

COMIC AS A MEDIA IN TELLING STORY

(Research conducted to grade 8 students of SMP N 19 Bogor)

A Paper

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By

Ghina Khairunnisa

031114016



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APPROVAL SHEET

Research title

COMIC AS A MEDIA IN TELLING STORY

Approved By

Supervisor I



Dr. Entis Sutisna, M. Pd.

NIK 1.1101033404

Supervisor II



Gusnadi, S.Pd.,M.M.

NIK 1.0212008575

Dean of FKIP
Pakuan University,



Drs. Deddy Sofyan, M.Pd

NIP 195601081986011001

Head of English Language
Education Study Program,



Mursidah Rahmah, M. Pd

NIK 10903032435



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS

Jalan Pakuan Pajadran 432, Telepon 0251-8575608 Bogor

BUKTI PERSETUJUAN HARDCOVER SKRIPSI

Nama : Ghina Khairunnisa
NPM : 03.01.4016
Judul Skripsi : Comic as a medium in Telling Story

Tanggal Ujian : 28 Mei 2019

Pengajian Sidang Skripsi :

No	Nama Penguji	Tanda Tangan
1.	Atti Herawati, M.Pd	
2.	Mursidah Rahmah, M.Pd	
3.	Gusnadi, S.Pd, M.M	

Pembimbing Skripsi

No	Pembimbing skripsi	Tanda Tangan
1.	Dr. Ennis Sutisna, M.Pd	
2.	Gusnadi, S.Pd, M.M.	

Dugur: April 2020
Mengetahui,
Ketua Prodi.

Mursidah Rahmah, M.Pd.
NIK. 1.0903032435

DECLARATION

I hereby declare that this paper entitled "Comic as a Media in Telling Story" is completely my own work. I am fully aware that I have quoted some ideas and statements from my resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, May 2019



Ghina Khairunnisa

PREFACE

Alhamdulillah, all praise and gratitude should be to Allah SWT, the most Gracious, the Almighty who has given health, strength, capability, and always guided her to finish the paper entitled, **“Comic as a Media in Telling Story”**.

The purpose of this paper is to fulfill one of the requirements for Sarjana Pendidikan examination at English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University.

The researcher realize that this paper has many mistakes and far from being perfect. Therefore, all comments, criticisms and suggestions for the completion of this paper are highly appreciated. The researcher also hopes that this paper will be beneficial for her, the readers, and the future researchers.

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The Researcher

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ABSTRACT

The paper entitled “**Comic as a Media in Telling Story**” was purposed to investigate the process of teaching-learning through storytelling uses comic as media applied by English teacher in teaching English to Junior High School students. The research employed descriptive qualitative research. This research was conducted at SMPN 19 Bogor in grade eight. Moreover, the instruments used in this study were documentation, guided observation, and interview. The finding of this research described the steps of teaching-learning process in the class for grade VIII (8). The teacher used comic as a media in teaching speaking through storytelling technique. Documentation is taken from lesson plan used by the teacher in teaching speaking through story telling. Interview and guided observation used to investigate how the teaching speaking through story telling was done. The result of the observation showed concluded that the teacher did all the storytelling steps. It was also strengthened by the lesson plan and interview.

Keywords: Comic in Telling Story, Teaching of Speaking

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CHAPTER I

INTRODUCTION

A. Background of the Study

Comic is an art using a series of images in fixed sequence. Using English comics to teach telling story can be attractive and interesting for the students. By using comics, students will be more active in learning English because comics are appealing to learners in all age, especially Junior High School students. The stories used in comics can provide an opportunity to increase the knowledge of vocabulary as well as speaking.

However, the problem lies in the tendency of students master the theory than practice. This can be seen from regular example, when they may have knowledge of what to do to speak, but practically, they face difficulties to do so. Additionally, many of them were not willing to participate in speaking class or just sitting silently without the desire to get involved in the activity. Eventually, some of them often miss the opportunity when they are asked to speak in front of the class due to their lack of self-confidence. To build their self-confidence, students need more practice, and that is why teachers are suggested to devise interesting method, and one of these methods is telling story.

Learning through telling story may be attracting for the students. Sometimes, it makes them confused due to their lack of vocabulary and self-confidence. Comic can be used as the media to teach story telling

without students having rich vocabulary and knowledge of grammar, and it can initiate them to be more active. Moreover, English comics can give them opportunity to enhance their vocabulary, as well as expressing their minds, emotion, feeling, and attitudes.

B. Reason for Choosing the Topic

Teaching speaking can be stressful, especially when the teaching media used in the teaching learning activity is not appealing to the students. Comic is one of the enjoyable and interesting media to teach students who lack vocabulary and self-confidence. Additionally, this teaching media can teach students without them realizing that they are studying because comic is a pleasing teaching media.

Comic is a light and easy reading material to understand. The vocabularies used within are quite easy to understand, so the students do not have to waste their time look up to their dictionary.

Sentence structures are simple enough that it could enable the students to understand the meaning without having to know all the vocabularies. Even more, for grade 8th students in mastering vocabularies and grammar is still limited. Therefore, they need interesting media that can help in the learning process.

The researcher believes that by using comics as media in storytelling, the students may obtain some advantages in stimulating their motivation and interest towards the telling story. Moreover, the researcher assumes that the use of comic can increase the knowledge towards the

story as well as the origin of the story itself, as well as the vocabulary provided in it. Therefore, the statements above lead the writer to invent telling story by using folktale comic to Junior High School students.

C. The Aim of the Research

Based on the background of the problem described above, it can be an identified issue. Thus, the aim of the research is to investigate the process of teaching learning through telling story uses comic as media applied by English teacher in teaching English to Junior High School students.

D. Research Focus

This research focuses on investigating the process of teaching learning of speaking that are taught through comic as a media.

E. Research Question

In conducting this research, there is only one question "How does teacher apply comic based telling story to teach speaking?"

