Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{200,549 - \frac{(2.449)^2}{30}}{30-1}}$$

$$= \sqrt{\frac{200,549 - \frac{(5.997.601)}{30}}{30-1}}$$

$$= \sqrt{\frac{200.549 - (199.920.033)}{29}}$$

$$= \sqrt{\frac{628.967}{29}}$$

$$= \sqrt{21.6}$$

$$= 4,64$$

2. The t-test Analysis

$$t\text{-test} = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{8.1}{\sqrt{\frac{132.63 - \frac{(8.1)^2}{30}}{30(30-1)}}$$

$$= \frac{8.1}{\sqrt{\frac{132.63 - \frac{65.61}{30}}{30(29)}}$$

$$= \frac{8.1}{\sqrt{\frac{132.63 - (2.187)}{30(29)}}$$

$$= \frac{8.1}{\sqrt{\frac{130.44}{870}}}$$

$$= \frac{8.1}{\sqrt{0.14}}$$

$$= \frac{8.1}{0.38}$$

$$= 21.31$$



Appendix 4.

The Distribution of Critical Values-T

Df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015

To be continued

Continuation

17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31.	1.309	1.695	2.039	2.455	2.746	3.640
32.	1.308	1.693	2.036	2.450	2.740	3.638
33.	1.307	1.691	2.033	2.449	2.736	3.635
34.	1.306	1.659	2.030	2.447	2.730	3.630
35.	1.305	1.658	2.029	2.445	2.726	3.625
36.	1.304	1.657	2.028	2.440	2.720	3.599
37.	1.303	1.656	2.027	2.439	2.718	3.588
38.	1.302	1.655	2.025	2.435	2.714	3.576

To be continued

Continuation

39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>).



Appendix 5.**Soal “Writing” untuk pre-test :**

1. Describe about your partner/ friend?
2. Describe one thing around you?
3. Describe the place around you?

Soal “Writing” untuk post-test :

