IMPROVING STUDENTS’ WRITING SKILL THROUGH TEXTLESS COMIC
(A Classroom Action Research at the Eighth Grade Students of MTs N Ngemplak
Boyolali in the Academic Year of 2016/2017)

THESIS

Submitted as a Partial Requirements
for the Undergraduate Degree in English Education Department

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Wassalamu'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

Her beloved parents who always give me motivation and also supports to finish this thesis

Her friends

Her advisor

Her almamater, State Islamic Institute of Surakarta
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I hereby sincerely state that the thesis titled "Improving Students’ Writing Skill Through Textless Comic (A Classroom Action Research at the Eighth Grade Students of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017) " is my real masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 27 February 2017

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MOTTO

The future belongs to those who believe in the beauty of their dreams.

(Eleanor Roosevelt)

If you’re walking down the right path and you’re willing to keep walking, eventually you’ll make progress.

(Barack Obama)

With the new day comes new strength and new thoughts

(Eleanor Roosevelt)
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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process writing this thesis. This goes to:

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8. All researcher friends who always helped and accompanied her life. Be the best for all.

The researcher realized that this thesis was still far from being perfect. The researcher hoped that this thesis was useful for the researcher in particular and the readers in general.
Surakarta, 27 February 2017

The researcher

Widyastuti Putri Pratiwi
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Advisor : Budiasih, S.Pd., M. Hum.
Key words : Writing Ability, Textless Comic, Classroom Action Research

The objectives of the research are: (1) to describe the implementation of textless comic to improve students writing skill of the eighth grade students of MTs N Ngemplak Boyolali in the academic year of 2016/2017. (2) to know the strengths and the weaknesses of using textless comic as a teaching media in improving students’ writing skill in the eighth grade of MTs N Ngemplak Boyolali in the academic year of 2016/2017.

In this research, the researcher used classroom action research. The research was done through in two cycles at the eighth grade students MTs N Ngemplak Boyolali in the academic year of 2016/2017 from April until June 2016. The research was held in the second semester of the eighth grade students of MTs N Ngemplak Boyolali in the academic year of 2016/2017. Each cycle consisted of three meetings. Each cycle consisted of: planning, action, observation, and reflection. Technique of collecting the data used test, observation and interview. The researcher analyzed the data both qualitatively and quantitatively. The researcher gave pre-test, test cycle 1 and test cycle 2 especially in narrative text to measure students’ writing ability.

The result of the test showed that (1) the mean pre-test is 59.3. After the researcher implementing textless comic, the mean score of the post-test 1 is 65.9 and in post-test 2 is 74.3. It showed that there were improvements of the students’ writing ability. (2) The strength of using textless comic were it allowed every student to participate in class. The students could make narrative text organizely. Using textless comic, the students were eager to study English. By using textless comic the students could compose narrative text systematically. While the weaknesses of using textless comic were it led noisy in the class. The procedure of textless comic is work by themselves. However the students didn’t feel confident with their own work. They asked their friend’s answer.
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CHAPTER I

INTRODUCTION

This chapter discusses about introduction of the research which consist of the background of the study, the identification of the problem, the limitation of the research, problem statement, the objective of the research, the benefit of the research, the previous study, definition of key terms.

A. The Background of the Study

One of the important media of communication for human being is language. Language is needed by people since it constitutes an effective tool for them to communicate. By using a language someone can express the ideas and thoughts. It is obvious that language takes important rule in human’s life. By language people can meet their needs by means of understanding each other. Brown (2000: 45) said that English in Indonesia becomes the first foreign language which has to be taught in schools as a compulsory subject. English is taught in Junior High School from the first year to the third year, and one of it goals is to develop oral and written communication competence in the four language skills namely listening, writing, reading, and speaking. The four basic competences especially in writing has the benefit to train the students to show their ideas to other people logically.

Harmer (2007: 13) stated writing can help the learners to express themselves. If the learners do not involve their skill of writing in the communication, they cut themselves off from a community. Writing can be a
great tool to help them know more about what the way they think. It can solidify ideas and thoughts and allow reflecting on them better than if the ideas remained involving in their head. Writing is one of the ways that can be used to translate someone’s thought for the other people. Some people are better at expressing themselves in writing than any other.

Writing is both social and cognitive process. In real community outside the classroom, the learners write to communicate with the audience, drawing on their knowledge of contents and writing, strategies for planning and revising and basic writing skill. Furthermore, writing assists the learners to combine their knowledge of language with other language tasks as well. It helps them learn how to form language, how to spell, and how to put together a plot. Then the learners will learn how to make a logical argument, or how to persuade, mainly through writing (Scheraga, 1998).

By writing people are able to express ideas, feeling and opinion and able to communicate with other people. In addition, most of important official documents such as laws, formal regulations, treaties, guaranties, contracts and so forth are made in the written form. In daily life, people get announcement, advertisements, letters, information, even warning in the form of writing. At school, there are a lot of writing works such as take a note, make a lists, complete laboratory reports and compose any kinds of texts and others. People are consciously or unconsciously engage a lot in writing. In short, writing is a very important skill that should be learned by the students. It covers two significant benefits, for the purpose of communication and learning.
Writing requires knowledge and focus thought. In order to write, learners must have something to express in the written form. Therefore, learners must acquire and present content (fact, generalization, and concept) when they write a type of the short essay. Writing is inherently an integrative process, combining the total intellectual capacities of the writer. So, practically, to be able to write a type of short essay in form of narrative text the learners should be able to integrate their knowledge of language, the correct grammar and spelling applied in writing process, generate and organize their ideas, and their understanding of the fact given to them (Weigle, 2002: 29).

Based on the observation, the fact in class showed that the students had problems with their writing skill and difficulties to generate and organize their ideas in the written form. It can be identified by several indicators in the class related with their writing skill such as; (a) Most of the students face difficulties in starting make compositions, (b) Some of the students get difficulties in expressing ideas even lack of idea, (c) The students are not able to organize the ideas logically, (d) The students are not capable to develop readable paragraphs.

The reasons above were also supported by the result of interview. The researcher did the interview with the teacher and the students. The interview was conducted to know students’ opinion about writing ability. When the researcher asked about writing, most of them answered that writing was difficult. The students were afraid of making mistakes in writing. They were not confident.

Considering the problems, the researcher was interested in doing her research here, because from problems above when the researcher did job training
in this school the researcher know what the students faced in learning process and there is no various media to teaching and learning process in the class. They felt bored during learning process in writing. So the researcher wants do this research here. The researcher tries to introduce a new media to teach English in that school, especially in writing. So, teaching and learning process would be more varied. Based on the researcher’s pre-observation and interview to the English teacher and some students of MTs N Ngemplak Boyolali, it could be known some information about condition of the students in the class.

Based on those reasons, the researcher wants to solve the problems with a media. An effort would be done by using textless comic. Hillman (1995: 7) states “Textless comic is pure comic or picture series that contains very minimal text”. Textless comic involves making a visual record of invention and inquiry. Textless comic is used in teaching and learning, especially in writing class, because it is more fun than the other media. By using Textless Comic in giving the material in the class, students are more focus on topic of the passage based on the picture on the comic. Furthermore, Textless Comic provides step and way to explore students’ mind by having the picture inside. It is important for students to learn something through video, picture or song, because these media can help students to build their motivation when learning is running.

The other strength of Textless Comic, it helps writer think and explore about topic and its details from the pictures on the comic. The researcher hopes that by textless comic students will be active as participants and they have more chance to express their minds, ideas and imagination. They have felt something new and
different from what they usually get in their class. This media was expected to help the students in generating ideas before writing so that they can write smoothly based on textless comics they got.

Based on the background above, the researcher is interested in making an effort to know whether the use of textless comic can improve students’ writing ability and conduct the research “Improving Students’ Writing Skill through Textless Comic (A Classroom Action Research Eighth Grade Student of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017”.

B. The Limitation of the Research

In order to focus on the topic, the researcher makes limitations of using textless comic media in teaching and learning process in this research. The researcher limits the object into two variables: Textless comic media, as the independent variable, and students’ writing ability, as the dependent variable. The researcher limits this research because there are many factors that improve students’ writing skill. Therefore, the researcher only focuses on writing skill in narrative text in teaching writing to the eighth grade of MTs N Ngemplak Boyolali in academic year of 2016/2017.

The researcher choose MTs N Ngemplak Boyolali, this school was interested in doing research in that school has a acceleration class and regular class. Besides, many good achievement in this school. But, on the research this school have problems in teaching process especially in teaching english lesson, so the researcher want to applied media to teaching English especially in
teaching writing because the textless comic is not used in this school before. They felt bored when learning process in writing. The researcher choose textless comic as media because the researcher want to make various of teaching and learning process in the class especially in teaching writing, and to get attention of students to enjoy the lesson.

The researcher choose H class because this class should be given more attention in teaching and learning process especially in writing. During the teaching and learning process, the students tended to be noisy and talked each other when the teacher explained the materials. It was because they did not know what the teacher said and explained. Most of them were difficult to memorize some vocabularies, they thought that learning English is difficult. This class has the lowest score of English language than others based on the teacher information and English’s scores they got, so they need for specific methods to increase their ability of speaking.

C. The Statement of Problem

The formulation of the problem are formulated as follow :

1. How can textless comic improve students writing skill of the eighth grade students of MTs N NgemplakBoyolali in the academic year of 2016/2017?
2. What are the strengths and the weaknesses of using textless comic as a teaching media in improving students’ writing skill in the eighth grade of MTs N NgemplakBoyolali in the academic year of 2016/2017?

D. The Objective of the Research

The objectives of the research are:

1. To describe the improvement of the students’ writing skill through textless comic for the eighth grade students of MTs N NgemplakBoyolali in the academic year of 2016/2017.

2. To identify the strengths and the weaknesses of using textless comic as a media in teaching and learning writing in the eighth grade students of MTs N NgemplakBoyolali in the academic year 2016/2017.

E. The Benefit of the Research

The result of this action research is expected to give benefits both theoretical and practically.

1. Theoretical Benefits

   a. To produce a new knowledge in teaching foreign language, like English, especially on writing narrative text by using textless comic as a teaching media.

   b. To become a reference for next researchers whether with the similar or different approach.

2. Practical Benefits
a. To the students, the result of the study will be helpful particularly students of the eighth grade in MTs N NgemplakBoyolali as becoming freshmen. To facilitate in organizing their ideas or information integrated in writing narrative text.

b. To the English teachers, the output of the study will help them to seek more effective strategies on how to improve their teaching competences and teaching styles (especially in teaching narrative text). Identifies students’ necessaries and problems and gives solutions.

c. To the school, the output of the study will help it achieve to higher quality of education, because of the well-trained teachers and good performance of the students.

d. To researcher, the result can give the contribution related to the teaching writing especially textless comic as the media.

F. The Previous Study

A previous research has been conducted previously by FerriPrastya Kristi (2011) entitled “The Implementation of Comic Strips as Media in Teaching Writing Narrative Text for the Tenth Grade of Senior High School”. It was a descriptive qualitative research. In her research, she focused on the implementation and students’ composition after implementing the comic strips as a media in teaching narrative. The implementation of comic strips through Process-Genre based Approach can improve the students’ ability in writing a narrative text, particularly in aiding the students to generate and organize ideas
and select more appropriate grammar, vocabulary, and punctuation. The procedures of conducting the present study to improve the writing ability were generally divided into some tasks (taken from the result cycle II). Firstly, the student’s background knowledge about a narrative text and its language features was activated by analyzing a model text given. Secondly the students were given comic strips which were related to the story. Thirdly, the students were given a task a practice to convert the form of verbs from the verb 1 into the verb 2 and to change the Direct speech in the comic strips into Direct speech. Fourthly, the students were asked to make sentences based on information in narrative scaffold. Next, the students arranged the sentences into a narrative text. At last, the students revised, edited, and wrote the final writing products before publishing it in the class. In the training of writing process, the students worked in three ways, collaborative writing in group, in pair, and individual writing. All of the students of XII-language program can achieve the minimum passing criterion, 70. Furthermore, the student’s attitude towards writing activities had improved.

Other previous research has been conducted by Fika Megawati (July, 2011) entitled “Comic Strips: A Study on the Teaching on Writing Narrative Text to Indonesian Efl Students”. This action research focused on the investigation of the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil. This research is aimed the use of comics strips for composing narrative texts through writing process in this study showed that the students’ writing ability improved during the cycles
conducted. Besides, the main scores of each aspects writing; content, organization, grammar, vocabulary, and mechanics also improved. All of the students of XII-language program can achieve the minimum passing, 70. Furthermore, the student’s attitude towards writing activities had improved.

From the two previous researcher above, have a similarity about some variable especially writing ability. The two previous above have a differences about the research design. The first thesis uses descriptive qualitative design, but a second thesis use classroom action research. In this researcher takes the classroom action research and will focus on writing ability, and the subject of the research will be eighth grade students of MTs N NgemplakBoyolali in this research.

G. Definition of Key Terms

1. Writing skill

   Writing skill is a complex process of forming graphic symbols or making marks on flat surface to explore thoughts and ideas as representation of language in a textual medium (Byrne, 1979: 139).

   Writing is representing the information to the reader in written form.

2. Textless comic
Textless comic is “pure” comic or picture series that contains very minimal text (Hilman, 1995: 7).

3. Classroom Action Research

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research (Mills, 1995: 45)
CHAPTER II
THEORETICAL REVIEW

This chapter presents some points to be discussed. It is very important because theoretical view is as the basic concept to the research. The theoretical view below present some supporting theoretical description related to the research. The first discussion is the nature of writing skill, the second is teaching writing, the third is textless comic. And the last discussion is evaluation criteria.

A. The Nature of Writing Skill

1. The Meaning of Writing

Hammer (2004:12) states that writing is a process of sharing information, message, or ideas in grammatically correct sentences. The information, ideas, and message are wrapped in the form of text, which conventionally agreed by the language user community about some criteria with them. They are: (1) Purpose, (2) Rhetorical structure, (3) Linguistic realization or grammatical structures. (Pardiyono, 2000: 2). In order that, such as ideas, information, or message can be transferred effectively, the researcher should be aware of the context of situation and the context of culture.

Harmer (2007: 13) mentioned that writing involves planning what we are going to write. First, drafting it. Then reviewing and editing that we have written and producing a final version. Many people have thought that this is linear process but a closer examination of how writers of all different
kinds are involve in writing process. Suggest that we do all these thing again and again. Thus, we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before we produce our version.

From the explanation above, it can be concluded that writing is process of creating written text that obtains ideas, feelings, thoughts, and desire to other persons.

2. Criteria of Good Writing

According to Harris (2001: 13) there are five criteria of good writing, they are:

a. Content: writing must convey the main idea or an attentive reader should be able to grasps the writer purpose.

b. Form: writing should contain logical or associative connection and transition which clearly express relationship of the idea described.

c. Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical form and synthetic pattern.

d. Style: writing should engage its reader through original insight and precise.

e. Mechanic: writing must use good spelling and punctuation.

From the explanation above, it can be concluded that criteria of good writing are content, form, grammar, style, and mechanic.
3. Writing Skill

In learning language, include English and other ones, the students have to require four language skills, such as reading, speaking, listening and writing which each skill connect one another. From all those skills, writing is the most difficult one. The reason is cultural differences. The writers have to understand about cultural and social context of using the language according to its background.