F. Operational Definition

1. Comic as a Media

Comic is a short story series that combines words and pictures. Comics frequently take the form of juxtaposed sequences of panels of images. Comic as a media has the potential to be a source of learning. The use of media in teaching and learning process is very important. Comic-based telling story can support students in producing and elaborating narratives for self-expression in the form of series.

Telling Story

Telling story is the process to the storytelling of using fact and narrative to communicate something to the audience. Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. Telling a story can improve in speaking, it has many benefits such as to build self-confidence, communication skills, increase vocabulary and to manage ideas.

G. Research Significant

The result of this study is expected to contribute some benefits in several aspects as stated in the following information. For Teacher may motivate students to improve skill in learning English because they will know that speaking especially in telling story is not always difficult to learn.

Their improvement in learning English will help them master English well. Then, for grade VIII (8) students of SMPN 19 Bogor, it will be an effort to improve their speaking skills. They will be confidence were speaking in front of class.

The last for the researcher are expected to be used as a consideration in teaching speaking use comic as a media in the classroom. It can easy to help the teacher asses speaking ability for each student.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking

1. Definition of Speaking

Many definitions about speaking have been proposed by experts in language learning. Speaking is one of the English skills that have to be mastered by students. Speaking is the process to deliver ideas, opinions, or something in someone's mind in oral form. In accordance with Thornbury (2005) gives the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. Thornbury said speaking is a skill, and as such needs to develop and practice independently of the grammar curriculum.

According to Chaney in Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. In line with Chaney, Shumin as cited in Richards and Renandya (2002: 204), says that speaking a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact.

A good understanding about functions of speaking and the different purposes of speaking in daily communication will help teachers in designing speaking activities or instructional materials for second or foreign language learners (Richards, 2008: 20).

From the statement above, it can be concluded that when students learn to master speaking skill they need to evaluate whether their speaking has improved or not. Students also need a teacher or trainer to measure their speaking ability after the learning process. Speaking is not only make sentences, but there are differences when people to be choosing the words. Because it should be appropriate to the situation and condition.

2. Assessing Speaking

Assessing is different from testing. Assessment means collecting information about learner's performance in order to make judgments about their learning (Spratt, et.al, 2005:102). It can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain (Brown, 2004:4). Whenever a student responds to a question,

offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

In addition, Thornbury (2005: 127-129) points out, there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, whereas analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. On the other hand, analytic scoring takes a long time since it requires the teacher to take a variety of factors into consideration. Thus, this kind of assessment is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of the students. However, the disadvantage of analytic scoring is that the assessor may be distracted by all the categories and lose sight of the overall picture of students' performance. Therefore, four or five categories seem to be the maximum that can be handled by the assessor at one time.

Many of the activities used in class to practice speaking can be the same as those used to assess speaking. In addition, Thornbury (2005:125) suggests the most commonly used spoken test types, they are as follows:

a. Interviews

These are easy to set up especially if there is a special room for doing the interviews. The students one by one are called out for the interviews. Other students, while waiting for their turns can be given reading or writing tasks to keep them busy. Having third party in judging the student's competence will be really helpful. In this way, one person can focus on maintaining the focus of the talk while another one can make an objective judgment.

b. Live monologues

The students deliver a short talk that has been prepared beforehand based on a pre-selected topic. To test students' spontaneity in speaking English, a questions and answers session can be added after the talk is ended. Other students who take the role of the audience may ask some questions related to the presentation.

c. Recorded monologues

Compared to a public performance, these are probably less stressful. They are also more practical in a way that live monologues are not. Students should remember to make the recording in a place with minimal disruption or else the result will not turn out good.

d. Role-Plays

A role play based on everyday reality is the best. So, it should not require sophisticated performance skills or a lot of imagination. Students can make the role-play more realistic by using data that has been provided in advance, for example, using information in a travel brochure to make a booking at a travel agency.

e. Collaborative talks and discussions

There is not much difference with role plays. Collaborative talks and discussions are they simply to be themselves. For example, two candidates might be set the task of choosing between selections of job applicants on the basis of their CVs. Or the learners simply respond with their own opinions to a set of statements relevant to a theme.

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses at different functions to measure the students' performance. Based on the statement that found by the researcher through some kind of speaking activity, the researcher can conduct speaking assessment through speaking in story retelling with use English comics and students' presentation in front of class individually. Besides, students are given the opportunity to express their opinion by asking a question. So, it can indicate that the

researcher uses performance assessment, oral interview, and open questions.

3. Teaching Speaking

There are statements about how to teaching Speaking; Teaching (Brown, 2007:7) is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating the learners to speak, enabling the learner to learn speaking, and setting the conditions for learning speaking.

The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students 'works (Harmer, 2007:275). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback.

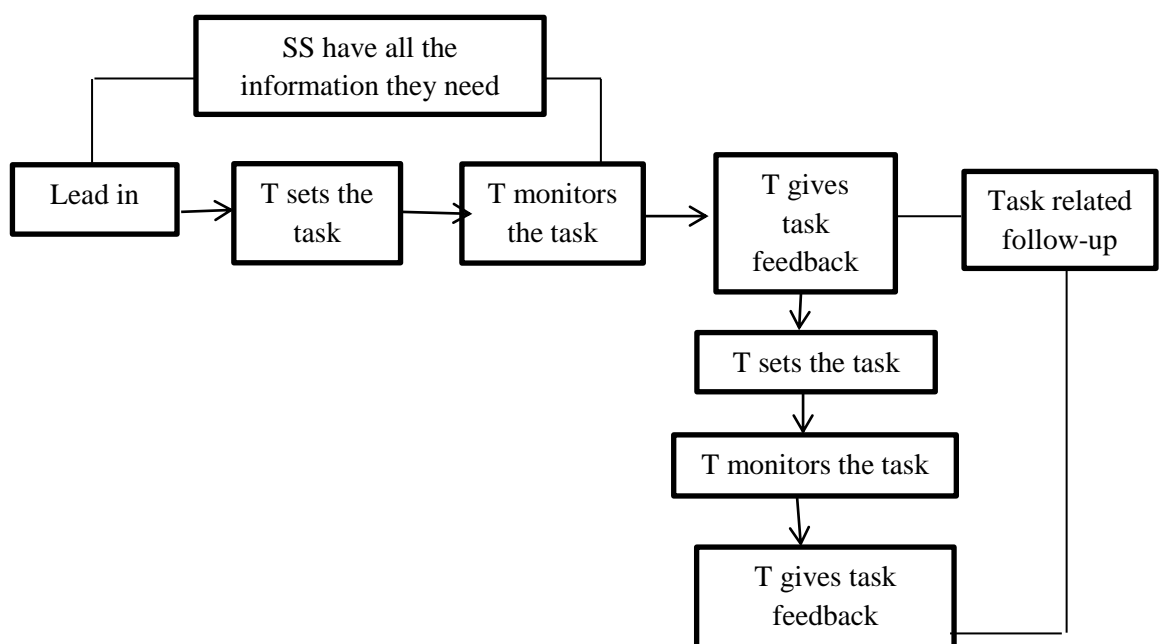
The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge.