1. Describe the woman in the first page?
2. Describe the place on page 1 to 4?
3. Describe one thing in that comic?

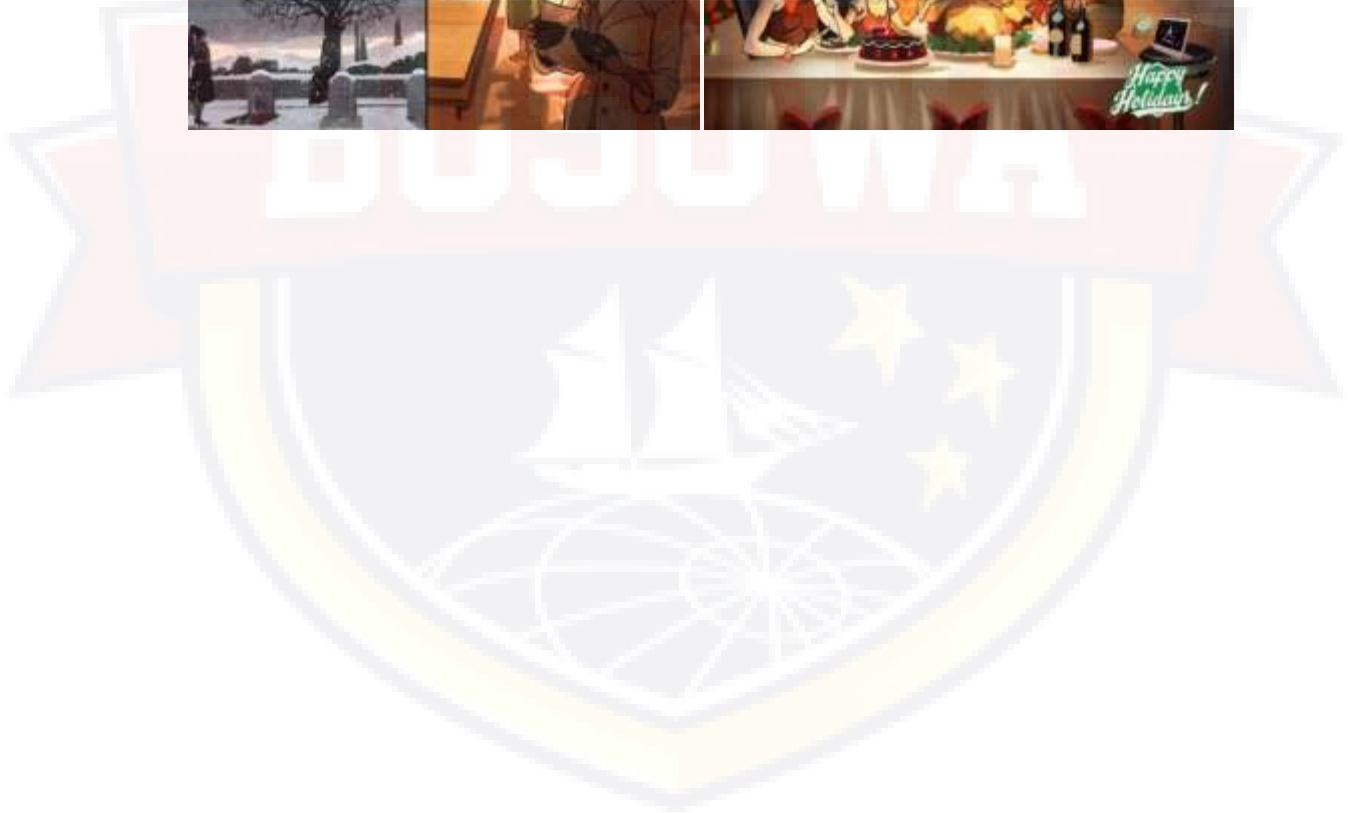
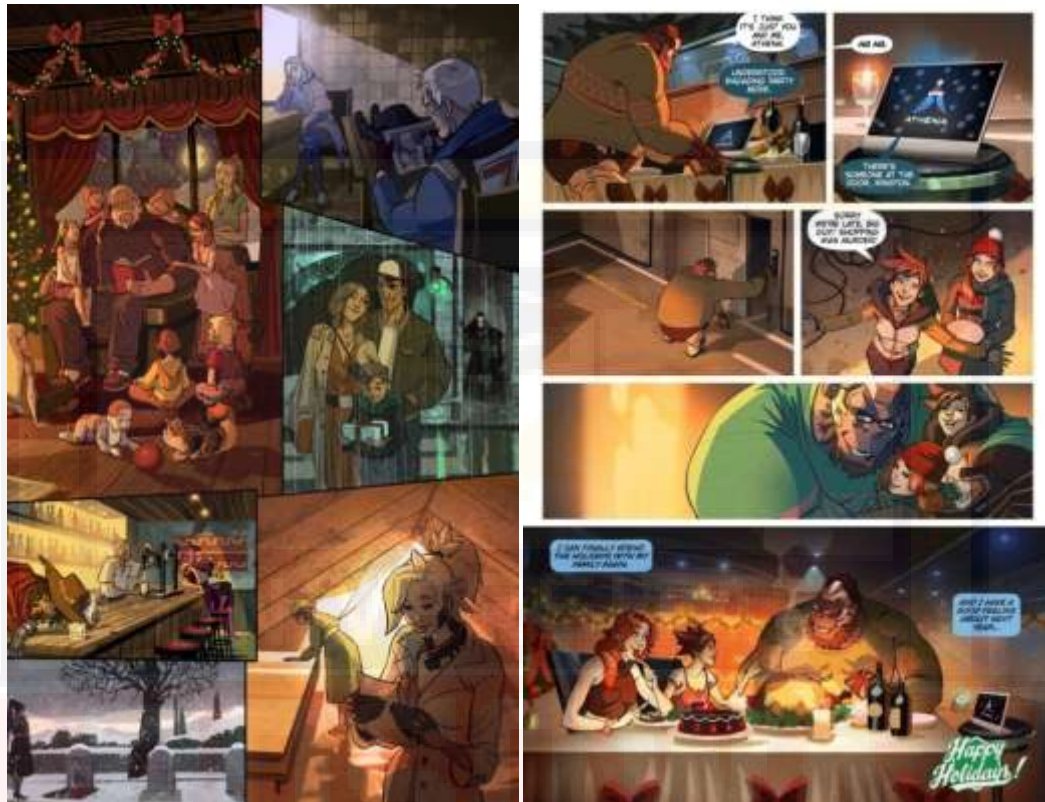


Appendix 6.