In this case, English cultural context create several text, called as genre, which has their own characteristic and purpose. According to Ministry of National Education (2003: 44), it is mentioned that standard of competence for writing skill is expressing the meaning by developing the right rhetorical in writing text as narration, explanation, discussion, commentary, and review with variation structures of modification. In writing a readable and logical text, students have to apply several strategies bellow:

1. Reading for many kinds of text.
2. Brainstorming to collect ideas.
3. Using semantic mapping to find out specific ideas in writing.
4. Viewing the ideas in writing from any directions.
5. Making the lists.
6. Correcting the result.
Brown (2001: 335-336) stated the process approach to writing instruction. The instructions are mentioned below:

1) Focus on the process of writing that leads to the final written product.
2) Help students write to understand their own composing process.
3) Help them to build repertoires of strategies for pre-writing, drafting, and re-writing.
4) Give students time to write and re-write.
5) Place central importance on the process of revision.
6) Let students discover what they want to say as they write.
7) Give students feedback through the composing process (not just on the product) as they attempt to bring their expression closer and closer to intention.
8) Encourage feedback from both instructor and peers.
9) Include individual conferences between teacher and students during the process of composition.
10) In short, writing competences is the target of learning process of writing in making effective written text. The competence includes the ability to make grammatically and rhetorically structured text the appropriate communicative context.
B. Nature of Media

1. The Definition of Media

Etymologically, the word “media” comes from Latin language “medius”. Literally, it means mediator. Arsyad (2005:3) says that media is the message mediator or companion from the sender to the receiver.

Association for education and communication technology (AECT) in Sadiman (2002:6) defines media as all forms and lines which are used by people to convey information.

Based on those definition above, it can be concluded that media are all things that can be used to deliver the message from sender to receiver so it can stimulate the mind, feeling, attention, and students’ interest in order to attain the teaching and learning process.

2. The Characteristic of Learning Media

Gerlach and Ely in Arsyad (2005:12-14) propose three characteristics of teaching media; those are fixative property, manipulative property, and distributive property.

a. Fixative property

This characteristic explains the ability of media to record, save, continue, and rearranged using media such as photograph, video, tape, audio tape, and film. By this characteristic, an event that just once in a life time can be perpetuated and rearranged for education.

b. Manipulative property
This characteristic enables an event to be transformed, so the event that needs long time can be shorted in order to be showed in class for example the process of metamorphosis, the record of motion in sport class, the plant treatment.

c. Distributive property

This characteristic enables an object or event to be transported through space and be served together in a number of students, in which each other gets the same experiences. Once information was recorded, it can be reproduced for many times and be used together in many different places.

3. **The importance of Learning Media**

The importance of media can be seen from its roles and functions in education. As stated by Prawiradilaga and Siregar (2004:6) media have two main roles, those are: media as AVA (audio visual aids) so it can give the students concrete experiences and media as communication so it can connect the students as receivers with the material in order that it can be received well.

Based on explained above the importance media can give the knowledge about experiences, present the informant, and can motivated the students through media.

4. **Selecting Learning Media**
Media must be selected before they are used in the classroom. The knowledge about characteristics of media is needed and becomes the base of media selection. Sadiman (2002:28) states that media attributes are necessary for a given learning situation becomes the basic of media selection. Furthermore, there are some factors in selecting media that must be considered by the teacher. In addition Asnawir and Basyiruddin Usman (2002:15) states that teacher must consider the following points in deciding media:

a. Media is chosen to support purposes of the lesson
b. Substance of the lesson becomes consideration in choosing media.
c. The characteristic of students (age, intelligence, educational background, culture, and students’ neighborhood).
d. Available media in school or teacher makes an own media based on his/her consideration.
e. Media is chosen should be explaining substance of the lesson to students effectively; the purposes can be achieved optimally.
f. Cost that would be issued in applying media is proportional with the result.

Based on that criteria above, the researcher choose puppet as media especially hand puppet in this research. Related to the teaching purpose and objectives, hand puppet is appropriate to teach speaking. By using hand puppet, students can get the benefit of audio and visual supports at the same time so it would be able to help the students to understand
the next and to catch the whole message that has delivered. Besides, hand puppet can help the teachers to avoid general problems in the classroom, like boredom, weariness to understand the relevance of the information.

5. **Textless Comic**

a. **Comic and Textless Comic**

Scott McCloud (1934: 68) stated comic is a book (often shortened to simply comics and sometimes called comic paper or comic magazine) is a magazine or book of narrative artwork and (virtually always) dialog and descriptive prose. The style was introduced in 1934. Despite the term, comic book do not necessarily features humorous subject-matter, in fact, it is serious and action-oriented.

Comic typically appear in three or four square-shape cells, called panels. The panels are arranged in row and are red from left to right (right to left for Japanese manga). Comics are booklet-length comics that are more stylized and tell a more involved story. They can be written in the same style as comic strips, but they also feature panels of different shapes and sizes and are read both horizontally and vertically.

Comic books are booklet that come in varying size, and are most often in color. The lengths of comic books allow them to tell more involved stories than comic strips can. The design of panels can also differ from comic strips, which nearly always consist of three or four equally sized square panels per strip. In comic books, the number of panels on each page
can differ, as can their size and shape. Sometimes one scene can occupy an entire page. Based on Derrick (2008: 28), there are some ways in using comics in writing. Those are:

b. Understanding visual symbols.

c. Reading order in Comics.

d. Comic jigsaw.

e. Fill in the text.

f. Putting panels in order.

Textless comic is “pure” comic or picture series that contains very minimal text (Hillman, 1995: 7). Textless comic connect visual literacy (learning to interpret images), cultural literacy (learning the characteristics and expectations of social groups) and literacy with print (learning to read and write language).

Most children and young love comic because of their visual, attractive, humorous, and overall appeal (Hillman, 1995: 66). From this statement the researcher applied this textless comic media in the eighth grade of junior high school in her classroom action research.

6. Procedures of Textless Comic

Procedures of textless comic stated by Richards and Renandya (2002:316), those are planning, drafting, revising, and editing. In every stage, it is suggested that it provides various learning activities that can support the learning of specific writing skills.

a. Planning
Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Planning also brings the students away to have many ideas to write. Since its function is to stimulate students’ ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as clustering, brainstorming and etc.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. They must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

c. Revising

The students review and re-examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer’s intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on
grammar, spelling, punctuation, sentences, diction, sentence structure, and accuracy of supportive textual material.

7. **Roles of Textless Comic**

According to Hillman (1995: 167-169) textless comic have some roles in the class, they are:

a. Comics can motivate students and make them want to pay attention and take apart.

b. Comics contribute to the context in which the language is being used. They bring the words into the classroom.

c. Comics can be described in objectives way or interpreted, or responded to subjectively.

d. Comics can cue response to questions or substitution through controlled practice.

e. Comics can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling.

From the points above it can be concluded that textless comic is very useful in learning the English language. Teacher and learners are helped by using this media to achieve the learning goals. It can solve the problem faced by the students in the process of writing especially in writing narrative text and caused them concentrate more on the orderly arrangement of story by paying attention to the textless comic and the language they use.
C. Teaching Writing

According to Harmer (1998: 73), writing is considered as the language skill which is least to be acquired. There two reasons for teaching writing to students of English as a foreign language.

1. Reason for Teaching Writing

The most important reason for teaching writing is that it is a basic language skill. Byrne (1997:6-7) gave the reasons of teaching writing in the early stages. Writing serves a variety of pedagogical purposes as follows:

a. The introduction and practice of some forms of writing enables the learners to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

b. Written work serves to provide the learners with some tangible evidences that they are making progress in the language. It is not likely to be a true index of their attainment, but it satisfied a psychological need.

c. Exposure to the foreign language through more than one medium appears to be more effective than relying on a single medium alone.

d. Writing provides variety in classroom activities. It increases the amount of language contact through work that can be set out of class.
e. Writing is often needed for formal and informal testing.

2. Approaches in Teaching Writing

There are some varieties of approaches in teaching writing which can be conducted by the teacher in classroom (Burns, Anne. 2009: 228)

a. The Controlled-to-Free Approach This approach stresses three features of grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. The controlled-to-free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instant, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. They work on given material and perform strictly prescribed operations on it.

b. The Free-Writing Approach The emphasis in this approach is that intermediate-level students should put content and fluency first and no worry about form. Teachers begin by asking students to write freely on any topics without worrying about grammar and spelling. There is only minimal correction of error. Teachers just simply read the pieces of free writing and perhaps comment on the ideas the writer expressed, or ask students to read aloud to the class. Concern for “audience” and “content” are seen as important in this approach, especially since the free writings often revolve around subjects that
the students are interested in, and those subjects then become the basis for other more focused writing task.

c. The Paragraph-Pattern Approach The paragraph-pattern approach stresses feature of organization. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways. So even if students organize their ideas well in their first language, they still need to see, analyze, and practice the particularly “English” features of a piece of writing.

d. The Grammar-Syntax-Organization Approach This approach links the purpose of a piece of writing to the forms that are needed to convey the message. Writing task is devised in order to lead the students to pay attention to organization while they also work on the necessary grammar and syntax.

e. The Communicative Approach The communicative approach stresses the purpose of a piece of writing and the audience for it. Student writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience: “Why I am writing this?” and “Who will read it?” Teachers using the communicative approach, therefore, have extended the readership. They extend it to other students in the class, who not only read the piece but actually do something with it, such as respond, rewrite in another form, summarize, or make comments.
f. The Process Approach In the process approach, the students do not write on a given topic in a restricted time and hand in the composition for the teacher to “correct” which usually means to find the error. Rather, they explore a topic through writing, showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new ideas. Teachers who use the process approach give their students two crucial supports time for the students to try out ideas and feedback on the content of what they write in their drafts. They find that then the writing process becomes a process of discovery for the students: discovery of new ideas and new language forms to express those ideas. The teaching writing approach which is conducted in this research is based on teaching free writing approach. The students’ writing was emphasized in content of the story, and only little correction in grammar. The students were expected to be able to express their ideas, generate the ideas fluently and organize them into good composition.

From all of the explanation above, it can be concluded that writing is technical competence to arrange and produce good written from in which the writer uses certain conversation of variables of linguistics aspect (word spelling, punctuation, sentence structure/language use, etc) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand. Furthermore, to make a good writing, a writer
should pay attention on the precision of choosing and using words, appropriateness to the title, text cohesion and paragraph unity.

Meanwhile, there are two general types of scoring students’ writing: holistic and analytic scoring (Genesee and Upshur, 1997). In holistic scoring, a single score is assigned to a students’ overall test performance. It represents the teachers’ overall impressions and judgments of students’ writing. Genesee and Upshur emphasize that this type of scoring provides no detail about specific aspects of performance so that is not very useful in guiding the teaching and learning process of writing.

In analytic scoring, different components and features of students’ writing are given separate scores. The components are content dealing with the appropriateness to the title, organization dealing with the text cohesion and using paragraph unity, vocabulary dealing with the precision of choosing and using words, language use or grammar dealing with tenses, and mechanics dealing with spelling and punctuation.

3. The roles of teacher in the process teaching

According to Harmer (2007:261-262) some information about teacher’s roles in the teaching and learning process of writing was explained as follows:

a. Motivator

The teacher as a motivator means that the teacher must be able to motivate his/her students by creating an attractive atmosphere at class,
persuading them of the advantages of the activity and encouraging them
to always practice writing to achieve the optimal result.

b. Resource

The teacher must be ready to serve every information and language
needed by students when they are doing the next level of writing tasks.
The teacher also should accompany his/her students to give them advices
and suggestions in a constructive and smart ways.

c. Feedback provider

Teacher must respond or react positively to what the students have
written. The level of feedback must be balanced with the level of
students’ ability in writing.

The teacher has very importance roles in the development of
students’ writing ability. Therefore, he/she should always consider if the
teacher can be a motivator, resource, and feedback provider in guiding
and facilitating the teaching and learning process.

D. Evaluation Criteria

The way of scoring the students’ writing skill is based on the scoring
rubric adapted from O’Malley (1995) which could be described in the
following tables

**Table 1: Analytic Scoring Rubric of Writing**

<table>
<thead>
<tr>
<th>Score Domain</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Domain</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>15-20</td>
<td>Focuses on central ideas with an organized and elaborated text.</td>
</tr>
<tr>
<td>10-15</td>
<td>Central idea, but not as evenly elaborated and some deviations.</td>
</tr>
<tr>
<td>5-10</td>
<td>Not a focused idea or more than one idea, unclear elaboration and many deviations.</td>
</tr>
<tr>
<td>1-5</td>
<td>Not clear idea, little or no elaboration, and many deviations.</td>
</tr>
</tbody>
</table>
The next step of analyzing was classifying the students’ score into the categories. The measurement of the students’ achievement, which was stated by Haris (1969:134), was interpreted as follows:

### Table 2: The Criteria of the Students’ Achievement

<table>
<thead>
<tr>
<th>Criteria of Mastery (Total Score)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>81 – 90</td>
<td>Very Good</td>
</tr>
<tr>
<td>71 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>61 – 70</td>
<td>Fair</td>
</tr>
<tr>
<td>51 – 60</td>
<td>Poor</td>
</tr>
<tr>
<td>40 – 50</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

The performance indicators of the improvement of the students’ ability in writing narrative text are:

1. The students can achieve the passing grade of the writing test of 70
2. At least 85% of students in the class have passed the minimum mastery criteria of writing skill
3. The students’ participation during teaching and learning process at least 75% of students in the class active in doing the class.

Test item which is used here is students are asked to make narrative text based on the students’ imagination, idea, and interpretation of the textless comic given.
CHAPTER III
RESEARCH METHODOLOGY

This chapter includes research method, research approach, research subject, data collecting, research instrument, evaluation criteria, the technique of data analysis, and the last is school profiles.

A. Research Method

The method used in this study is classroom action research. There are some definitions of action research proposed by experts. Carr and Kemmis (1982) in Burns (1999:30) state that action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understanding of this practices and the situations in which the practices are carried out. While Mills (2000:6) defines action research as: Any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving students outcomes and the lives of those involved.

Zuber-Skerritt (1996:14) says that action research is ways of investigating professional experience which link practice and the analysis of
practice into a single productive and continuously developing sequence, and which link researchers and research participants into a single community of interested colleagues. Furthermore, Wallace (1999:4) states action research is basically a way of reflecting on a teacher’s teaching (or teacher-training, or management of an English department, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher’s everyday practice and analyzing it in order to come to some decisions about what the teacher’s future practice should be. In addition, Hopkins (1983:1) says that classroom research is an act undertaken by teachers either to improve their own or a colleague’s teaching or to test the assumptions of educational theory in practice. Burns (1999:30) suggests the characteristics of action research:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researcher.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes. While Kemmis and McTaggart (1988) in Nunan (1992:17) argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things. From the above definitions, it can be
summarized that action research is a systematic research done by teachers, researchers, principals, school counselors, administrator or other educational professionals to solve problems in order to get better improvement. In this research, the researcher aims to overcome the students’ problem in improving their writing skill. The researcher collaborates with the teacher in implementing the action research. The researcher teaches writing in the implementation of the action research. She discusses with the teacher about the topic, the homework, exercises and the test items. The teacher watches and observes the teaching learning process. The practical action the researcher used is the technique using text book.

The researcher used classroom action research approach taken from Hopkins (1993)

![Figure 1: Classroom Action Research Concept by Kemnis in Hopkins (1993)](image-url)
The researcher carried out an action research with the following steps:

1. **Planning**

   In this step, the researcher offered new technique in improving students writing skill. It was the use of textless comic as a learning media. The action was based on the lesson plan applied in the class. Besides the researcher also prepared materials that was going to be taught in the class, make lesson plans, the form of observation in order that the class can be observed well, teaching aids, test instrument, etc.