The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do.

The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity. After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties.

Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

The procedure of the teaching of speaking can be seen in Figure 2 : A basic model for teaching productive skills (Harmer: 2007:276)



Moreover, to run the teaching and learning process of speaking well, the English teacher should consider some components of teaching which are explained as follows.

The purposes of English language teaching in junior high school are to develop communicative competence in spoken and written language to reach functional literacy, generate awareness about the nature and importance of English to improve nation's competitiveness in global society and develop students' understanding about the relationship between language and culture (Hartoyo, 2011:75-76). Further, he states that there are three scopes of English language teaching in junior high school. The first is discourse competence or ability to understand and/or produce spoken text and/or written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level.

The second is the ability to understand and create various short functional texts, monologues as well an essay in a form of procedure, descriptive, recount, narrative, and report. The last is supporting competencies, such as linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome problems in communication to ensure the process of

communication), and discourse competence (ability to use discourse instruments).

The teacher needs to play a number of different roles during different speaking activities (Harmer, 2007:347-348). Harmer highlights some roles such as prompter, participant, and feedback provider.

Sometimes, during classroom activities, role play as an example, students are unable to speak or lose their words for lack of vocabulary. In this situation, teachers may not be quiet. Some encouragements are needed to help the students to think creatively rather than always depend on the teacher's words. Teachers may prompt them by offering words or phrases, to suggest that the students say something or to suggest what could come next and so on and so forth.

Next, teachers can be involved in an activity as a participant. This is a good reason to take a part in the activity together with the students that teacher can live things up from the inside, but they have to avoid possibilities of dominating the proceedings.

Through giving feedback, the teacher can do both assessing and correcting the students' oral works. However, he/she should concern with the questions when and how the teacher gives the feedback to the students. The decisions of giving feedback during oral works also

depend on the stage of the lesson, the activity, the type of mistake made and the particular student itself.

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts, and feelings to others. The teacher should be active to know the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

B. Comic as a Media

1. Definition of Comic

The followings are definition of the terms and how the definitions are related to the research. The precise definition of comics remains a subject of debate. This is some of definition of comics-related from some sources.

In the words of Gene Yang (2006), comics is a multimedia medium. It is a single medium made up of two distinct media: still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read. He also points out that images and texts in comics share narrative responsibility.

According to Gavigan & Tomasevich (2011:6), concludes that comics is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous, mysterious, etc. This definition adds the idea of comics being literature and highlights its cumulative nature.

Meanwhile, Yang (2008) states that comics is a powerful educational tool. When he questioned his students why comics' lectures were so effective, two strengths of the comics as educational tools emerged. First, they are visual and the students love visual media so they are immersed in them. Second, in contrast to other visual media like films and animations, comics are permanent. As we know, language and actions in film and animation are on screen one minute and gone the next, while in comics, time progresses only as quickly as the reader's eyes move across the page. It can be said that the rate of information-transfer is in the reader's control.

According to some definitions above the researcher can conclude that comics is an art in the form of piece of papers or book to entertain the readers which contain a story organized as balloon's dialogues with cartoon's picture to express characters to make more interesting. Comics be a popular media in teaching language especially English because the vocabulary is easy to remember and train their speaking ability. Many teachers use comics to teach their students in order to improve the students' mastery in English.

2. Teaching Speaking Using English Comics

According to Clare Lavery (2011), the activities for using comic strips are as follows:

a. Tell the story

- 1) Cut up the pictures and get students to re order the story. Make this more difficult and challenging linguistically by giving separate frames to each student in a group and ask them to not show the pictures until they have arrived at an order through describing the pictures.
- 2) Remove the last picture of a cartoon and ask students to think of an ending. Artistic students may like to draw the last frame. Vote for the best ending.
- 3) Remove the sentences under each frame and either ask lower levels to match them to each frame or ask them to write the sentences that tell the story. Lower levels might need vocabulary prompts on the board.

Using English comics as a means for teaching students' speaking ability can be very pleasing and interesting for students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. According to Natalith Teglan (2009) comics has been spread out widely as the medium to entertain. The colored

illustration, simple theme and plot, and the characterization will attract the person who reads it. Amazingly, nearly everyone says yes if they are asked whether they have ever read comics. Comic tells a story by quoting characters and narrating scenes with pictures and the reader does not have to imagine.

It is the reason why the researcher chooses English comics as a media in learning story retelling. The researcher hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings, and attitudes when they speaking. From the various definitions above, it can be concluded that comic is an artwork which has sequence of stories about characteristics, events in picture form which can be humorous, mysterious, etc.

3. Storytelling

There are some definitions of storytelling according to many experts. Every expert has his or her own explanation about storytelling. According to Ling in Julia (2015: 14), storytelling as a learner-centered method helps the students to use the information and delivers the messages to others. Thus, it can be said that storytelling is a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

Another definition of storytelling is also stated by another expert. According to Cameron (2001) Storytelling is an oral activity and stories have the shape they do because they are designed to be listened to and, in many situations, participated in.