The Treatment:







Appendix 7

The Picture of Research:



Picture 1: The researcher was giving explanations about Descriptive Text



Picture 2: The researcher was giving pre-test



Picture 3: The researcher was giving a treatment



Picture 4: The researcher was giving a post test

Th: Selasa, 22
Date: -08-2017

Nama: Naila Pridilla

Kelas: VIII

Describe teman sebangku anda!

Describe salah satu benda disekitar!

Describe salah satu Tempat!

My Friends

My friends is RISTI she people is beautiful.

My friends is 12 years old.

Hair long and beautiful eyes

My Bag

My colour bag is black.

I'm like use my back.

I'm like take my book and my many is bag

My class

My colours class are green and yellow

My colours door class is grey

Table and chair colours is brown

is room very beautiful

$$C = 25$$

$$O = 15$$

$$V = 15$$

$$G = 10$$

$$M = 4$$

77

You'll never know till you have tried



B. Students' Post Test

No.: _____ Date: _____

Nama: Dhira Ghessa Tongresmar

kelas: 7.1.

questions

1- Describe the woman in first page..

J- "overwatch"

She is a girl and a ~~superman~~ superhero, the name is a Lena,
 She uses a tight clothes short hair, and uses a glasses.
 She can run from one place to another very quickly
 She Located in a urban center

2- Describe The places on page 1 TO 4?


J- "overwatch"

Somewhere in england, is an urban center, there is a
 long ben tower there is a snow clumps everywhere, the
 are shops houses, and restaurant, there are people along
 the street

3- Describe one thing in that comic?

J- "overwatch"

Somewhere in england, there a girl and a superhero, a circle
 of power scapes, and english flag on the right shoulder
 Uses a gloves, black shoes, and she can run from one place
 to another very quickly, she like help peoples, she is very kind/good



 C = 25
 O = 15
 V = 18
 G = 19
 M = 3

 80

(KBY) One thousand problems, million solutions

<input type="checkbox"/>	Nama: Naila Pridilla	C = 26
<input type="checkbox"/>	Kelas: VII	O = 14
<input type="checkbox"/>	Questions	V = 17
<input type="checkbox"/>	1. Describe the woman. in first page	G = 22
<input type="checkbox"/>	2. Describe the places. on page 1 to 4?	M = 3
<input type="checkbox"/>	3. Describe one thing in that comic?	02
<input type="checkbox"/>	<u>Jawaban "OVERWATCH"</u>	
<input type="checkbox"/>	1. She is a girl and a superhero. the name is a Lena, she uses a tight clothes short hair, and uses a glasses, she can run from and place to another very quickly. She located in a urban center.	
<input type="checkbox"/>	<u>"OVERWATCH"</u>	
<input type="checkbox"/>	2. Somewhere In England is on urban center there is a big ben tower, there is a snow clumps everywhere, there are shops, hoosing, and restaurant. there are people along the street.	
<input type="checkbox"/>	<u>"OVERWATCH"</u>	
<input type="checkbox"/>	3. Somewhere In England, there a girl and a Superhero, a circle of power sources and english flag on the right shoulder uses a gloves, black shoes, and she can run from one places to another very quick. she like to help peoples, she is very kind	

You'll never know till you have tried



BIOGRAPHY



Victor Amma was born on June, 27th 1995 in Toraja. His father's name is Iqnasius Impun, SH and his mother's name is Martha Libni. He began his elementary school in 2001 at SDN 138 Inpres Garotin and finished at 2007. In the same year he continued his study at SMPN 4 Mengkendek and finished in 2010. Then he improve his study as SMAN 2 Mengkendek and finished at 2013. After that, he was registered as a student of English Education Department Faculty Teacher Training and Education of Bosowa University and finished in 2017.

BOSOWA