2. **Acting**

   This step was the implementation of the use of textless comic as teaching and learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the use of textless comic in the class can promote students writing skill.

   To obtain the purpose, the teacher had to create the classroom atmosphere as well as possible. In this case, the teachers took roles as a controller of the students’ activities and also provide helps when they got difficulties in doing the tasks.

3. **Observing**

   The teacher was actively involved in this step. The teacher was not only the participant in the class but also as the observer. The researcher observed the student participant in the class. The students writing skill improvement was observed directly by the researcher through observing their active participation in discussion, doing exercise, and test result.
4. Reflecting

After carrying out the teaching and learning activities that was teaching writing using textless comic, the researcher recited the occurrences in the classroom as the effect of the action. Then evaluate the process and the result of the implementation of textless comic in the class. The evaluation benefits to decide what the researcher should do in the next cycle. This step is analyzing the whole action that has been done. Based on the data that has been collected, teacher as collaborator and researcher discuss and make evaluation to determine the next cycle.

It was carried out to know the effect of using textless comic in writing class. By analyzing the strength and the weakness of using textless comic, the researcher can decide what the next action will be for the continuing improvement.

B. Setting of The Research

1. Place

This research was conducted in MTs Negeri Ngemplak Boyolali. It is located on Jl. Waduk Cengklik Ngesrep Boyolali Kode Pos 57375 Telp. (0271) 784768.

2. Time

This research is implemented to improve students’ writing skill using textless comic. The researcher implemented the teaching and learning activity using textless comic in two cycles to teach writing focused on
narrative text. The research is started from April – June 2016. And here was the timeline of the research.

Table 3.1. Timeline of the research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Research (Interview and Questionnaire)</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Pre-Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Treatment 1 (cycle 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Post-Test 1 (cycle 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Treatment (cycle 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Treatment 2 (cycle 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Post-Test 2 (cycle 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Writing research report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Research Subject

The subject of this research is the students of the eighth grade of MTs N Ngemplak Boyolali. There are 29 students consisting of 19 girls and 10 boys. The researcher chooses the eighth grade students, because the age level of these students supposed to be able to write out the English language as a means of communication. The students of this class got some difficulties in writing, but with their big enthusiasm of learning, it will be easy to them to face their difficulties. So, the researcher was to implement textless comic as a teaching media to improve students’ writing ability, especially in writing narrative text.

D. Technique of Collecting Data
According to Hopkins (1993:113) there are some technique to collect the data such as observation, interview, and test.

In this classroom action research, the researcher collected data by using some technique of collecting data included; observation, interview, and test. In detail technique of collecting data was as follows:

1. Observation

Ridwan (2004: 104) observation is a data collection techniques, researchers conducted observations directly to the object of research for a close look at the activities carried out. The researcher would be an observation dealing with the real situation of teaching and learning process. The purpose of the researcher did an observation because would be use to answered problem statement of number 2 and for the reflection.

The researcher made notes in each observation done. The collaborators of researcher in this research is English teacher.

2. Interview

Wallace (1998: 151) stated that interview is a way to investigate people’s views, attitudes, and experiences in depth by asking questions orally. Interviews involve researcher orally asking questions for individuals to answer orally. The researcher was interviewed English teacher to obtain information which is related to subject matter of this research.

3. Test

According to Sudjana (1987:16) a test means some question to students to be answered. The test is used to compare the students’ speaking
achievements before conducting the research (pre-test) and after conducting the research (post-test). The form of the test can be grouped into three forms, namely: oral, written, and behavior form. In this research, the researcher conducts an oral test.

E. Research Instrument

There are two kinds of test, they are written test and oral test. In this research, the researcher used written test as an instrument to collect the data. There were three written test conducted. The first was pre-test of writing that was conducted to know the preliminary data about students’ writing ability. The second was written post-test in cycle 1 that was administered in order to know the achievement of the students in writing narrative text. The last written post-test of cycle 2 was conducted to know the final result after implementing textless comic as a media to teach writing in the classroom. Students were asked to write the narrative text based to the textless given. They might use their own idea and imagination in all of tests.

F. Technique of Analyzing Data

In process analyzing the data, the researcher categorized the data into two kinds of data are qualitative data and quantitative data.

1. Qualitative Data
Qualitative data was to analyze the data of observation and interview. According to Miles and Huberman in Sugiyono (2011: 246-253), there are three steps of analyzing data:

a. Data reducing

Reduce the data is summarizing, choosing and focusing at the main data. There are many data which have been collected during the research. Besides that the researcher needs to reduce the data for analyzing the data. It makes easier for the researcher to find the data that she needs.

The data that is needed by the researcher had been collected after the doing the research. The researcher reduced syllabus and English score in the eighth grade of MTs N Ngemplak Boyolali.

b. Data display

After the reducing the data, the next step is displaying the data. Displaying the data helps the researcher to understand what is happening and to do some things further analysis on that understanding. The first, the researcher took syllabus that was related to speaking skill, and the second, the researcher took the data in English score just in writing skill.

2. Quantitative Data
In analyzing the quantitative data, the researcher used descriptive statistic. According Burns (2010: 124) the formula of the mean of the test can be calculate as follow:

\[ X = \frac{\sum X}{N} \quad Y = \frac{\sum Y}{N} \]

In which:

- \( X \): mean of post test 1 scores
- \( Y \): mean of post test 2 scores
- \( N \): the number of sample
- \( \sum X \): The sum of pre-test score
- \( \sum Y \): The sum of post-test score

(Sumanto, 1995: 210)

The researcher gets score from the two cycles conducted in the research. Mean of score from first cycle will be compared with mean of second cycle. It is to know how far the progress of students in this research.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the detail of several activities developed as part of implementation the textless comic in improving students’ ability in writing narrative text in the classroom action research. The objective is to present the research finding which provide evidence answering problem statement in chapter one. The description of finding is based on the research field note and written test.

A. Research Findings

The research findings were gained from the beginning until the last of teaching and learning process. The research was conducted in MTs N Ngemplak Boyolali in the Academic Year of 2016/2017 from April until June 2016. The research was conducted in two cycles, first cycle consists of three meeting and second meeting consists of three meetings. The last meetings of each cycle the researcher conducted post-test to know the improvement of the students’ writing ability. For obvious explanation can be seen from:

1. The Implementation of Textless comic

The research consists of two cycles. They were done from April until June. After each cycle was done, the researcher conducted post test to know the improvement of the students’ writing ability. The description of the research implementation can be explained as follows:
a. The First Cycle

1) Planning

First the researcher did pre observation in MTsN Ngemplak. After knowing the real condition of the students based on the observation, the researcher made a preparation to conduct the research. From the discussion with Mrs Dewi S.Pd., as the collaborator, the researcher designed two meetings for teaching narrative text and a meeting for post test. The researcher prepared for the first cycle such as lessons plan, media, and materials.

The researcher used textless comic to teach writing. The researcher expected that the students’ writing ability were better than before implementing textless comic.

2) Implementing Action in Cycle 1

In implementing action, the researcher was as a teacher. The researcher did the teaching and learning process in textless comic. The activities in class consisted of three activity. They are pre activity, main activity, and post activity. The pre activity includes opening the teaching and learning process, such as greeting, checking attendance, giving motivation and praying. Further, the researcher did apperception to the students or questions related to the material. The main activity is performances of the students in writing narrative text using textless comic. The post-activity is reviewing the lesson. Here, the description of the action that was implemented.
a) First meeting

It was held on Tuesday May 3\textsuperscript{th} 2016 at 07.00 a.m- 08. 40 am in the eighth H class of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. The bell rang at 07. 00 am, the English begun. The researcher and Mrs. Dewi S.Pd. came into the eighth H class. Mrs. Dewi S.Pd. was as an observer. She was sitting at the backside of the class. Teaching and learning process was conducted by the researcher and the observer, Mrs.Dewi S.Pd. after checking the students’ attendance all of the students of class eighth H were present. The researcher started the class by greeting, praying, checking attendance, and giving motivation.

First, the researcher was introduced by the observer. Then the researcher asked the students’ name one by one. After knowing each other, the researcher told them what the purpose teaching their class and replacing their English teacher for some meetings. After giving the explanation of the goals and the activity that day, the teacher gave the pre-test to the class. The test was the students were asked to write the narrative text they know. It might about Cinderella, Malin Kundang, Snow White, etc. When the students were doing the test, the researcher walked around the class to check the students’ task. After the students finished the pre-test, the researcher collected the students’ result and began to teach.

The researcher explained about what the material that would be studied and they would use textless comic media. Textless comic
was a media that help the students to generate idea. In teaching writing narrative text through textless comic each students were given a paper contained a series of picture which was told a story of a certain narrative text. There the students had to fill the blank dialog in the picture. The picture represented the scenes in the story. After that the students was asked to created a simple narrative text based on the textless comic.

After that, the researcher explained about narrative text. It consists of generic structure, language feature, and social function of narrative text. The next activity, the researcher asked the students some questions dealing what they did this morning. It was to stimulate them about simple past tense, one of the important features on narrative text. The researcher asked the question what did you do yesterday then the students answer in various answers. There was one said i am watching tv miss, another one said i study miss and other one said i swimming miss. From their answer, it indicated they forgot about the simple past tense material. Then the teacher gave the explanation that example of the question and answers were form of simple past tense sentence.

Then the researcher distributed the comic to the students, it was a familiar comic, it was sponge bob.
All of the students paid attention on the comic that were given by the researcher. Then the teacher asked the students to understand them. After a few minutes, the teacher asked the students to answer the question based on the comic given orally.

Researcher: “What did Spongebob do?”
Student: “he was take the dog menambal rumah sandy, Miss”
Researcher: “why Spongebob repair Sandy’s house?”
Student: “because the house bocor miss.”
Researcher: “what did patrick do?”
Student: “hit the wall miss.”
Researcher: “what did happen then?”
Student: “the wall break.”

This student didn’t know what ‘bocor’ in English, when the teacher asked all the students if anybody know, but all the students remained silent. Then the researcher asked the students to open their dictionary to find the word in English.
After giving some questions to the students, the teacher wrote down the list of sentences. Here the sentences were the answers of the previous question given. They were:

1. Spongebob and patric repaire Sandy’s house.
2. Patric hit the wall with hammer.
3. The wall break.

From these sentences, the teacher continued the lesson by explaining Simple Past Tense. The teacher explained the function and the pattern of Simple Past Tense. Besides, the teacher also explained the form of Verb2 which consist of regular and irregular verb.

After explaining narrative text, the researcher asked to the students whether there is any material that the students did not understand. The students answered that they understood. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day.

The bell rang at 08.40 a.m and the researcher gave motivation to the students. Then the researcher asked the students to study more about narrative text at home. The researcher closed the meeting by saying hamdalah and salam.

b) Second meeting

Second meeting was held on Wednesday, May 4th, 2016. The researcher and the collaborator came to class eighth H at 08.40 a.m. Then the researcher opened the meeting by praying together, greeting,
and checking students’ attendance. On that day, all of the students were present.

First, the researcher and the students reviewed the last materials in first meeting about narrative text. Then the researcher gave example about language feature especially simple past tense. For checking the students understanding, the researcher asked the students to do the task by writing the answer in the black board one by one. Some of the students still had difficulties in understanding the used of simple past tense especially about to be. The researcher explained again about tobe then gave the example again. After the students understood, the researcher told the students about textless comic including the procedure to use textless comic. Then the researcher gave the textless comic of doraemon.
After that, the researcher ordered the students to the task make a text based on the textless comic given. They had to fill the blank dialogue in the text then after that compose a simple narrative text. The researcher help the students by asking the students what did Nobita do, then the students said that he was crying. Then the researcher continuoed asking why did he cry. Then the students said somebody may hit him miss. Then what did nobita ask to doraemon. The students said a tool to beat the person who beat him. After that the researcher asked the students to write down the main point that had been said. that was nobita cry because someone beat him and he asked a tool to beat that person. After that the students were asking to make a narrative text based on that comic. The researcher remembered them to use simple past tense in writing the narrative text.

During the teaching and learning process, the researcher observed every student to know the problem faced by the students. Most of the group didn’t know the meaning of the word in English and low in grammatical.

The time was up. The task was collected. After that the teacher and the students discussed about their answers whether it is correct or false. The researcher also explained to the students that they are not necessary to shy express their feeling in writing. The researcher gave the students motivation to learn more of narrative text at home. Then
the bell rang in the middle of discussion, it indicates that the time was ended. The researcher ended the meeting by greeting and salam.

c) Third meeting

The third meeting was held on Tuesday, May 10th, 2016 at 07.00-08.40. The researcher and the collaborator entered the eighth H class. The researcher opened the meeting by praying together. After that the researcher checked students’ attendance and gave motivation. All of the students were present.

In that day, the students asked to do post test. Today, the researcher gave post-test 1. Before the researcher gave worksheet. The teacher explained the textless comic about the story of umbrella in order the students had the clear understanding.

After that the researcher gave post test I to the students. The textless comic of Doraemon. The teacher asked the students to gather with their group to work on the textless comic. After finish the students
had to write the story by himself. During post test, the researcher observed every students. After finish the researcher collected the students’ worksheet there were problems about grammar and punctuation. Then, the researcher explained it. So, the students more understood about the material.

3) Observing the Action
   a) First meeting

   In the first meeting, the researcher introduced herself and told the aims of the researcher teaching students of eighth H class in MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. The researcher also explained about textless comic. In the first meeting, the researcher taught narrative text in general to the students. The textless comic was about Spongebob and the narrative text of it. The students were still strange with their new teacher so they were still shy when the researcher asked them a question. The researcher tried to be close with the students, so the students could regard the researcher as their teacher and they would not be shy to ask solutions of their problems during learning process.

   In the first meeting, the students were still so shy to get interaction with the researcher. The situation of the class was still under control. There were student who had made the situation of the class being not conductive. They sometimes got conversation with their friends. It disturbed other students in comprehending the material. The
researcher warned them to be silence. They were listened to the researcher and the condition conducive again.

b) Second meeting

In the second meeting, After being explained by the researcher, the students were given a task again to compose narrative text based on the textless comic given. The textless comic was Doraemon. They were still confused to do the task. It can be seen when the researcher saw their answers. They still had a lot of mistakes. The students still faced difficulties to answer the task they had difficulties in grammar.

The class was still crowded. There were students who walk to other friends’ table to match their answers. The researcher warned them to focus to their own work only because it would influence their score.

c) Third meeting

In the last meeting in cycle 1, the researcher did post-test 1. The test was conducted on Tuesday, May 10th, 2016 at 07.00- 08.20. The test is to know the improvement of students’ writing ability. The result of the post test-1 showed that the students’ writing ability is increased from 59,34482759 to 65,931034. After the students finished the researcher collected their worksheet and the researcher and the collaborator gave score.

4) Reflecting

From the analysis of the observation in cycle 1, there are some results of the research as follows:
a) The improvement of students’ writing ability

The researcher conducted the post test of cycle 1. Based on the result of the post-test cycle 1, the researcher can report that there is improvement on students’ writing ability. The mean score between students’ score and post-test is improved from 59.34482759 to 65.931034. The students’ increasing scores can be shown by the table below:

Table 4.1: The students’ improvement in post test 1

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>PRE-TEST</th>
<th>POST-TEST 1</th>
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<td>1</td>
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<td>76</td>
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<td>2</td>
<td>AM</td>
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<td>64</td>
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<td>5</td>
<td>AQ</td>
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<td>6</td>
<td>ASL</td>
<td>58</td>
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<tr>
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<tr>
<td>26</td>
<td>SE</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
b) Changed in classroom

The implementation of textless comic changes classroom situations the eighth H class in MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. Before action research, the classroom situations of the eighth H are: low attention to the teachers’ explanation, passive, noisy when the teacher gives explanation, and boring class.