Meanwhile, Harmer (2007) Storytelling is one of the way in teaching speaking. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. So, the students can share their ideas in storytelling.

As the understanding of storytelling explained above, it can be concluded that actually storytelling is an activity to share what is on mind. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view.

4. Storytelling as Speaking Activity

Storytelling is the oldest form of education activity in speaking skill that can stimulate the learners to enjoy the speaking learning process. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view.

Moreover, H. Douglas Brown, *Language Assessment- Principle and Classroom* (New York: Pearson Education, 2001) listed several types of classroom speaking activity in this following form:

- a. Imitative, students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.
- b. Intensive, this is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is usually done in individual or even in pairs.
- c. Responsive, it means that students practice their language by answering some questions. This activity use simple utterances that can be meaningful and authentic.
- d. Transactional (dialogue), transactional dialogue seeks for the purpose of getting or exchanging specific information. It is an extended form of responsive language.
- e. Interpersonal (dialogue), interpersonal dialogue seeks for the purpose of maintaining social relationships than for the transmission of facts and information. Students are usually asked to have a dialogue about their feeling.
- f. Extensive (monologue), students are asked to give extended monologues in the form of oral reports, summaries, or speeches.
- g. Other interactive techniques, these include interviews, games, jigsaw, problem-solving activities, role-play and discussion.

From this explanation, storytelling can be implemented not only in speaking class, but also in various kind of work. Teacher can take this as a creative way in the class to take a job as its topic. Storytelling will stimulate the learners to do imitate speaking, intensive speaking as the preparation before they perform the storytelling. Then, the learners will be motivated to response the story as the audience. Also storytelling will give many good impacts for the learners' speaking skills, because storytelling makes the learners comprehend how to speak with the good gesture and intonation. It is useful for the learners to continue to the extensive speaking.

5. Comic in Storytelling

There are statements about comic-based storytelling from some experts; Paul Douglas Lopes in *Demanding Respect: The Evolution of the American Comic Book* (2009) emphasizes one: "While comic books originally were based on short stories in serial format, now comic books present long-arc'd narratives with complex storylines. Now the fastest growing market for comic books, graphic novels, presents this art in book-length format, again allowing for complex and compelling storytelling" (2009, xvi). Lopes then goes on to discuss how sophisticated storytelling in comics moves beyond genre boundaries and attracts the widespread attention of "cultural gatekeepers," like journalists and professional reviewers, prize committees and librarians.

Keeping the story " comic-style " allows focus to stay on the story rather than on details in the picture, which may bias the viewer's interpretation and imagination. The reader, i.e. the user, is guided by storytelling principles such as pace, clarity and communication, which can help clarify ambiguities and contradictions in the story making the scenarios more realistic (McCloud, 2006).

From the explanation, comic can be an interesting media for storytelling. In comic, there is a visualization who can make the readers catch the meaning of the story. Then, the readers can more understand of the story because comic have a simple plot while they storytelling.

C. Related Research

To strengthen this research, the related research is needed. The first related research is taken from Sulistianingsih, Patuan Raja (2014), University of Lampung. The title of the research is "The implementation of storytelling in teaching speaking can increase students' speaking skill". The implementation of storytelling in teaching speaking can increase students' speaking skill, because storytelling gives many benefits related to students improvement in speaking. Storytelling motivates students to listen and speak. It also makes students' ability in constructing sentence getting better, and it is broadening students' vocabulary and the most important is that storytelling makes students speak more fluent. After the teacher treat the students by using storytelling, the researcher finds that the students are able to express their idea using their own word, but it still

base on the grammatical rule; it is the use of past tense. And they are brave to use diction inside of the sentence or vocabulary in the text.

The second related research is taken from Another research is conducted by Yang (2011) in her paper entitled, “Storytelling as a Teaching Method in ESL Classroom.” She wrote that storytelling probably does not fit for the entire students in the class. Some students may get the information from the story easily, yet the rest of them understand nothing because every student has different ability in understanding story. And the last from “Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesia EFL Students”, written by Megawati and Anugerahwati (2012). In this research, the researchers stated that comic strips are appealing forms for children in the teaching of writing, and as media which have content, organization and grammatical aspects of narrative texts.

Derived from those research, it can be said that story told by a teacher or storytelling technique has some advantages. One of the advantages of storytelling is it can give the students deeper information and more meaningful level of the story, and the students can mastering vocabulary because they learn from comic. The most important things is they can improve their speaking ability and have self-confidence to learn English language.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

This study conducted to investigate how did teacher apply comic as media of teaching based storytelling to students in SMPN 19 Bogor for grade VIII (Eight). Appropriate with this research, the study applied qualitative approach and descriptive method.

According to Fox, W. & Bayat, M.S. (2007) said, “Descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.”

Then, Mack et.al (2005: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. It means by using this method, the researcher was demanded to obtain a deep understanding toward the phenomena was researched. The data was collected by observing how taught speaking through storytelling was done, collected teacher’s lesson plan, and did an interview with the teacher and a few students of grade 8.

B. Research Site and Participants

This research conducted at SMP Negeri 19 Bogor. The researcher choses students at SMP Negeri 19 Bogor as the object observation because there is a lesson that students learnt narrative text through storytelling by using English Comic in their learning process.

The participant of this study was English Teacher of SMP Negeri 19 Bogor. The teacher chosen because she taught speaking through storytelling used comic as media in their learning process. Students as participant that followed this learning process. To get information when the teacher apply comic as a media in telling story and the participant that represent the area of this investigation.

C. Research Instruments

The data collected using various methods included documentation, classroom observation, and interview. Here are the explanations of the instrument used in this study:

The first step was collected the documentation from the teacher's lesson plan or RPP (*Rencana Pelaksanaan Pembelajaran*). In this study, the lesson plan or RPP collected was the one that English teacher used during the observation.