After the implementation of textless comic, the situation of the eighth H class is more conductive. There are some changes in the class situation. The students’ attention to the teachers’ explanation is increased. Therefore, the students are more active. In addition, the students more focused to the lesson. All of the changes make the class situation more interesting than before.

The researcher also reflects the strength and weaknesses of implementation textless comic in eighth H class of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017 class situation. There are described as follows:

1) The strengths
   a) Almost students give attention to the teacher’ explanation.
   b) The students focus to the teaching and learning process.
   c) The student is more active than before.
d) The students can write easily after given textless comic media.

2) The weaknesses

a) Students still can not manage the time in doing the task.

b) The students still get difficulty giving their own idea.

c) The students are shy and afraid to ask the lesson to the teacher.

d) They weren’t confident of their answer

b. The Second Cycle

1) Revising the plan

The result of reflection demands the researcher to do better treatment in improving students’ writing ability. In this cycle, the researcher tries to do more action in order to overcome the problems in cycle 1. The researcher tries to create activities for stimulating some students who have problem in confidences and the researcher encourage themselves to perform in front of the class.

From discussion with observer, the researcher designed two meeting in cycle 2. The researcher prepared everything needed such as materials, lesson plans, and media of learning. The researcher used textless comic media.

2) Implementing Action in Cycle 2
In implementing action, the researcher was as a teacher. The researcher did the teaching and learning process of narrative text by using textless comic the activities consisted of pre activity, main activity, and post activity. The pre activity includes all done as opening the teaching and learning process, such as greeting, checking attendance, giving motivation and praying. Further, the researcher did apperception to the students or question related to the material. The main activity was the students in writing narrative text using textless comic with their group. The post activity was reviewing the lesson. Here, the description of the action was implemented.

a) First meeting

The first meeting in cycle 2 was held on Wednesday, 11\textsuperscript{th} May, 2016. The researcher and the collaborator came to the eighth H class MTs N Ngemplak Boyolali in the Academic Year of 2016/2017 on 08.40 a.m. the students had been ready to follow English lesson. Then, the researcher opened the class by salam and after that praying. On that day, all the students present. After that, the researcher gave apperception to the students about the material that we would study on that day.

In the first meeting in cycle 2, the students discussed about the story of the cinderella story. They were doing the task creating narrative text by using textless comic media.
All of the students paid attention on the comic that were given by the researcher. Then the teacher asked the students to understand them. After a few minutes, the teacher asked the students to answer the question based on the comic given orally. The question was about the story such as who is she, what did she do, what does she want who banned her to go, and who help her. After that the students was asked to write the main point of the story based on the comic given.

The next step was the student’s activity in writing narrative text based on the textless comic given. Before they composed the text, the researcher explained how to arrange sentences to form a good paragraph based on the textless comic given. The researcher also remained that in writing narrative text, they should use verb in the form
of past tense. The time was up, the worksheet was collected by the researcher. Then the researcher than gave motivation.

The ball rang. The researcher gave students’ homework to read narrative text. Then, the researcher and the students closed the meeting by saying hamdallah together.

b) Second meeting

Second meeting was held on Tuesday May 17th, 2016. The researcher and the collaborator came to the class eighth H MTs N Ngemplak Boyolali in the Academic Year of 2016/2017 at 07.00 a.m. Then the researcher and the students prayed together. After that the researcher checked students’ attendance, greeting, gave motivation and reviewed the last meeting.

The researcher reviewed the last material. After that the students was given a task to made a narrative text based on the textless comic given. The researcher observed the students gave their idea the class was more conducive than the last meeting. Then the researcher distributed the comic to the students. The textless comic was entitled homework.
All of the students paid attention on the comic that were given by the researcher. Then the teacher asked the students to understand them. After a few minutes, the teacher asked the students to answer the question based on the comic given orally. The question was about the story such as what did he do, what happen to him, what happen to his homework. After that the students was asked to write the main point of the story based on the comic given.

The next step was the student’s activity in writing narrative text based on the textless comic given. Before they composed the text, the researcher reviewed how to arrange sentences to form a good paragraph based on the textless comic given. The researcher also remembered the students that in writing narrative text, they should use verb in the form of past tense. The time was up, the worksheet was collected by the researcher. Then the researcher than gave motivation.
The time was up. The researcher collected their worksheets. The bell rang at 08.20 a.m. The researcher gave students’ homework to study more about narrative text. The researcher also gave motivation to the students. Then, the researcher closed the meeting by saying hamdallah together.

c) Third meeting

The third meeting in cycle 2 was held on Wednesday, May 18th, 2016. The researcher and the observer entered together in eighth H class of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. In that day, all of the students were present. The researcher started the lesson by praying together and gave motivation.

On that day, the researcher asked the students made narrative text. Today, the researcher gave post-test 2. Before the researcher gave students worksheet to make narrative text by using textless comic media, first the researcher explained again about narrative text in brief. Then gave example of textless comic entitled dog walk.
After that the researcher gave worksheet to the students. The researcher asked the students to gather in their group to work on the textless comix that was given by the researcher. It was the story of Doraemon. Then after they finish the worksheet. Then the researcher asked the students to write the story individually based on their imagination on the textless comic that was given by the teacher. During the post test, the researcher observed every student. Time was up the researcher collected the students’ worksheet.

At 08.40 the bell was ringing. The researcher closed the meeting by saying hamdallah together. Besides that, the researcher reminded the students to always study hard and respect to others.

3) Observing

a) First meeting

The researcher and the collaborator came in the class on time. The first meeting in cycle 2, the students did a worksheet about the Cinderella. They made narrative text using textless comic. During the
task there was students who asked about simple past tense and word order. Then, the researcher explained it. It means that the students did not shy to ask their problems.

The situation was little crowded. It happens when the students arranged the phrases into the sentence. Then the researcher warned them to be more quite. After that, the students discussed it quietly. The students were under the control of the researcher until the end of the class.

b) Second meeting

In the second meeting, The situation of the discussion was quite enough. The situation was more conducive than the last meeting. In the second meeting the students was seemed easy in generating their idea. Some students also didn’t feel shy to ask to the teacher of the vocabularies they didn’t know.

c) Third meeting

In the last meeting of cycle 2, the researcher did post test 2. The test was conducted on Wednesday, May 25th, 2016. The researcher and the observer entered together in eighth H class of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. In that day, all of the students were present.

On that day, the researcher gave post-test 2. The test was to know the improvement of students’ writing ability. The result of the
students’ writing score was increased. The situation of the third meeting in cycle 2 was quite enough.

4) Reflecting

From the analysis of the observation in cycle 2, there are some results of research as follows:

a) The improvement of students’ writing ability

Based on the result of the post test score of cycle 2, the researcher can report that there is improvement on students’ writing score. The mean score between students’ score in post test-1 and post-test 2 improve from 65.931034 to 74.344483. The students’ increasing score can be shown by the table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>POST-TEST 1</th>
<th>POST-TEST 2</th>
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</thead>
<tbody>
<tr>
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<td>A</td>
<td>76</td>
<td>80</td>
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<tr>
<td>2.</td>
<td>AM</td>
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<td>4.</td>
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<tr>
<td>20.</td>
<td>NI</td>
<td>72</td>
<td>72</td>
</tr>
</tbody>
</table>
Based on the table above, it can be concluded that the students’ score in the post-test 2 is higher than in the post-test 1. It is because they got motivation, enjoy, pay attention, and become more active in their group during teaching and learning process.

b) Changed in class situation

The implementation of textless comic changes classroom situation the eighth H class in MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. Before action research, the classroom situation of the eighth H is: low attention to the teachers’ explanation, passive, noisy when the teacher give explanation, and boring class.

After the implementation of textless comic, the situation of the class eighth H class is more conductive. There were some changes in the class situation. The students’ attention to the teachers’ explanation is increased. Therefore, the student is more active. In addition, the students have focused to the lesson. All of the changes make the class situation more interesting than before.
The researcher also described the strengths and weaknesses of implementation of textless comic in the eighth H class of MTs Ngemplak Boyolali in the Academic Year of 2016/2017 from the class situation. There were as follows:

1. The strengths
   a. The students give more respect to the teacher.
   b. The students are not noisy when they are in the teaching and learning process.
   c. The students are active and give positive respond to the teacher instruction.
   d. The students are braver when they give idea in the teaching and learning process.
   e. The students manage the time efficiently.
   f. The students understand about grammar.
   g. The students pay attention to the teacher explanation.

2. The weaknesses

   In the teaching and learning process, some students still felt shy to express their idea in narrative text. Some of them still difficult to compose sentences because they didn’t know the vocabularies they intend to write.

2. The Strengths and Weaknesses of Textless comic

   After implementing the textless comic, the researcher found some positive and negative results that can be seen to guide reflections:
a. Positive result

1. The students more understand about the material that was taught by the researcher.

2. The students’ average score is increase from post-test 1 to post-test 2 by using textless comic.

3. The students are encouraged to be more active when in the process of discussion by using textless comic.

b. Negative Result

1. The class sometimes becomes noisy because the students because they tried to asked friend answer.

2. There are some students who passive.

B. Discussion

After analyzing the data which were gathered from several sources such as writing score, observation, interview, and writing test, the researcher presents the answers of problems statements as follows:

1. The Improvement of Students’ Writing Ability on narrative text

Textless comic is “pure” comic or picture series that contains very minimal text (Hillman, 1995: 7). Textless comic connect visual literacy (learning to interpret images), cultural literacy (learning the characteristics and expectations of social groups) and literacy with print (learning to read and write language). After the use of textless comic media to teach writing on narrative text there was improvement in the students score.
Based on research findings, it can be explained that the mean pre-test is 59.34482759. After the researcher implementing textless comic, the mean score of the post-test 1 is 65.931034 and in post-test 2 is 74.34483. It shows that there are improvements of the students’ writing ability. The researcher used textless comic to teach writing in the eighth H class in MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. The implementation of teaching writing trough: pre activity, main activity, and closing.

In the pre activity the researcher greeted the students, checked students’ attendance, gave motivation and explained the purposes of the study. The researcher also remained the material before to check the students’ understanding.

The main activity was conducted through textless comic Then, the researcher gave worksheet to each students about narrative textive. During the task, the researcher observed every student to know the problems which faced by them. The students were shy to ask the researcher about their problems. The researcher and the collaborator check the students’ grammar and mechanic. In the end, the researcher and the collaborator discuss about the students’ mistake on students’ worksheet. The scoring of the students worksheets including content, form, grammar, style, and mechanic in lined with Harris (2001: 13) there are five criteria of good writing, they are:
a. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

b. Form: writing should contain logical or associative connection and transition which clearly express relationship of the idea described.

c. Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical form and synthetic pattern.

d. Style: writing should engage its reader through original insight and precise.

e. Mechanic: writing must use good spelling and punctuation.

In closing, the researcher and the students reviewed or concluded the material on that day. The researcher also explained about what the material that we will study in the next meeting.

2. The Strengths and Weaknesses of Textless comic

To find out the strength and weaknesses of textless comic, the researcher observed from the observation result of cycle 1 and cycle 2 and the researcher did interview. The researcher interviewed the students after implementing textless comic. The students who are interviewed by the researcher is Galuh (G) and Abimanyu (A). A said that he easier to understand the lesson when he was taught by textless comic. He also like textless comic because its more interesting. The second student is Galuh (G). She said that using textless comic is fun and she does not confuse when making narrative text. She also like when textless comic have a good
implementation in the process of teaching and learning. The strength and weaknesses can be expanding as follows:

a. The Strengths:

1) Motivating

The most thing in using textless comic in teaching and learning process is that textless comic is helped motivation for the students to learn. Textless Comic provides motivation for students by having picture inside and simple material for learning.

2) Fun

Textless Comics provides picture inside could increase students ability to work either in group or individual. By providing fun picture, Textless Comic brings students to ease in reading and writing.

3) Combine Verbal and Visual Forms

Here, students could learn English well by using comics, because comic is familiar for them. Furthermore, by its popularity, verbally and visually forms, Textless Comic could increase students’ ability in exploring mind.

b. The weaknesses:

1) Textless comic leads noisy in the class.

The procedure of textless comic is work by themselves. However the students did not feel confident with their own work. They asked their friend answer. It caused the students have chance to noise.
2) Textless comic makes the students depend on the other students.

   Some of the students agree about the answer their friends. It let the student depend on the other student especially about the ideas.

3) Topic and Picture do not Fit Together

   The ideas of fun entertainment of Textless Comic sometimes do not fit with the topic of the material in learning. It means that Textless Comic cannot be used for all subject material.

   Those findings were in lined with Hillman (1995: 167-169) textless comic have some roles in the class, they are (1) Comics can motivate students and make them want to pay attention and take apart; (2) Comics contribute to the context in which the language is being used. They bring the words into the classroom.; (3) Comics can be described in objectives way or interpreted, or responded to subjectively.; (4) Comics can cue response to questions or substation through controlled practice.; (5) Comics can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling. In conclusions textless comic was good to teach writing especially on narrative text because it can motivate students and make them want to pay attention.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

Based on research findings, it can be explained that the mean pre-test is 59.3. After the researcher implementing textless comic, the mean score of the post-test 1 is 65.9 and in post-test 2 is 74.3. It shows that there are improvements of the students’ writing ability. The researcher used textless comic to teach writing in the eighth H class in MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. The implementation of teaching writing consisted in three activity: pre activity, main activity, and closing. There were some strength and weaknesses of using textless comic media in teaching writing especially narrative text.

The strength of using textless comic (1) Motivating. The most thing in using textless comic in teaching and learning process is that textless comic is helped motivation for the students to learn. (2) Fun. By providing fun picture, Textless Comic brings students to ease in reading and writing. (3) Combine Verbal and Visual Forms. By its popularity, verbally and visually forms, Textless Comic could increase students’ ability in exploring mind. The weaknesses are (1) Textless comic leads noisy in the class. The procedure of textless comic is work by themselves, so the students did not feel confident with their own work. They asked their friend answer. It caused the students have chance to noise. (2)
Textless comic makes the students depend on the other students. (3) Topic and Picture do not Fit Together. It means that Textless Comic cannot be used for all subject material.

B. IMPLICATION

Based on the conclusion of this study, it could be concluded that after implementing the research, there were improvements in the students’ writing ability. The use of textless comic could be an interesting media which could help students in writing. Textless comic was used as media to attract the students ‘interest in learning process. The media used by the teacher was based on the purpose of the related lesson, the characteristic of the students and the capability of the teacher. Implementing suitable media could attract the students’ interest. When the students enjoy in learning activity, they would get better understanding of the material they learn.

C. SUGGESTION

After conducting the research the researcher might suggested as follow:

1. For the English Teachers

On teaching and learning process, the teacher was suggested to use media to attract the students’ interest toward the lesson. The English teachers should create an enjoyable situation in teaching and learning process so that the students could involve actively in class.
2. For the Students

The students should pay attention and follow the teacher instructions obediently. They can ask their teacher if they have problems. The students should have high motivation from to learn English because learning a language is not easy it needs effort, practice and active in the teaching and learning process.

Studying English was not difficult if the students had willingness to study and have motivation to learn. The students can study English not only from their school but also from everywhere such as English magazines, English song, English movies, English comic, etc. As students, they should always be active in learning English.

3. For the other Researcher

This research was about Implementation of textless comic to improve students writing ability in narrative text. It was expected for the other researcher that the result of this study could be used as additional reference for the future research conducted in the future in order to create a better teaching learning process.