The next step was classroom observation. The observation conducted in order to found out the detailed information that cannot be gained from the interview. This research was particularly employ non-participant observation in which the researcher did not involve in the

setting of the research. The observation closely observed what the teacher and the students did in the classroom during activity. The guided observation was also made to checklist what was happened during the teaching-learning process, especially on the activity and to back up the results of the observation.

The last step was interview the teacher and students by recorded, consists of some questions when teacher applied the learning process speaking through storytelling based English Comic and the students as participant in the learning process. After doing interview the researcher was transcribed their answer to this research.

D. Data Analysis

The data was the important tools in the research. From the data, the researcher knew the result of the research. Collecting the data must be relevant with the problem of research. After collecting the data, she classified the data as follows:

1. Data Analysis of Documentation

The researcher collected the document by asking the lesson plan to the teacher. The document examined in order to know whether the activities related to the objective of the learning process or not.

2. Data Analysis of Classroom Observation

The researcher did the observation of the teaching learning process speaking through the storytelling used comic as media in the classroom. The role of the researcher was as an observer who

observed the teaching speaking process. The researcher was recorded the teaching speaking process and checked the guided observation who the researcher made for this observation.

3. Data Analysis of Interview

For the last step of gained the data, the researcher interviewed the teacher and students by recorded, consists of some questions when teacher applied Comic through storytelling to taught speaking and students as a participant. After did an interview with the teacher and students, the researcher transcribed their answer to this research.

E. Validity Checking

The researcher used triangulation to check the validity of the data in his research. "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergences of multiple data sources of multiple data collection procedures." (Wiersma in Sugiono, 2012:372). It means that she compared the data from three sources: lesson plan as document, classroom observation and interview in order to get valid data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

In this chapter, the researcher presented the result of the research that has been done. The data was taken from research instrument including, documentation, classroom observation, and interview in order gained the aim of the research. The researcher had analyzed the data accurately and systematically using qualitative research. The discussion of this research was based on the result and finding of the research and theories on the research. All of it will be presented on the following.

1. Data from Documentation

The documentations are taken from the *RPP* that are used by the English teacher during the observations. There is one *RPP* for three sessions collected from the teacher. It is to find out teaching learning process in the class whether storytelling activities used comic media related to the objective of the learning process or not. *RPP* is developed from the syllabus as the observation data have shown the teacher teaching process about narrative text. Based on the *RPP*, the aim of the lesson is students should be able to find information and moral value from narrative text. It is also mentioned that the storytelling technique used in the teaching learning. Then for the media, comic used by the teacher. For teaching learning process, retell

the story as the activities, learning about new vocabularies and answering the questions based on the comic given by the teacher.

The teacher makes a lesson plan with speaking skill as the focus on the teaching learning process on February 18th, 22th, and 25th. 2019. The basic competence of the lesson plan considers students' ability to respond the meaning in the short simple monologue with accurately, clearly, and take it to interact with the environment in the form of narrative and recount text.

In that case, the teacher gives the story of comic about folktale. At the first, the teacher involves students' role to get the information by asking several questions related to the topic. Then, the teacher gives the comic to students and read it individually. While students read, the teacher also asks about the unfamiliar words that students do not know. Before the teacher asks students to retell in front of the class, the teacher also gives an example of how to retell the story, but with different comic. The students should pay attention to body language and pronunciation. After that, the students present the story one by one.

In the post activity, the teacher and students make a conclusion related to the material. Then, the teacher does the reflection related to the learning process that already done on that day. The last, the teacher tells the students about what they will learn for the next day.

2. Data from Observation

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every session to gain more detailed information about the process. The researcher filled the guided observation sheet in order to know the students and teacher activities during the teaching-learning process and supported by video recorder in order to make the data more accurate and credible. The researcher conducted in the classroom observation 8 H of SMPN 19 Kota Bogor. The observation was done in three times; Monday, 18th February 2019, Friday, 22th February 2019, and Monday, 25th February 2019.

a. Observation 1 (First Session)

Pre-activity

The first observation was conducted on Monday, 18th February 2019 from 8.10 to 9.40 am. The activity was started by the teacher greeted and checked students attendance. After that, she started the class by showing some pictures of Indonesian folktale to give some clues about what they would learn on that day. There are picture of "*Malin Kundang*", "*Bawang Merah Bawang Putih*", "*Sangkuriang*", "*Legenda Danau Toba*", "*Roro Jonggrang*", "*Tangkuban Parahu*". The students asked about the story in the picture that the teacher showed to students. She did not forget to

inform the objectives of the lesson, so the students would know what they were going to do in the class.

Whilst-activity

In whilst-activity, the teacher explained about text narrative and storytelling material to give students knowledge. After that, she gave a comic of the “crying stone story” to the students. She asked students to read together and understood the story. Then, she asked students to found out the unfamiliar words that did not know of the meaning. In this situation, she explained the unfamiliar words and asked students to look up in the dictionary. She also showed an example to pronounce it. After that, she gave the example of how to retells the story, but with different comic, the title is “*Malin Kundang*”. The students should pay attention when the teacher retells the story with body language and then how to pronounce the words.

After finishing, the teacher asked students to continue reading the comic before they told the story in front of the class one by one. When time is up, students told the story one by one based on the comic. She gave a chance to the students that already ready to present the first. The situation in the class crowded and the students looked panic. Time is running, every student showed the story very attractively using gestures and different kind of voices

for each character. After they told the story, the teacher also corrected one by one students mistakes and gave some question about the story, such as; what the name of the protagonist actor? And so on.

Post-activity

Before ending the lesson, the teacher did not forget to ask students about the activities during the lesson to make sure whether students understood the material or not. At the end of the lesson, the teacher informed about the topic for the next meeting to continue telling the story for students who did not get a chance on that day.

During the teaching-learning process, the situation from pre-activity until post activity in the classroom was attractive. Based on the observation, the researcher looked at the teacher who got the difficulties in faced students who always asked how to pronounce words and then to make the students brave to present the first. Overall, the teacher could make the class conducive. Storytelling technique with used comic made students could understand and imagine about the story because there was visualization, but when students told the story, some students looked forget some the words in that story. Therefore, they needed to look at the comic several times.