4. For the institution of Education

The education institution should provide facilities and media which could support the teaching and learning process. By using appropriate facilities and media in class, teaching and learning process could run effectively.
BIBLIOGRAPHY


Kristi, Ferri Prastya. 2011. *The Implementation Of Comic Strips As Media In Teaching Writing Narrative Text For The Tenth Grade Of Senior High School*. Universitas Negeri Surabaya


Wallace, Michael J. 1998. *Action Research for Language Teacher: Singapore*: *Cambridge University Press*


Monster Box

One day, Grand, Suneo and Shisuka went to ghost house. Suddenly Nobita screamed horror from behind. At home, Nobita cried and complained to Doraemon. Doraemon then pulled something from his magic bag that was monster box. Doraemon took out one monster from the box, but Nobita was very frightened, then Doraemon explained that was just a robot. Doraemon invited Nobita to go to the ghost house use circle cutter path that used in the magic bag and with this tool would not make a stray. Nobita was surprised when there was ghost emerging from the feast, and they kept running. Nobita heard Suneo and Giant were running scared chased by ghost. Then Shisuka also pursued a ghost but Nobita helped him. Doraemon, Nobita, Shisuka, Giant and Suneo were running together. When they were by chased ghost. After Nobita went to home, Nobita's mother came and then the ghost went back into the box again.

C  =  16
V  =  14
S  =  16
G  =  18
M  =  16
Monster Box

One day Giant, Suneo, and Chisuka were walking together in a show house ghost. While they were running Chisuka looking for robot not with them suddenly from behind he emerged with a sense of dread. Arriving home, Nobita cried and complained to Doraemon. Doraemon was looking for something in the pocket of his magic wand he issued a box which contain a lot of ghost that come out and scare Nobita, he surprised to see it. Doraemon told Nobita if the ghost is robot. Then Nobita out of the house and got an idea. Doraemon pull out sprays so that the ghost afraid. Doraemon invites nobita who want to see a ghost with magic circle that he had. Suddenly there was a ghost appeared and they ran, as they ran, they heard Suneo were running scared, he was chased by fireballs and he was over heated. Then Giant also come with fear chased ghost. Doraemon and Nobita when looking for ideas, Shisuya run chased the ghost head and make him wet. Then Nobita saved Shisuya and fight the monster by using magic circle, but this did not work and eventually they all run in fear.
Gravel Cap

Nobita's father told Nobita to learn, but Nobita was lazy. He didn't want to learn and wanted to sleep on a tile. And then Nobita's mother knew if Nobita was sleeping on the tile because it is dangerous. Nobita was angry and complained to Doraemon. Doraemon tried to calm Nobita, but Nobita was still angry. Nobita asked Doraemon to remove something from his magic pocket. Doraemon pulled out a tool called gravel cap. Nobita asked Doraemon the usefulness of the tool. Doraemon said if the tool was useful, resource to people assume there Nobita. Doraemon gave an example of existing gravel on the road, whether there will be one is watching? Nobita then immediately tried to cap it but too small and then Doraemon help him. So that the hat fit on his head. Nobita felt weird using the hat but Doraemon ignored.

Nobita using cap to imagine that he is being turned into gravel and thought not visible, do not be problem for other.

And Nobita teas her father, who was sitting to enjoy a cigarette but her father ignored him. Nobita sitting in the street but the people also ignored him. Shizuka came passed, Nobita followed Shizuka until home and Nobita have started to feel bored. When Nobita would go home, Nobita see Giant and Sureo who will play. Giant told Sureo if every play with Nobita would have lost and they don't want to invite Nobita playing together again. Doraemon up in the house was also not concerned about Nobita. Nobita thought of the test can not escape. Nobita realized that people who care about us not as hopeless we thought. And finally the cap it fell by itself.

\[ C = 15 \]
\[ V = 12 \]
\[ G = 9 \]
\[ S = 15 \]
\[ M = 14 \]
Gravel Cap

One night, Nobita told his father to learn, Nobita and sleeping on the bed, but his mother knew about it and told him to learn more. Nobita was angry because he was considered like a baby. Then Nobita told Doraemon to remove something from his magic bag. Doraemon issued a tool called gravel cap. Nobita didn’t know the function of gravel cap, Nobita then tried them. Doraemon said that if it suited her head, Nobita have idea and he felt like gravel that can be seen but not for problem for others. Nobita felt free to do anything and no reply ignored. When his father were in the table but his father ignored him. Nobita sitting in the street and no one will care about it. Then Nobita follow Suneo until her house, Nobita was playing with Suneo who was walking with giant. Nobita mocked them. And then Nobita came into play with them, Nobita feel like heroes because he can play more then usual. Nobita feel bored using the cap but the cap could not be separated from her head. When Nobita came in front of his house, her mother was throwing water on the head Nobita’s hat could not be removed. After Nobita realized that what he did was wrong, the hat finally detached itself and became soft.
It was held on Tuesday May 3rd 2016 at 07.00 a.m- 08.40 am in the eighth H class of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. The bell rang at 07.00 am, the English begun. The researcher and Mrs. Dewi S.Pd. came into the eighth H class. Mrs. Dewi S.Pd. was as an observer. She was sitting at the backside of the class. Teaching and learning process was conducted by the researcher and the observer, Mrs. Dewi S.Pd. after checking the students’ attendance all of the students of class eighth H were present. The researcher started the class by greeting, praying, checking attendance, and giving motivation.

Then the researcher explained about what the material that would be studied and they would use textless comic media. After that, the researcher explained about narrative text. It consists of generic structure, language feature, and social function of narrative text. The next activity, the researcher asked the students some questions dealing what they did this morning. It was to stimulate them about simple past tense, one of the important features on narrative text. The researcher asked the question what did you do yesterday then the students answer in various answers. Then the researcher distributed the comic to the students, it was a familiar comic, it was sponge bob. After giving some questions to the students, the teacher wrote down the list of sentences. Here the sentences were the answers of the previous question given.

After explaining narrative text, the researcher asked to the students whether there is any material that the students did not understand. The students answered that they understood. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 08.40 a.m and the researcher gave motivation to the students. Then the researcher asked the students to study more about narrative text at home. The researcher closed the meeting by saying hamdalah and salam.
Second meeting was held on Wednesday, May 4th, 2016. The researcher and the collaborator came to class eighth H at 08.40 a.m. Then the researcher opened the meeting by praying together, greeting, and checking students’ attendance. On that day, all of the students were present.

First, the researcher and the students reviewed the last materials in first meeting about narrative text. Then the researcher gave example about language feature especially simple past tense. For checking the students understanding, the researcher asked the students to do the task by writing the answer in the black board one by one. Some of the students still had difficulties in understanding the used of simple past tense especially about to be. The researcher explained again about to be then gave the example again. After the students understood, the researcher told the students about textless comic including the procedure to use textless comic. Then the researcher gave the textless comic of doraemon.

After that, the researcher ordered the students to the task make a text based on the textless comic given. They had to fill the blank dialogue in the text then after that compose a simple narrative text. The researcher help the students by asking the students what did Nobita do, then the students said that he was crying. Then the researcher continued asking why did he cry. During the teaching and learning process, the researcher observed every student to know the problem faced by the students. Most of the group didn’t know the meaning of the word in English and low in grammatical. The time was up. The task was collected. After that the teacher and the students discussed about their answers whether it is correct or false. The researcher also explained to the students that they are not necessary to shy express their feeling in writing. The researcher gave the students motivation to learn more of narrative text at home. Then the bell rang in the middle of discussion, it indicates that the time was ended. The researcher ended the meeting by greeting and salam.
The third meeting was held on Tuesday, May 10\textsuperscript{th}, 2016 at 07.00-08.40. The researcher and the collaborator entered the eighth H class. The researcher opened the meeting by praying together. After that the researcher checked students’ attendance and gave motivation. All of the students were present.

In that day, the students asked to do post test. Today, the researcher gave post-test 1. Before the researcher gave worksheet. The teacher explained the textless comic about the story of umbrella in order the students the students had the clear understanding.

After that the researcher gave gave post test I to the students. The textless comic of Doraemon. The teacher asked the students to gather with their group to work on the textless comic. After finish the students had to write the story by himself. During post test, the researcher observed every students. After finish the researcher collected the students’ worksheet there were problems about grammar and punctuation. Then, the researcher explained it. So, the students more understood about the material.
The first meeting in cycle 2 was held on Wednesday, 11th May, 2016. The researcher and the collaborator came to the eighth H class MTs N Ngemplak Boyolali in the Academic Year of 2016/2017 on 08.40 a.m. the students had been ready to follow English lesson. Then, the researcher opened the class by salam and after that praying. On that day, all the students present. After that, the researcher gave apperception to the students about the material that we would study on that day.

In the first meeting in cycle 2, the students discussed about the story of the cinderella story. They were doing the task creating narrative text by using textless comic media. All of the students paid attention on the comic that were given by the researcher. Then the teacher asked the students to understand them. After a few minutes, the teacher asked the students to answer the question based on the comic given orally. The question was about the story such as who is she, what did she do, what does she want who banned her to go, and who help her. After that the students was asked to write the main point of the story based on the comic given. The next step was the student’s activity in writing narrative text based on the textless comic given. Before they composed the text, the researcher explained how to arrange sentences to form a good paragraph based on the textless comic given. The researcher also remained that in writing narrative text, they should use verb in the form of past tense. The time was up, the worksheet was collected by the researcher. Then the researcher than gave motivation.

The ball rang. The researcher gave students’ homework to read narrative text. Then, the researcher and the students closed the meeting by saying hamdallah together.
Second meeting was held on Tuesday, 17th May, 2016. The researcher and the collaborator came to the class eighth H MTs N Ngemplak Boyolali in the Academic Year of 2016/2017 at 07.00 a.m. Then the researcher and the students prayed together. After that the researcher checked students’ attendance, greeting, gave motivation and reviewed the last meeting.

The researcher reviewed the last material. After that the students was given a task to made a narrative text based on the textless comic given. the researcher observed the students gave their idea the class was more conducive than the last meeting. Then the researcher distributed the comic to the students, The textless comic was entitled homework.

All of the students paid attention on the comic that were given by the researcher. Then the teacher asked the students to understand them. After a few minutes, the teacher asked the students to answer the question based on the comic given orally. The question was about the story such as what did he do, what happen to him, what happen to his homework. After that the students was asked to write the main point of the story based on the comic given.

The next step was the student’s activity in writing narrative text based on the textless comic given. Before they composed the text, the researcher reviewed how to arrange sentences to form a good paragraph based on the textless comic given. The researcher also remembered the students that in writing narrative text, they should use verb in the form of past tense. The time was up, the worksheet was collected by the researcher. Then the researcher than gave motivation.

The time was up. The researcher collected their worksheets. The bell rang at 08.20 a.m. The researcher gave students’ homework to study more about narrative text. The researcher also gave motivation to the students. Then, the researcher closed the meeting by saying hamdallah together.
The third meeting in cycle 2 was held on Wednesday, 18th May, 2016. The researcher and the observer entered together in eighth H class of MTs N Ngemplak Boyolali in the Academic Year of 2016/2017. In that day, all of the students were present. The researcher started the lesson by praying together and gave motivation.

On that day, the researcher asked the students made narrative text. Today, the researcher gave post-test 2. Before the researcher gave students worksheet to make narrative text by using textless comic media, first the researcher explained again about narrative text in brief. Then gave example of textless comic entitled dog walk.

After that the researcher gave worksheet to the students. The researcher asked the students to gather in their group to work on the textless comix that was given by the researcher. It was the story of Doraemon. Then after they finish the worksheet. Then the researcher asked the students to write the story individually based on their imagination on the textless comic that was given by the teacher. During the post test, the researcher observed every student. Time was up the researcher collected the students’ worksheet.

At 08.40 the bell was ringing. The researcher closed the meeting by saying hamdallah together. Besides that, the researcher reminded the students to always study hard and respect to others.
A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Siswa dapat mengidentifikasi struktur dan kebahasaan teks narrative

2. Siswa dapat menghasilkan teks berbentuk narrative

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat

1. Menggunakan kata kerja dalam bentuk past tense dalam kalimat secara benar

2. Menggunakan kata kerja yang benar untuk menulis teks narrative

3. Mengidentifikasi struktur dari teks narrative

4. Menulis teks narrative menggunakan textless comics

D. Karakter Siswa yang Diharapkan

Aktif, rasa hormat dan perhatian, tekun, saling membantu
E. Materi Pembelajaran

1. Simple past tense
2. Narrative text
3. Textless comics
4. language feature of narrative text
5. Beberapa teks pendek berbentuk narrative

F. Metode Pembelajaran

Three phase techniques

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan
   Salam, berdoa, mengabsen
   Apersepsi : Tanya jawab tentang kegiatan yang dilakukan pada masa lampau
   Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. Kegiatan Inti
   a. Eksplorasi/ Building knowledge of the field
      Siswa menjawab pertanyaan tentang kegiatan yang dilakukan pada masa lampau
   b. Elaborasi
      1) Modeling of the text
         Guru memfasilitasi siswa untuk mempelajari Simple Past Tense
         Siswa mengerjakan soal latihan dengan merubah kalimat Simple Past menjadi kalimat berbentuk positive, negative dan interrogative
         Siswa menjawab pertanyaan guru berdasarkan komik tanpa teks yang diberikan secara lisan
         Siswa mendiskusikan hasil jawaban mereka
      2) Joint construction of the text
         Guru memfasilitasi siswa untuk mempelajari fungsi, stuktur, dan tenses yang digunakan teks narrative
Siswa melengkapi kalimat dengan kata kerja yang tepat dalam bentuk Simple Past secara berkelompok
Siswa menulis teks narrative berdasarkan komik tanpa teks yang diberikan secara berkelompok
Guru dan siswa mendiskusikan hasil pekerjaan siswa
3) Independent construction of the text
Siswa menulis teks narrative berdasarkan komik tanpa teks yang diberikan secara individu
c. Konfirmasi
Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa
Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan
Siswa menanyakan hal-hal yang belum dimengerti siswa
Guru bersama siswa bertanya jawab meluruskan kesalah pahaman, memberikan penguatan dan kesimpulan.

3. Kegiatan Penutup
Siswa dan guru membuat rangkuman/kesimpulan pelajaran
Melakukan penilaian/refleksi terhadap pelajaran yang telah dilaksanakan

H. Sumber Belajar
1. Teks yang relevan
2. Textless Comic

I. Evaluasi

Terlampir

J. Scoring rubric

<table>
<thead>
<tr>
<th>Score Domain</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>Focuses on central ideas with an organized and elaborated text.</td>
</tr>
<tr>
<td>10-15</td>
<td>Central idea, but not as evenly elaborated and some deviations.</td>
</tr>
<tr>
<td>5-10</td>
<td>Not a focused idea or more than one idea, unclear elaboration and many deviations.</td>
</tr>
<tr>
<td>Score Domain</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>15-20</td>
<td>Purposefully chosen vocabulary, sentence variety, information and voice to affect reader.</td>
</tr>
<tr>
<td>10-15</td>
<td>Less precise vocabulary and less purposeful information</td>
</tr>
<tr>
<td>5-10</td>
<td>Basic vocabulary and not purposeful selected; flat and inconsistent tone.</td>
</tr>
<tr>
<td>1-5</td>
<td>Not controlled vocabulary, flat tone, halted or choppy sentence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Domain</th>
<th>Syntax (Word Order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>Standard word order, no enjambment (run on sentence), completeness (no sentence fragments), standard modifiers and coordinators and effective transitions.</td>
</tr>
<tr>
<td>10-15</td>
<td>Mostly standard word order, some enjambment (run-on line) or sentence fragment.</td>
</tr>
<tr>
<td>5-10</td>
<td>Some non-standard word order, enjambment, (run-on line), and word omissions (e.g. verbs)</td>
</tr>
<tr>
<td>1-5</td>
<td>Frequent non-standard word order, enjambment (run-on line) and word omissions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Domain</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>Standard inflection (e.g. plurals, possessives, -ed, -ing, with verbs, and –ly with adverb), subject-verb agreement, and standard word meaning.</td>
</tr>
<tr>
<td>10-15</td>
<td>Mostly standard inflection.</td>
</tr>
<tr>
<td>5-10</td>
<td>Some error with inflection, agreement and word meaning.</td>
</tr>
<tr>
<td>1-5</td>
<td>Shift from one tense to another, error in conventions (them/those, good/well, double negative, etc).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Domain</th>
<th>Mechanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>Effective use of capitalization, punctuation, spelling, and formatting (paragraph noted by indenting).</td>
</tr>
<tr>
<td>10-15</td>
<td>Mostly effective use of mechanic; error do not detract from meaning.</td>
</tr>
<tr>
<td>5-10</td>
<td>Some error with spelling and punctuation that detract from meaning.</td>
</tr>
<tr>
<td>1-5</td>
<td>Misspell even simple words; little formatting evident.</td>
</tr>
</tbody>
</table>

Ngemplak, May 2016
English Teacher

Widyastuti Putri Pratiwi
LESSON PLAN  
(CYCLE 2)

Sekolah : MTSN Ngemplak  
Kelas/Semester : VIII/II  
Mata Pelajaran : Bahasa Inggris  
Jenis Teks : Teks Fungsional  
Aspek /Skill : Writing (Narrative Text)  
Alokasi Waktu : 6x60 menit (tiga pertemuan)

A. Standar Kompetensi

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

B. Kompetensi Dasar

12. 1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Siswa dapat mengidentifikasi struktur dan kebahasaan teks narrative
2. Siswa dapat menghasilkan teks berbentuk narrative

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat
1. Menggunakan kata kerja dalam bentuk past tense dalam kalimat secara benar
2. Menggunakan kata kerja yang benar untuk menulis teks narrative
3. Mengidentifikasi struktur dari teks narrative
4. Menulis teks narrative menggunakan textless comics

D. Karakter Siswa yang Diharapkan

Aktif, rasa hormat dan perhatian, tekun, saling membantu
E. Materi Pembelajaran

1. Simple past tense

2. Narrative text

3 organization of narrative text

   a. Orientation/ exposition

      The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

   b. Complication/ rising action

      The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them from reaching their goal.

   c. Sequence of event/Climax

      This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator’s point of view.

   d. Resolution/ falling action

      In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain of narrative which leaves us wondering ‘How did it end’?)

   e. Reorientation
It is an optional closure of event

3. Textless comics
4. Beberapa teks pendek berbentuk narrative

F. Metode Pembelajaran

Three phase techniques

G. Langkah-Langkah Kegiatan

1. **Kegiatan Pendahuluan**
   Salam, berdoa, mengabsen
   Apersepsi : Tanya jawab tentang kegiatan yang dilakukan pada masa lampau
   Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus diskusi siswa

2. **Kegiatan Inti**
   a. Eksplorasi/ Building knowledge of the field
      Siswa menjawab pertanyaan tentang kegiatan yang dilakukan pada masa lampau
   b. Elaborasi
      1) Modeling of the text
         Guru memfasilitasi siswa untuk mempelajari Simple Past Tense
         Siswa mengerjakan soal latihan dengan merubah kalimat Simple Past menjadi kalimat berbentuk positive, negative dan interrogative
         Siswa menjawab pertanyaan guru berdasarkan komik tanpa teks yang diberikan secara lisan
         Siswa mendiskusikan hasil jawaban mereka
      2) Joint construction of the text
         Guru memfasilitasi siswa untuk mempelajari fungsi, stuktur, dan tenses yang digunakan teks narrative
         Siswa melengkapi kalimat dengan kata kerja yang tepat dalam bentuk Simple Past secara berkelompok
         Siswa menulis teks narrative berdasarkan komik tanpa teks yang diberikan secara berkelompok
         Guru dan siswa mendiskusikan hasil pekerjaan siswa
3) Independent construction of the text
Siswa menulis teks narrative berdasarkan komik tanpa teks yang diberikan secara individu

c. Konfirmasi
Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa

Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan

Siswa menanyakan hal-hal yang belum dimengerti siswa

Guru bersama siswa bertanya jawab meluruskkan kesalah pahaman, memberikan penguatan dan kesimpulan.

3. Kegiatan Penutup
Siswa dan guru membuat rangkuman/kesimpulan pelajaran
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<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>Standard inflection (e.g. plurals, possessives, -ed, -ing, with verbs, and –ly with adverb), subject-verb agreement, and standard word meaning.</td>
</tr>
<tr>
<td>10-15</td>
<td>Mostly standard inflection .</td>
</tr>
<tr>
<td>5-10</td>
<td>Some error with inflection, agreement and word meaning.</td>
</tr>
<tr>
<td>1-5</td>
<td>Shift from one tense to another, error in conventions (them/those, good/well, double negative, etc).</td>
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</tbody>
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<thead>
<tr>
<th>Score Domain</th>
<th>Mechanic</th>
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</thead>
<tbody>
<tr>
<td>15-20</td>
<td>Effective use of capitalization, punctuation, spelling, and formatting (paragraph noted by indenting).</td>
</tr>
<tr>
<td>10-15</td>
<td>Mostly effective use of mechanic; error do not detract from meaning.</td>
</tr>
<tr>
<td>5-10</td>
<td>Some error with spelling and punctuation that detract from meaning.</td>
</tr>
<tr>
<td>1-5</td>
<td>Misspell even simple words; little formatting evident.</td>
</tr>
</tbody>
</table>

Ngemplak, May 2016

English Teacher

Widyastuti Putri Pratiwi
PERANGKAT PEMBELAJARAN
SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan : .......................  
Kelas/Semester  : VIII/1
Nama Guru  : .........................
NIP /NIK : .........................
Sekolah  : ....MTs N NGEMPLAK.........

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)
### Silabus Pembelajaran

**Sekolah**: ............................
**Kelas**: VIII (Delapan)
**Mata Pelajaran**: BAHASA INGGRIS
**Semester**: 1 (Satu)

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator PencaapaanKompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, | Percakapan singkatan memuat ungkapan – ungkapan: 1.A : *Let me help you.*  
B : *Thank you so much.*  
2.A : *Can I have a bit?*  
B : *Sure. Here you are.*  
3.A : *Did you break the glass?*  
B : *Yes I did / No, it wasn’t me.*  
4.A : *What do you think of this?*  
B : *Not bad.* | **Brainstorming** bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. | **Merespon ungkapan meminta, memberi, menolak jasa**  
2. Merespon ungkapan meminta, memberi, menolak barang  
3. Mengakui, mengingkari fakta  
4. Merespon ooooungkapan meminta dan memberi pendapat | Tes lisan  
Merespon secara lisan | Respond the following statement  
A: *Let me help you.*  
B: *...*  
A: *Can I have a bit?*  
B: *........*  
Choose the right response  
A: *Did you break the glass?*  
B: *....*  
a. Yes, I did  
b. I don’t know  
c. I’m not sure  
d. All right | 2 x 40 menit | 1. Script percakapan - an  
2. Rekaman Percakapan:  
   - Cassette  
   - Tape Recorder  
   - CD  
   - CD Player  
   - TV  
3. Gambar-gambar/ benda terkait |
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<tr>
<th>Kompetensi Dasar</th>
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<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
<tbody>
<tr>
<td>meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</td>
<td>Tata Bahasa - Auxiliary verb: can, may, must, should - Simple Past Kosa Kata - Kata Terkait jenis teks dan tema</td>
<td>pendapat terkait materi percakapan. 3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.</td>
<td>Give your response A: What do you think of my new dress B:...............</td>
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**Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness) Rasa hormat dan perhatian (respect) Tekun (diligence)

1.2 Merespon Ungkapan Baku 1. Memberi • Merespon Tes tulis Pertanyaan lisan Write your 2 x 40 2 Script
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<td>response to the following statements: 1.A: Would you go with me to the movie? B: ... 2.A: I do agree with you to join the speech contest. B: ... 3.A: You have a beautiful hair B: ... 4.A: Congratulation! you passed your exams B: ...</td>
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<td>- I’d Love to</td>
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<td>- No Way</td>
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<td>- It’s ok</td>
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</table>

**Karakter siswa yang diharapkan:**
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
# SILABUS PEMBELAJARAN

**Sekolah**: ............................

**Kelas**: VIII (Delapan)

**Mata Pelajaran**: BAHASA INGGRIS

**Semester**: 1 (Satu)

**Standar Kompetensi**: Mendengarkan

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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<tr>
<th>Kompetensi Dasar</th>
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<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar. | Teks fungsiional pendek berupa : | 1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas | 1. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. | Tes tertulis | 2 x 40 menit | 1. *Script* teks undangan
2. Rekaman undangan
- cassette
- tape recorder
- CD
- CD Player
- TV
3. Gambar/realia terkait tema/topik/jenis teks |
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<th>Kompetensi Dasar</th>
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<td>3. Kosa Kata</td>
<td>- Kata Terkait tema dan jenis teks</td>
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<td>- Don’t forget to come to.....</td>
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<td>4. Tata bahasa</td>
<td>- To Invinitive</td>
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<td>- What... for?</td>
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<td>5. Ungkapan Baku</td>
<td>- Please......!</td>
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<td>4. Mendengarkan teks fungsional pendek (undangan)</td>
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<td>5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan.</td>
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**Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

**2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount**

1. Teks lisan berbentuk
   - descriptive
   - recount

2. Langkah retorika teks:
   - descriptive (identification – descriptions)
   - recount (orientation events – reorientation)

3. Ciri-ciri kebahasaan teks descriptive dan recount.

4. Tata Bahasa
   - Past continuous
   - Conjunctions
     - when......
     - while......

5. Kosakata terkait tema
dg jenis teks

1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk descriptive dan recount
2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks deskriptif dan recount.

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<tr>
<th>Technik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<td>8 x 40 menit</td>
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<td>2 Gambar terkait tema / topik</td>
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<td>3 Script teks: descriptive / recount</td>
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<td>4 Rekaman teks</td>
</tr>
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<td></td>
<td>5 Tape recorder</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>6 OHP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 Lingkungan sekitar</td>
</tr>
</tbody>
</table>

**Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness)
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rasa hormat dan perhatian (respect) Tekun (diligence)</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
</tr>
</tbody>
</table>

Mengetahui;
Kepala Sekolah .................

( ....................................................... )
NIP /NIK : ; .............................

........, .................20.....
Guru Mapel Bahasa Inggris,

( ....................................................... )
NIP /NIK : ; .............................
**SILABUS PEMBELAJARAN**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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</tr>
</thead>
</table>
| **Mengungkapkan makna dalam percakapan transaksional** (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, | 1. Percakapan singkatan memuat ungkapan – ungkapan. Contoh :  
   - A: *Let me help you.*  
   - B: *Thank you so much.*  
   - A: *Can I have a bit.  
   - B: *Sure. Here you are.*  
   - A: *Did you break the glass?* | 1. *Review* kosakata dan ungkapan-ungkapan terkait materi dan tema  
   2. Tanya jawab menggunakan ungkapan-ungkapan tersebut  
   3. Bermain peran melakukan percakapan yang disediakan guru  
   4. Bermain peran melakukan percakapan berdasarkan situasi/gambar yang disediakan | 1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa  
   2. Bertanya dan menjawab tentang meminta, memberi, menolak barang  
   3. Bertanya dan menjawab tentang mengakui, mengingkari fakta  
   4. Bertanya dan menjawab | Uji Petik Berbicara Bermain peran | 4 x 40 menit | 1. Buku teks yang relevan  
2. Gambar-gambar terkait tema  
3. Realia Benda sekitar |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</td>
<td>B: Yes, I did / No, it wasn’t me.</td>
<td>5. Menggunakan ungkapan yang telah dipelajari dalam real life situation</td>
<td>memberi pendapat</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
</tr>
<tr>
<td></td>
<td>• A: What do you think of this? B: Not bad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Tata Bahasa</td>
<td>- Yes/No Questions - QW-Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Kosa kata</td>
<td>- Kata terkait tema dan jenis teks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Ungkapan Baku</td>
<td>- Sorry - I Think so - I don’t think so</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Karakter siswa yang diharapkan :</td>
<td>Dapat dipercaya (Trustworthiness) Rasa hormat dan perhatian (respect) Tekun (diligence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memahami dan merespon percakapan transaksional (to get things done) dan 1. Percakapan singkatan memuat ungkapan – ungkapan.</td>
<td>1. Review kosakata terkait tema, topik sebelumnya</td>
<td>1. Bertanya dan menjawab tentang mengundang, menerima, Unjuk kerja Uji Petik berbicara Bermain peran Create a dialogue based on the role cards and perform it in front of the</td>
<td></td>
<td>4x40 menit</td>
<td>1 Buku teks yang relevan 2 Gambar-</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Penilaian</td>
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<td>Sumber Belajar</td>
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<td>-----------</td>
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</tr>
</tbody>
</table>
| interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat | • A: Would you come to party?  
B: I’d love to / I won’t to, but ..........  
• A: I do agree.  
B: Thanks for the Support.  
• A: No, way, ...  
B: It’s O.K. I understand.  
• A: You have beautiful hair.  
B: Thank you.  
• A: Happy birthday.  
B: Thank you.  
2. Tata Bahasa  
• Adjective Phrase  
• Noun Phrase | 2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas  
3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi  
4. Menirukan percakapan yang diucapkan guru  
5. Melakukan percakapan yang diberikan  
6. Melakukan tanya jawab menggunakan ungkapan | menolak ajakan  
2. Bertanya dan menjawab tentang menyetujui/tidak menyetujui  
3. Bertanya dan menjawab tentang memuji  
4. Bertanya dan menjawab tentang memberi selamat | class. | | 

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>gambar terkait tema</th>
<th>Realia</th>
<th>Role cards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td>3</td>
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<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
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<tr>
<td>3. Kosa Kata</td>
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<td>Teknik</td>
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<td>Bentuk Instrumen</td>
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<td></td>
<td>Contoh Instrumen</td>
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<tr>
<td>4. Intonations</td>
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</tr>
</tbody>
</table>

- Kata terkait tema dan jenis teks
- Falling
- raising

- Karakter siswa yang diharapkan:
  - Dapat dipercaya (Trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)

Mengetahui:
Kepala Sekolah ....................

........., 20....

Guru Mapel Bahasa Inggris,

........., ....................

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## SILABUS PEMBELAJARAN

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<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar | 1. Teks fungsional pendek berupa:  
   - Undangan  
     Contoh:  
     "Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks. Mona"  
   - Pesan Singkat, Contoh:  
     Intan, Meet me | 1. Mendengarkan teks fungsional pendek: undangan  
   2. Tanya jawab tentang isi teks "undangan"  
   3. Tanya jawab tentang struktur teks  
   4. Membuat kalimat sederhana terkait jenis teks bentuk undangan  
   - "I want to come to...."  
   - "Please come to ......." | 1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan.  
   2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan | Unjuk kerja | 2 x 40 menit | Buku teks yang relevan | 1. Gambar terkait tema/topik  
2. Benda-benda sekitar |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
</tbody>
</table>

5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu
   Contoh:
   A: Hi Guys, I want you all to come to my birthday party.
   B: We’d love to! When?
   A: Tomorrow, at 4.00

6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan

7. Secara mandiri mengungkapkan undangan lisan
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<td></td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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<td>- but</td>
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<tr>
<td>- or etc</td>
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</tr>
</tbody>
</table>

**Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

Mengetahui:
Kepala Sekolah ......................