- Guided Observation (1 session)

No.	Pertanyaan	Ya	Tidak	Keterangan
1.	The teacher introduces the topics related to narrative texts for students.	✓		Yes, the teacher informs the topic to students.
2.	The teacher asks their knowledge about English narrative texts.	✓		Yes, the teacher asks to students about their knowledge of narrative text.
3.	The teacher explains the activities that will be carried out	✓		Yes, the teacher explains the activities in this class after brainstorming.
4.	The teacher explains the steps of the strategy that will be used in learning.	✓		Yes, the teacher explains what the activities in the class and what the media use in this lesson.
5.	The teacher gives an English comics of folktale.	✓		The teacher gives a comic to students to support this lesson.
6.	The teacher asks students to predict the contents of the comic.	✓		The teacher asks about what the story of comic after students read the comic.
7.	The students deliver their opinion about the comics.	✓		Students give their opinion about the comic.
8.	The teacher asks students to find the difficult words.	✓		The teacher asks to find out the unfamiliar words in comic.
9.	The students mention the difficult words.	✓		Students can find out the unfamiliar words.

10.	The teacher explores students knowledge about the difficult words that have been mentioned.	✓		The teacher always gives a clue about the meaning of the unfamiliar word.
11.	The students answer the clue according to their knowledge.	✓		Students answer appropriate with their understanding.
12.	The teacher demonstrates how to tell the story with narrative text uses a different comic.	✓		The teacher gives an example of how to tell the story with use different comic before students retell the story.
13.	The students pay attention and start to memorize the comics that the teacher has given.	✓		The students try to memorize the comic.
14.	After they have time to memorize. one by one student begins to tell the story based on the comic in front of the class.	✓		After time is up, students start to present their story in front of the class
15.	The teacher gives a suggestion and correction when students say the wrong pronunciation.	✓		The teacher gives suggestion and correction if students have mistaken in pronunciation.

b. Observation 2 (Second Session)

Pre-activity

On Friday, 22th February 2019 at 13.40-15.00 pm, the teacher started the lesson in 8 H class as the third subject on that day. In the beginning, the teacher greeted the students and checked their attendance. After that, she asked students to continue told the story again. Students looked panic, and said, "No, mam, Give me

several times again please". The class became crowded. The teacher gave 10 minutes again for students practiced.

Whilst-Activity

In the whilst-activity, the teacher continued taking the score from students told the story based on the comic given by the teacher. However, special for today, she asked students to tell the story outside the class. More precisely, in the bamboo couch neared the mosque. One of the students began to tell the story. The story told loudly and slowly for the first time. It was also told attractively by using gestures and funny body language. After telling the story, the teacher gave questions such as "Where come from the story?" "What her mom's name?", "Why she became a stone?" and she answered while looking comic. These questions made for the students could understand the whole story. After the student telling the story, she called one of boy in the class to tell the story. After that, the teacher gave some question alike before but there were some different question. After retelling the story, the teacher used to correct every students mistakes, such as their pronunciation, gesture, or mimic. On that day, seven students have done told the story and the teacher wanted to continue storytelling material in the next lesson until the last.

Post Activity

After students have been done told the story, the teacher gave evaluation by giving them tasks to make workgroup. There are four students in each group. The task was looking for the different folktale, and then made into the comic. She did not forget to ask them about the activities during the lesson to make sure that this material understood by students. Before the class finished, the teacher gave questions that related to the comic:

1. What kind of text is this story?
2. What is the moral value of this story?
3. Why Darmi became a stone?

As usual in closing the lesson, the teacher informed students to continued told the story in the next lesson and comic who made by workgroup will be also collected too.

- Guided Observation (2 session)

No.	Pertanyaan	Ya	Tidak	Keterangan
1.	The teacher introduces the topics related to narrative texts for students.		✓	The teacher has already informed the topic to students in the previous session.
2.	The teacher asks their knowledge about English narrative texts.		✓	The teacher does not ask about students' knowledge again.
3.	The teacher explains the activities that will be	✓		Yes, the teacher explains the

	carried out			activities in this class after brainstorming.
4.	The teacher explains the steps of the strategy that will be used in learning.	✓		Yes, the teacher explains what the activities in the class and what the media use in this lesson.
5.	The teacher gives an English comics of folktale.		✓	The teacher has already given a comic to students to support this lesson in the previous session.
6.	The teacher asks students to predict the contents of the comic.		✓	The teacher has already asked about the story of comic after students read the comic.
7.	The students deliver their opinion about the comics.	✓		Students give their opinion about the comic.
8.	The teacher asks students to find the difficult words.	✓		The teacher asks to find out the unfamiliar words in comic.
9.	The students mention the difficult words.	✓		Students can find out the unfamiliar words.
10.	The teacher explores students knowledge about the difficult words that have been mentioned.	✓		The teacher always gives a clue about the meaning of the unfamiliar word.
11.	The students answer the clue according to their knowledge.	✓		Students answer appropriate with their understanding.
12.	The teacher demonstrates how to tell the story with narrative text uses a different comic.		✓	The teacher has already given an example of how to tell the story to use

				different comic before students retell the story in the previous session.
13.	The students pay attention and start to memorize the comics that the teacher has given.	✓		The students try to memorize the comic.
14.	After they have time to memorize. one by one student begins to tell the story based on the comic in front of the class.	✓		After time is up, students begin present their story in front of the class
15.	The teacher gives a suggestion and correction when students say the wrong pronunciation.	✓		The teacher gives suggestion and correction if students have mistaken in pronunciation.

c. Observation 3 (Third Session)

Pre-activity

On Monday, 25th February 2019 at 8.10 - 9.40 am the English lesson was the first subject on that day. After the students gathered in the classroom, the teacher greeted and checked students' attendance to know if someone was absent. There were 28 students in the class. Before starting the class, the teacher gave apperception to the students by asking questions about students' daily activities before went to school.