( ....................................................... )
NIP /NIK : ; .............................

.........., ....................20....
Guru Mapel Bahasa Inggris,

( ....................................................... )
NIP /NIK : ; .............................
SILABUS PEMBELAJARAN

Sekolah : ............................
Kelas : VIII ( Delapan )
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berkaitan dengan lingkungan sekitar | 1. Teks fungsional pendek berupa:  
   - Undangan  
   Contoh : Dandi,  
   Please come to our meeting  
   Day : Saturday  
   Date:March 1st,2008  
   Time : 10.00  
   Place : Osis Reuni  
   Don’t be late !  
   Budy Secretary | 1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan”/pesan pendek  
2. Mendengarkan undangan yang dibacakan oleh guru/teman  
3. membaca nyaring teks fungsional pendek tentang undangan/pesan pendek  
4. menjawab pertanyaan | Membaca dengan nyaring dan bermakna teks fungsional pendek  
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek | Tes lisan  
Tes tertulis  
1. Melengkapi  
2. Pilihan ganda  
3. Uraian | 6 x 40 menit | 1. Buku teks yang relevan  
2. Gambar terkait tema/topik  
3. Benda-benda sekitar |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<th>Alokasi Waktu</th>
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</tr>
</thead>
</table>
| lancar dan berterima yang berkaitan dengan lingkungan sekitar | • Pesan Singkat Lia, I’m out for shopping your meal is in refrigerator  
- Undangan  
- pesan singkat | tentang isi teks fungsional pendek “undangan”/pesan pendek  
5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan”/pesan pendek  
6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan”/pesan pendek | teks fungsional pendek | Tes tulis | 1. Choose the best option based on the text. | 4 x 40 menit |
| 1. Teks fungsional pendek berupa  
- Undangan  
- pesan singkat | 2. Teks esei berbentuk descriptif dan recount | | | 1. Choose the best option based on the text. | 1. Buku teks yang relevan |
| 2. Tata Bahasa  
- Request  
3. Kosa kata  
- kata terkait – tema dan jenis teks | | | | 2. State whether the statements are TRU or FALSE. | 2. Koran/majalah |
| 4. Ungkapan Baku  
- Don’t be late!  
- Don’t miss it! | | | | 3. Answer the | 3. Gambar peristiwa/tempat |
| Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk | 1. Teks tulis berbentuk descriptif dan recount  
• Makna gagasan  
• Makna tekstual dalam teks descriptive dan recount | 1. Menjawab mau tau pertanyaan tentang  
2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount  
3. Makna gagasan  
4. Makna tekstual dalam teks descriptive dan recount  
5. Langkah retorika teks descriptive | | 2. State whether the statements are TRU or FALSE. | 3. Gambar peristiwa/tempat |
<p>| | | | | 3. Answer the | 4. Lingkungan sekitar |</p>
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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</table>

**Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness)  
Rasa hormat dan perhatian (respect)  
Tekun (diligence)

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</tr>
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</table>
| 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berinteraksi dengan lingkungan sekitar | 1. Teks fungsional pendek berupa:  
- Undangan  
- Pengumuman  
- Pesan Singkat 2. Tata Bahasa  
2. Gambar yang relevan |

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Melengkapi rumpang</td>
<td>1. <em>Complete the following sentence / text using suitable word / words</em></td>
</tr>
<tr>
<td></td>
<td>Menyusun kata acak</td>
<td>2. <em>Arrange the word into good sentences.</em></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>

**Penilaian:**
1. **Completion**
2. **Jumbled sentences**
3. **Essay**

**Contoh Instrumen:**
1. Complete the paragraph using the suitable words.
2. Rearrange the Following sentences correctly.
3. Write an essay a. describing something or a certain place. b. Telling what you did last Sunday.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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</thead>
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<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
</tr>
</tbody>
</table>

❖ Karakter siswa yang diharapkan:
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

Mengetahui:
Kepala Sekolah ..................

.........................
NIP /NIK : ...........................................  

........, ..................20.....
Guru Mapel Bahasa Inggris,

.........................
NIP /NIK : ...........................................
PERANGKAT PEMBELAJARAN

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan : SMP
Kelas/Semester : VIII/2

Nama Guru :
NIP /NIK :
Sekolah : SMP Plupuh

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)
**SILABUS PEMBELAJARAN**

**Sekolah:** SMP MUH. 1 GATAK  
**Kelas:** VIII (Delapan)  
**Mata Pelajaran:** Bahasa Inggris  
**Semester:** 2 (Dua)

**Standar Kompetensi:** Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| Merespon makna yang terdapat dalam percakapan transaksional *(to get things done)* dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, menolak jasa, meminta, menolak jasa, meminta. | 1. Percakapan yang memuat ungkapan-ungkapan berikut:  
   - A: Do you mind lending me some money?  
   - B: No Problem / I want to, but ...  
   - A: Can I have a bit  
   - B: Sure, here you are  
   - A: Here’s some money for you  
   - B: I can’t take this, sorry | 1. **Eliciting** kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb)  
2. Menentukan makna kata dan menggunakan dalam kalimat  
3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi  
4. Mendengarkan percakapan tentang materi terkait  
5. Menjawab | 1. Merespon ungkapan meminta, memberi, menolak jasa  
2. Merespon ungkapan meminta, memberi, menolak jasa  
3. Merespon ungkapan meminta, memberi, mengingkari informasi  
4. Merespon ungkapan meminta, memberi, menolak pendapat  
5. Merespon | Tes tertulis  
Tes lisan  
Tes tulis  
3. Pilihan ganda | 2 x 40 menit | 1. Script per ukuran teks yang relevan  
2. Rekaman percakapan  
3. Tape recorder  
4. CD  
5. CD player  
6. gambar  
7. Benda sekitar  
8. model benda |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu | - A: Do you like it?  
B: Yes I do  
- A: Have you done it?  
B: Sorry, I haven’t  
- A: Do you think it’s good?  
B: I think so / Sorry, I can’t say anything  
- A: Would you like some...  
B: Yes, please / No, thanks | berbagai informasi yang terdapat dalam percakapan  
6. Merespon ungkapan-ungkapan yang terkait materi | unggapan meminta, menerima, menolak tawaran | | |

2. Tata Bahasa  
Do you mind ....?  
Present Perfect  
3. Kosa kata  
Kata terkait tema dan jenis teks  
4. Ungkapan Baku  
- No Problem  
- Sorry  
- Yes, Please  
- No, Thank you  

1 Buku teks yang relevan  
2 Script
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<tbody>
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<tr>
<td>Kompetensi</td>
<td>3. Kosa kata</td>
<td>- Could I ...?</td>
<td>- Past form of be</td>
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<td>3. Kosa kata</td>
<td>Kosa kata</td>
<td>Kosa kata</td>
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<td>dan menutup percakapan</td>
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<tr>
<td>Karakter siswa yang diharapkan:</td>
<td>Dapat dipercaya (Trustworthiness)</td>
<td>Rasa hormat dan perhatian (respect)</td>
<td>Tekun (diligence)</td>
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</tbody>
</table>

Mengetahui;  
Kepala Sekolah  

Sukoharjo, 20.  
Guru Mapel Bahasa Inggris,
## SILABUS PEMBELAJARAN

**Sekolah**: SMP MUH. 1 GATAK  
**Kelas**: VIII (Delapan)  
**Mata Pelajaran**: Bahasa Inggris  
**Semester**: 2 (Dua)

**Standar Kompetensi**: Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td>2 x 40 menit</td>
<td></td>
</tr>
<tr>
<td><strong>Merespon makna</strong></td>
<td><strong>Teks fungsional pendek berbentuk:</strong></td>
<td>- Notices - Iklan</td>
<td>1. Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb)</td>
<td>Tes tulis Melengkapi rumpang Listen to the dialogue and complete the following text. Benar / Salah Listen to the dialog and decide whether the statements are True or False</td>
<td>1. Buku teks yang relevan 2. Script teks fungsional pendek 3. Rekaman teks 4. Tape recorder 5. Contoh teks fungsional 6. Gambar yang relevan</td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
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</tr>
</tbody>
</table>
| Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount | 1. Teks monolog pendek berbentuk:  
- narrative  
- recount  
2. Tata Bahasa  
- Simple past tense  
- Past Continuous tense  
3. Kosa kata  
- kata terkait tema dan jenis teks  
4. Ungkapan Baku  
- It’s terrific!  
- It’s wonderful | informasi yang terdapat dalam teks.  
6. Menentukan makna teks fungsional yang diperdengarkan. | 1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas.  
2. Mendaftar kosakata yang digunakan dalam percakapan  
3. Menentukan makna kosakata dalam daftar.  
4. Mendengarkan teks narrative/recount yang dibacakan guru.  
5. Tanya jawab berbagai informasi tentang teks yang dibaca guru.  
6. Mendengarkan teks narrative/recount | Tes tulis  
1. Mengidentifikasi berbagai informasi dalam teks monolog narrative dan recount.  
2. Mengidentifikasi tujuan komunikatif teks narrative dan recount | 4 x 40 menit | 1. Buku teks yang relevan  
2. Script cerita naratif  
3. Rekaman cerita  
4. Tape recorder |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>recount lainnya.</td>
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<tr>
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<td></td>
<td>7. Menjawab pertanyaan tentang teks narrative / recount yang didengar secara lisan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)

Mengetahui;  
Kepala

Sukoharjo,  
Guru Mapel Bahasa Inggris,
### SILABUS PEMBELAJARAN

**Sekolah**: SMP MUH. 1 GATAK  
**Kelas**: VIII (Delapan)  
**Mata Pelajaran**: Bahasa Inggris  
**Semester**: 2 (Dua)

**Standar Kompetensi**: Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta,</td>
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<td></td>
</tr>
</tbody>
</table>
1. Percakapan singkat memuat ungkapan – ungkapan :  
   - A: Do you mind lending me some money?  
   - B: No, problems  
   - A: Can I have a bit?  
   - B: Sure, here you are.  
   - A: Here is some money for you.  
   - B: Sorry, I can’t take this.  
|  
1. Mengembangkakan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait  
2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik tema yang diilih  
3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru  
4. Latihan bertanya dan menjawab  
|  
1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa  
2. Bertanya dan menjawab tentang meminta, memberi, menolak barang  
3. Bertanya dan menjawab tentang meminta, memberi dan mengingkari informasi  
4. Bertanya dan menjawab tentang meminta, memberi dan menolak pendapat  
| Unjuk kerja  
Uji petik berbicara, Bernmain peran  
Create a dialogue based on the role cards and perform it in front of the class  
| 4 x 40 menit  
1. Buku teks yang relevan  
2. Gambar yang relevan  
3. Benda sekitar  
4. Role cards |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
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</thead>
</table>
- A: Have you done it?  B: No, I haven’t.  
- A: Do you think it’s good?  B: I think it is / Sorry I can’t say any thing  
- A: Would you like some .....?  B: Yes, please / No, Thanks  
| 2. Tata Bahasa  
- Do you mind ....  
- Present perfect tense  
| 3. Kosa kata  
- Kata terkait tema dan jenis teks  
| 4. Ungkapan Baku  
- No Problem  
- Sorry  | menggunakan ungkapan yang telah dipelajari secara berpasangan  
5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| Kompetensi | 9.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang. | - No, thanks  
1. Teks percakapan memuat ungkapan berikut:  
   - A: what if I do it again?  
   - B: Fine with me.  
   - A: I Must go now  
   - B: Do you have to?  
   - Right.  
   - I see.  
   - Hm...m yeah  
   - Hello, excuse me  
   - Did you? / Were you?  
   - Thanks/ Bye / see you  
   - Could I speak to ...?  
   - Well, I'm calling to ...?  
   - Nice talking to you. | 1. Tanya jawab menggunakan berbagai kosakata dan unggakan yang telah dipelajari  
2. Mendengarkan yang memuat unggakan yang telah dipelajari  
3. Mengawali, memperpanjang, dan menutup percakapan  
4. Mengawali, memperpanjang, bermain peran  
5. Mengungkapan makna dalam percakapan yang berfungsi untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang. | Unjuk kerja | 2 x 40 menit | 1. Buku teks yang relevan  
2. Gambar yang relevan  
3. Benda sekitar  
4. Kartu peran |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<td>dan menutup</td>
<td>2. Tata Bahasa</td>
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<td>- Past form of be</td>
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<td>mengawali,</td>
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<td>memperpanjang,</td>
<td>3. Kosa kata</td>
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<td>- Kata terkait tema dan jenis teks</td>
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<td>percakapan</td>
<td>4. Spelling and intonation</td>
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<td>❖ Karakter siswa yang diharapkan:</td>
<td>Dapat dipercaya (Trustworthiness)</td>
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<td>Rasa hormat dan perhatian (respect)</td>
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<td>Tekun (diligence)</td>
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</tbody>
</table>

Mengetahui;
Kepala

Sukoharjo, 20
Guru Mapel Bahasa Inggris,
## SILABUS PEMBELAJARAN

**Sekolah**: SMP MUH. 1 GATAK  
**Kelas**: VIII (Delapan)  
**Mata Pelajaran**: Bahasa Inggris  
**Semester**: 2 (Dua)

**Standar Kompetensi**: Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 10.1 | Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar | 1. Teks fungsional pendek :  
- Notices  
- Iklan  
2. Tata Bahasa  
- Imperatives  
- Comparison  
3. Kosakata  
- Kata terkait tema dan jenis teks  
4. Ungkapan baku  
- attention, please | 1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi  
2. Membuat kalimat sederhana untuk:  
- Memberi perhatian (Notice)  
- Menarik seseorang membeli | Unjuk kerja  
Uji petik berbicara | 4 x 40 menit | 1. Buku teks yang relevan  
2. Gambar terkait materi dan topik  
3. Benda sekitar  
4. Teks bentuk khusus:  
- undangan  
- pengumuman  
- pesan singkat |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<td>Kompetensi Dasar</td>
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</tr>
</tbody>
</table>
Karakter siswa yang diharapkan:
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

Mengetahui:
Kepala

Sukoharjo, 20
Guru Mapel Bahasa Inggris,
SILABUS PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
</table>
*Membaca nyaring*  
*Read the story aloud.* | 4 x 40 menit | 1. Buku teks yang relevan  
2. Buku cerita bahasa Inggris  
3. Gambar - gambar terkait cerita  
4. Rekaman cerita  
5. Tape recorder  
6. CD  
7. VCD player |
| 11.2 Merespon makna dalam teks tulis fungsional | | | | | | |

**Standar Kompetensi : Membaca**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar
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<th>Indikator Pencapaian Kompetensi</th>
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<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11.3 Merespon makna dan langkah</strong></td>
<td><strong>1. Teks fungsional : - undangan</strong></td>
<td>intonasi yang benar</td>
<td>recount</td>
<td>Tes Tulis</td>
<td>4 x 40 menit</td>
<td>1. Buku teks yang relevan 2. Contoh teks</td>
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<tr>
<td></td>
<td></td>
<td>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</td>
<td><em>Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative / recount</em></td>
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<td>6. Menentukan tujuan komunikatif teks narrative / recount yang di baca</td>
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<td>7. Menentukan langkah retorika dari teks narrative / recount yang di baca</td>
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<td>8. Menentukan ciri kebahasaan teks narrative / recount yang di baca</td>
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<td>9. Membaca teks narrative / recount lainnya</td>
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<td><strong>1. Mencermati teks fungsional pendek terkait materi</strong></td>
<td><strong>Mengidentifikasi</strong></td>
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<td><strong>4. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</strong></td>
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**Penilaian**