Whilst-Activity

The teacher asked the students to begin telling the story before continuing to the next lesson. The first students told the story, he looked nervous and sometimes saw into the comic and the pronunciation was not fluently. After he finishing, the teacher asked the questions like usual about the story and the teacher corrected his pronunciation. He wronged in the word "Fatherless". After that, some student began told the story to got score, and some students did not use body language, so was looked flat.

While students were telling the story, students who have told the story, looked not to pay attention and made workgroup task. Therefore, the teacher gave reprimanded and ask to stop the task after their friends finished telling the story. After that, all students already finished telling the story. The teacher looked one by one students workgroup task and asked one by one group about their comics, and then asked students workgroup to tell the story if anyone was already ready.

Post Activity

Before ending the lesson, the teacher gave questions to students about how they felt when telling the story. Some students answered felt fun and a few felt nervous. The teacher did not forget to ask a question to conclude the activities during the lesson and to make

sure whether students have understood the material or not. The teacher informed students to continue the next lesson with told the story by each group and students asked to learn the next chapter.

- Guided Observation (3 session)

No.	Pertanyaan	Ya	Tidak	Keterangan
1.	The teacher introduces the topics related to narrative texts for students.		✓	The teacher has already informed the topic to students in the previous session.
2.	The teacher asks their knowledge about English narrative texts.		✓	The teacher does not ask about students' knowledge again.
3.	The teacher explains the activities that will be carried out	✓		Yes, the teacher explains the activities in this class after brainstorming.
4.	The teacher explains the steps of the strategy that will be used in learning.	✓		Yes, the teacher explains what the activities in the class and what the media use in this lesson.
5.	The teacher gives an English comics of folktale.		✓	The teacher has already given a comic to students to support this lesson in the previous session.
6.	The teacher asks students to predict the contents of the comic.		✓	The teacher has already asked about the story of comic after students read the comic.
7.	The students deliver their opinion about the comics.	✓		Students give their opinion about the comic.
8.	The teacher asks students to	✓		The teacher asks to

	find the difficult words.			find out the unfamiliar words in comic.
9.	The students mention the difficult words.	✓		Students can find out the unfamiliar words.
10.	The teacher explores students knowledge about the difficult words that have been mentioned.	✓		The teacher always gives a clue about the meaning of the unfamiliar word.
11.	The students answer the clue according to their knowledge.	✓		Students answer appropriate with their understanding.
12.	The teacher demonstrates how to tell the story with narrative text uses a different comic.		✓	The teacher has already given an example of how to tell the story with use different comic before students retell the story in the previous session.
13.	The students pay attention and start to memorize the comics that the teacher has given.	✓		The students try to memorize the comic.
14.	After they have time to memorize. one by one student begins to tell the story based on the comic in front of the class.	✓		After time is up, students begin present their story in front of the class
15.	The teacher gives a suggestion and correction when students say the wrong pronunciation.	✓		The teacher gives suggestion and correction if students have mistaken in pronunciation.

3. Interview

To check the validity of the data gained from observation.

Interview conducted to the teacher and students. The interview

conducted on February 25, 2019. Twenty-two questions were given to one of English teacher in SMPN 19 Bogor and seven questions were given to a few students of class 8-H.

The teacher and students answered all of the questions. The interview section started by asking the first question for the teacher, being asked about prepared before teaching speaking, as stated in excerpt 1.

Excerpt 1

Biasanya kalau narrative teks yang pertama dipersiapkan pastinya cerita nyari teks dulu terus kadang-kadang kita juga mencari materi , browsing internet ya biasanya kita mencari cerita yang pas dulu buat anak – anak.

In the first time meeting, I prepare the story through internet that is suitable for students.

When asked about what the media that she used to stimulate students' knowledge, she mentioned that used the story from Google as stated in Excerpt 2.

Excerpt 2

Biasanya lewat cerita ya, kita cari cerita di Google misalnya ya nanti dan biasanya nanti kita liat lewat infocus.

Sometimes the media is through story. Then, I present the story using infocus.

For the third question, which was about a clue for the topic of the lesson, she mentioned that sometimes gave a clue as stated in Excerpt 3.

Excerpt 3

Kadang-kadang sih ya nggak terlalu sering memberikan clue.

Sometimes I do not give clue from the story for them.

When asked about how to directed students into learning topic, she said that students should read the comic first, as stated in Excerpt 4.

Excerpt 4

Pasti yang pertama anak liat dulu baca dulu komik nya kalau cerita nya menarik pasti mereka exciting untuk bacanya jadi tergantung dari komik yang kita siapkan.

For the first, students should read the comic, it makes them interesting to read depend on the story.

Continuing to the next question that about motivate students before learned, moreover, they could enjoy the learning process, as mentioned in Excerpt 5.

Excerpt 5

Kita biasanya kasih warming up dulu, ngobrol dulu dengan anak, apa hobbi nya, suka baca apa, nanti biasa nya mereka jawab "saya suka baca novel miss" nah nanti ditanya lagi suka baca novel apa, dari situ anak sudah mulai exciting tu, hari ini dia akan mempelajari narrative text.

In the pre-activity, we talk about the students' hobby. Further, they answer the question from the teacher that they like to read novel.

The teacher tried to deliver the material as interest as possible to attract students' attention, it is mentioned in Excerpt 6.

Excerpt 6

Mungkin karena komik full picture ya, ada gambar nya juga ada cerita nya juga itu biasanya lebih menarik untuk anak-anak.

Comic has picture in the story, which makes students interesting to read.

Being asked about whilst-activity, the teacher always explained the material, as stated in excerpt 7.

Excerpt 7

Ya pasti kita jelaskan dulu, storytelling itu seperti apa, karena kita mempelajari narrative, narrative itu seperti apa, structure nya seperti apa dan unsur kebahasaan nya seperti apa.