- Tes Tulis
- PG
- Choose the best option, a, b, c or d

**Alokasi Waktu**

- 4 x 40 menit

**Sumber Belajar**

1. Buku teks yang relevan
2. Contoh teks
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<th>Kompetensi Dasar</th>
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<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
<tbody>
<tr>
<td>retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan nararative</td>
<td>- pengumuman - pesan - iklan</td>
<td>2. Menyebutkan jenis teks fungsional yang dicermati</td>
<td>berbagai informasi dalam teks fungsional</td>
<td>Tes tulis</td>
<td>fungsional</td>
<td>3. Gambar terkait materi dan topik</td>
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<td>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</td>
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<td>5. Menyebutkan ciri-ciri teks fungsional yang dibaca</td>
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<td>6. Membaca teks fungsional pendek lainnya dari berbagai sumber</td>
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</table>

**Karakter siswa yang diharapkan:**
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
Mengetahui;
Kepala

Sukohatjo, 20
Guru Mapel Bahasa Inggris,
**SILABUS PEMBELAJARAN**

**Sekolah :** SMP MUH. 1 GATAK  
**Kelas :** VIII (Delapan)  
**Mata Pelajaran :** Bahasa Inggris  
**Semester :** 2 (Dua)  

**Standar Kompetensi :** Menulis  

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

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<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
</table>
2. Tata bahasa  
- Imperatives  
- Getting attention  
- Comparison  
3. Kosa kata  
Kata terkait tema dan jenis teks  
4. Tanda baca, Spelling | 1. Review tujuan komunikatif dan ciriciribahasaan teks fungsional pendek terkait materi  
2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan sesuatu  
3. Melengkapi teks fungsional pendek  
Essay  
Completion  
Product  
Penugasan | 1. Write sentences based on the situation given.  
2. Complete the text using suitable word/words.  
3. Write notices related to certain places  
4. Write an advertisement promoting a certain product. | 4 x 40 menit | 1. Buku teks yang relevan  
2. Contoh teks fungsional  
3. Gambar terkait materi dan topik  
4. Benda sekitar |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<th>Indikator Pencapaian Kompetensi</th>
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<tbody>
<tr>
<td></td>
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<td>fungsional pendek</td>
<td>Menulis teks pendek dan sederhana dalam bentuk recount / narrative dengan langkah retorika yang benar</td>
<td>Tes tertulis</td>
<td>8 x 40 menit</td>
<td>1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita</td>
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<tr>
<td>12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative</td>
<td>1. Teks Essai narrative / recount</td>
<td>1. Review ciri kebahasaan teks narrative / recount</td>
<td>Proyek</td>
<td>Penugasan</td>
<td>Find 5 short texts of recount or narratives and expose them.</td>
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<td>2. Ciri kebahasaan teks narrative / recount</td>
<td>2. Membuat kalimat sederhana terkait teks narrative / recount</td>
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<td>3. Langkah retorika teks narrative / recount</td>
<td>3. Mengembangkan langkah retorika teks recount dan narrative</td>
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<td>4. Tatabahasa - Simple past - Past continuous</td>
<td>4. Membuat draft teks recount dan narrative</td>
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<td>5. Kosakata - Kata terkait tema dan jenis teks</td>
<td>5. Menulis teks recount dan narrative berdasarkan draft yang dibuat</td>
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**Karakter siswa yang diharapkan:**
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Te kun (diligence)
Mengetahui;  
Kepala

Sukoharjo, 20  
Guru Mapel Bahasa Inggris,
## The Students Score in Post-Test 1

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The Students Score in Pre-Test, Post-Test 1, and Post-Test 2

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Teacher Interview

Researcher: Bagaimana pengajaran Bahasa Inggris di kelas 8 Bu?

Jawab: pembelajaran bahasa Inggris di sini menggunakan text book, biasanya semua materi dari sana dan juga LKS

Researcher: Apa kesulitan siswa dalam writing Bu?

Jawab: biasanya siswa merasa sulit saat menulis, mereka tidak tahu vocabulary yang akan mereka tulis, karena vovab mereka terbatas mereka juga kadang susah menuangkan ide mereka ke dalam bentuk tulisan

INTERVIEW TO THE STUDENT

Researcher: Bagaimana proses pembelajaran bahasa Inggris di kelas?

A: susah mbak lha gurunya kalau pelajaran cuma disuruh ngerjain LKS aja.

G: monoton, setelah dijelaskan sama guru langsung ngerjain soal soal latihan di LKS kalau pas writing itu mbak bingung.

Researcher: Apa ada kesulitan dalam pelajaran bahasa Inggris terutama writing?

A: ada mbak grammar, tensesnya masih bingung, dan saya terbatas kosakata mbak. Bingung yang mau ditulis apa dulu.

G: bingung grammar nya sama saya biasanya susah nentuin kosakata yang tepat mbak. Kadang bingung untuk menentukan ide yang mau ditulis mbk.
INTERVIEW TO THE STUDENT

Researcher : Gimana suka tidak pelajaran writing pakai media textless comic?


G : iya bu saya suka, saya lebih mudah dan tidak bingung dalam menyusun teks narrative bu.
A person exclaims, "Another go home!"

The crowd asks, "How can you make the crowds in my house?"

A character responds, "Why ghosts scared by mom?"

Another character answers, "The ghost back into the box by itself."
Monster Box

One day, Giant, Suneo, and Chisuka were walking together in a show. While they were running, Chisuka was looking for Doraemon not with them. Suddenly from behind them emerged with a sense of dread. Arriving home, Nobita cried and complained to Doraemon. Doraemon was looking for something in the pocket of his magic robot, and he issued a box which contain a lot of ghost that came out and scared Nobita. He surprised to see it. Doraemon told Nobita if the ghost is a robot. Then Nobita invited Doraemon to come out of the house and get an idea. Doraemon pull out sprays so that the ghost afraid. Doraemon invites Nobita who want to see a ghost with magic circle that he had run.

Suddenly there was a ghost appear and they ran, as they ran, they heard Suneo were running scared, he was chased by fireballs. He was over-heated. Then Giant also come with fear. chased ghost. Doraemon and Nobita when looking for ideas, Shisuka run chased the ghost head and make him wet. Then Nobita save Shisuka and fight the ghost. The monster by using magic circle, but this did not work and eventually they all run in fear.
One day, Grant, Suneo and Shisuka went to ghost house, suddenly Nobita screamed horror from behind. At home, Nobita cried and complained to Doraemon. Doraemon then pulled something from his magic bag that was monster box. Doraemon took out one monster from the box, but Nobita was very frightened, then Doraemon explained that was just a robot. Doraemon invited Nobita to go to the ghost house use circle cutter path that used in the magic bag and with this tool would not make astray. Nobita was surprised when there was ghost emerging from the fees and they kept running. Nobita heard Suneo and Giant were running scared chased by ghost. Then Shisuka also pursued a ghost but Nobita helped him. Doraemon, Nobita, Shisuka, Giant and Suneo were running together. When they were by chased ghost. After Nobita went the home, Nobita's mother came and then the ghost went back into the box again.

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\begin{align*}
C &= 16 \\
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I want to do what I want. I was angry with them.

because they care about you.

What I do is always wrong in front of them.

I would like to borrow it for a while, please. I hope.

I'm sorry about that. Is there a tool that makes everyone care about me?

www.mangareh.blogspot.com

? So that people around you care about you.

What is the use of that tool?

Gravel cap

un... So difficult... now I know.

If you will notice, imagine that a grave lane road...
What do you think?

A bit strange, it fits in the head for you?

That's weird.

Doraemon?

Answer my question, please.

Although I can see, I do not matter to anyone.

I would be a gravel.

I have an idea.

What will you do?

I could do anything and anywhere.

Hooray.

Yeah, I am free.
SFX: SORONN (LIES DOWN)

I'm going to play first, bye

Do what you want

What are you doing, father?

Yesterday, he did not do his homework.

Your son?

Oh

WWW.MANGAREBA.COM

Oh, I'm sorry

SFX: KYAHAMA...HAHAHAHA
They did not care, I was sitting in the middle of the road.

Oh, come home.

Shisuka, where are you going?

Okay! Have a good study, Shisuka.

I'm getting bored.

I could go into people's home as I please.

Uhhh... not cool. I want to go home.
What? There is Nobita?
I don't know why he is here?

he was always Cheat
not be invited to play with us

Not my vault, what did you do?

I'm sorry you're so angry with you.

HEEY HEEY BAA BELO BELO

SFX: GOKI (KNOCKS IN THE HEAD)
SFX: DODENN (FALLS OVER)
ME TOO!
HEHHE

I will win today.

Let's go play my face!

Finally, I was able to hit the ball.

WOW!

I was right that hit the ball.

We won.

See me!

WOW! Giant!
Various scenes are depicted in the comic strip. The first scene shows a character running with a ball, followed by a character falling and saying "bad luck." Another character is shown hitting their head, saying "don't worry too much!" and "wait me." A character is seen running with a stick, and another character is speaking to a character named Doraemon, saying "DoraemonNNN, remove this cap on my head!"
WAAAHH!
I did not want to do it again. Help me please!

WHAT IS THIS CAP Screwed does not want to be separated?

no one do not cares anymore to me......

In fact, people who care about me not as bad as 1.

why do you learn?

what i did you do, nobita?

SPFX: PORO (Falls off)

finally, this capotts as well, what due to the exposure so mushy?
Gravel Cap

Nobita's father told Nobita to learn, but Nobita was lazy to learn and wanted to sleep on a tile and then Nobita's mother knew if Nobita was sleeping on the tile because it is dangerous. Nobita was angry and complained to Doraemon, Doraemon trying to calm Nobita, but Nobita was still angry. Nobita asked Doraemon to remove something from his magic pocket. Doraemon pulled out a tool called a gravel cap, Nobita asked Doraemon the usefulness of the tool. Doraemon said if the tool was useful, resource to people assume there Nobita. Doraemon gave an example an existing gravel on the road, whether there will be one is watching? Nobita then immediately tried to cap it but too small and then Doraemon helped him. So that the hat sat on his head. Nobita felt weird using the hat, but Doraemon ignored.

Nobita used the cap to imagine that he is being turned into gravel and thought not visible, do not be problem for other.

And Nobita tease her father, who was sitting to enjoy a cigarette but his father ignored him. Nobita sitting on the street but the people also ignored him. Shizuka home passed, Nobita followed Shizuka until home and Nobita have started to feel bored. When Nobita would go home, Nobita see Giant and Suneo who will play, Giant told Suneo if every play with Nobita would have lost and they don't want to invite Nobita playing together again. Doraemon up in the house was also not concerned about Nobita, Nobita thought of the rest can not escape. Nobita realized that people who care about us not as badly as we thought. And finally the cap fell by itself.
Gravel Cap

One night, Nobita told his father to learn, Nobita and his mother knew about it and took him to learn more. Nobita was very angry because he was considered like a baby. Then Nobita told Doraemon to remove something from his magic bag. Doraemon issued a toy called gravel cap. Nobita did not know the functions of gravel cap, Nobita then tried them. Doraemon said that if it suited his head, Nobita could play with gravel cap. Nobita had an idea and he felt like gravel cap could be seen but not be a problem for others. Nobita felt free to do anything and no reply would be ignored. When his father was working, Nobita was sleeping and sitting in the table but his father ignored him. Then Nobita followed Suneo until her house. Nobita waited outside while Suneo was learning. After seeing bored, Nobita went to her house. When he got home, Nobita met with Suneo and Sante and played. Nobita disturbed Suneo, who was walking with giant. Nobita mocked them. And then Nobita came into play with them. Nobita feel like heroes but the cap could not be separated from his head. When Nobita came in front of his house, his mother was throwing the water on the head. Nobita's cap could not be removed. After Nobita realized that what he did was wrong, the cap finally detached itself and became soft.
very sorry

not scary at all

what's with the haunted house!? 

where is Nobita?!

I don't believe I can run

that was very scared
I do not care!

they laugh at me?

wait!

what do you want from me?

you want to do?

I should look out for some young.

this, an example.

ghosts like what?

there are various kinds of ghosts like a ghost house.

A Monster box.

Do not come to me!

What?
It was very creepy.

I think he will kill me.

What did he do?

Hey! Hey!

So, it was just a robot?

They would scare every people.

He made of robots.

He made of robots.

I will call them.

I have an idea!
I feel it's like in a ghost house.

What is we lost?

I am very scared.

Do not be afraid, they will not kill you.

Let's see them.

With circle cutter this way, we will not get lost.
This spray worked fine

What is Behat?

Let's go!

Kyaaaa!

I pursued a ghost fire hot!!!

Kyaaaa!

Ouch!
doraemon, please! help me please! he chased me.
don't disturb him.
why am i being attacked?
don't worry, i have put up a security device.
kyaaa!

they wouldn't hurt us.
The spray doesn’t work.

There is something wrong with the robot.

Give me the circle! I don’t know what to do.

Let’s run!

Doraemon, do something.

This robot is very weird and dangerous.
Maya can you wake the crowds in my house?

The ghost back into the box by himself.

Why ghosts scared my mom?
I want to do what I want. I was angry with them.

because they care about you.

What I do is always wrong in front of them.

I would like to borrow for a while. please, I hope!

Wahh... is there a tool that makes everyone care about me?

So that people around you care about you.

What is the use that tool?

Gravel cap.

uh... so difficult...

Now, I know...

If you will. I will give an example, imagine that a grave lane road...
What do you think?

A bit strange? It sits in the head for you?

Hohoho, I only have one size.

That's weird.

Doraemon.

Answer my question, please.

Although I can see, I do not matter to anyone.

I would be a gravel.

I have an idea.

What will you do?

What will you do?

I could do anything and anywhere.

You know, I am free.
I'm going to play first, Bye.

What are you doing, father?

Do what you want.

Yesterday, he did not do his homework.

Your son?

Oh, I'm sorry.
They did not care, I was sitting in the middle of the road.

Oh, come home.

Shisuka, where are you going?

Okay! Have a good study, Shisuka.

No one cares, I could go into people's houses! Please.

Uhhhh... not cool. I'm getting bored.

I want to go home.
What? There is Nobita? I don't know why he is here?

He was always cheating. Do not be invited to play with us.

Not my vault. What did you do?

I'm sorry, Suneo! Why I'm so angry with you?

HEEY HEEY

BAA BELO BELO

SFX: OCHI (KNOCKS IN THE HEAD)
SFX: DODENN (FALLS OVER)
Me too
HEHHE

I will win today

Let's go play!

ビョッ

FINALLY, I was able to hit the ball.

Wow!

I was right that hit the ball.

WOW!

We won.

See me!

Wow! Giant!
Bad luck! don't want to散热.
wait me

I'm here very dangerous

hey!

DORAEMONNN, remove this cap on my head!
**Doraemon**

WAAAAH!

I did not want to do it again, help me please!

What is this cap doing? Does not want to be separated?

No one do not cares anymore to me.

In fact, people who care about me not as bad as I thought.

Why do you even learn? What did you do, Nobita?

**SFX: PORA (FALLS OFF)**

Finally, this cap fits as well; what due to the exposure so mushy?