Yes of course, I explain narrative text. In addition, I ask the generic structure and language features of narrative text.

In the learning process, the teacher also gave an example of how to retell the story, as mentioned in Excerpt 8.

Excerpt 8

Iya pasti saya bacakan dulu cerita dengan ekspresi , intonasi dan sesuai dengan karakter nya.

Yes of course, I read the story first with expression, intonation, and characters.

Continuing to the next question, which was about kind of comic that used, she mentioned as short as possible in Excerpt 9.

Excerpt 9

Cerita rakyat ya biasanya.

The folktale story.

The next question, it was about students confusion although already were given an example, as mentioned in Excerpt 10.

Excerpt 10

Pasti ada, karena tidak semua siswa itu bisa dengan mudah menangkap bahasa kita ya. Karena kita bermacam macam ya ada yang bisa ada yang tidak.

Not all students are able to grasp the language, some of them are able and are not able to grasp language.

The next question tried to found out how to resolve students' confusion before retelling, she mentioned in Excerpt 11.

Excerpt 11

Kalau mengatasi kebingungan siswa, biasanya mereka tidak tahu artinya , tidak tahu vocabulary nya dan otomatis disitu saya juga mengajarkan bercerita sekaligus vocabulary yang ada dicerita itu.

When students confuse, I directly teach vocabulary of the story.

The unfamiliar words were also asked the students, she mentioned in Excerpt 12.

Excerpt 12

Ya pasti akan saya tanya apakah ada yang tidak mengerti artinya.

Yes, of course I always ask whether they do not understand.

Being asked about whilst-activity, students asked of some unfamiliar words in the story, it is mentioned in Excerpt 13.

Excerpt 13

Ada untuk biasanya yang bertanya itu justru untuk anak-anak yang pintar, karena mungkin mereka fokus jadi suka bertanya ini artinya apa.

Clever students always ask the question because they intend to know what are the meaning of vocabularies.

Continuing to the next question, which was about how long students could memorize comic, she mentioned as short as possible in Excerpt 14.

Excerpt 14

Biasanya 2 mingguan lah untu persiapan.

It is usually two weeks for preparation.

When asked about how to start telling the story practiced, the teacher said according to the readiness of students, as declared in Excerpt 15.

Excerpt 15

Biasanya yang dipanggil sesuai dengan kesiapan siswa.

It is usually based on the readiness of students.

The next question was how to make students braved to present their resulted read comics for told the story in front of the class, she mentioned as short as possible in Excerpt 16.

Excerpt 16

Dengan memotivasi mereka saja.

I give students motivation.

The teacher said that she always informed the students' mistakes after they told the story, she mentioned in Excerpt 17.

Excerpt 17

Tidak mengoreksi ketika mereka sedang membaca tapi setelah itu baru dikasih tau, ketika mereka sedang baca biarkan baca dulu apadanya setelah itu baru dikoreksi.

I do not correct when students tell the story, after that they have finished the story, she directly corrects the students' mistakes.

Continuing to the next issue, which was about what the evaluated after telling the story activities, she mentioned that students have problem with pronunciation, as stated in Excerpt 18.

Excerpt 18

Mengevaluasi nya biasanya kemaren saya evaluasi itu anak-anak masih kesulitan dalam membaca kata vocabulary nya masih belum menguasai pemahaman mereka cara membaca masih belum memahami berarti itu yang harus kita tingkatkan cara mereka membaca dari cerita itu sendiri.

For evaluation, I usually evaluate students' difficulties in pronunciation to read vocabulary. It means, we have to improve students' the way to read from the story.

To avoid students' boredom during the lesson the teacher gave some jokes, as stated in Excerpt 19.

Excerpt 19

Kalau dengan bercerita dengan ekspresi yang menarik mungkin ada juga lelucon-lelucon disela cerita itu ada juga kita sampaikan moral nya apa jadi mereka tu lebih tidak akan jenuh dan senang.

If I tell the story with expression through jokes, it makes students implicitly obtain moral value from the story.

The next question, the students were asked about the difficulties they faced, she mentioned as short as possible in Excerpt 20.

Excerpt 20

Iya setiap akhir pembelajaran saya selalu bertanya apakah ada kesulitan.

In the last the learning of process, I ask the students' difficulties of the lesson.

Before the teacher ended their lesson, the teacher asked about what the vocabularies that students had learned, she mentioned in Excerpt 21.

Excerpt 21

Pasti saya selalu bertanya setiap ada kata-kata yang baru mereka harus membuat catatan sendiri supaya mereka paham dan meningkatkan vocabulary mereka.

I always ask if students find a new word and should make a note to improve their vocabulary.

The way the teacher ended their lesson was by gave motivational words to make students more enthusiastic about improved their speaking skills, as stated in Excerpt 22.

Excerpt 22

Ya memotivasi mereka dengan mengatakan bahwa bahasa inggris tidak hanya untuk dipahami tapi juga untuk ke skill speaking juga diperlukan jadi karna itu untuk kedepan nya mereka terjun ke masyarakat karena speaking lebih diperlukan.

Yes, I give students motivation with said that English is not only to understand but also for speaking skill is needed for their future life.

To fulfill the validity, the researcher also did an interview with the students. There were seven (7) participants and questions that the researcher interviewed. The interview did on Monday, 25th February 2019 at 10.00 am after students finished the lesson. It was written in the following transcript.

Interview 1

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
DF	Ya, karena saya suka bahasa inggris, karena saya suka mendengarkan lagu bahasa inggris.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
DF	Ya, menyenangkan karena bisa melatih pengucapan antar kata dan kalimat.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
DF	Ya.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris ?
DF	Hmmm..... sedikit kesulitan.
Ressarcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?

DF	Faktor vocab, karena sering lupa-lupa.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
DF	Ya, sedikit.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
DF	Ya, sedikit berani.

Interview 2

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
FNH	Terkadang ya terkadang nggak.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
FNH	Menurut saya itu sangat menyenangkan karena pada dasarnya saya suka pada comic.

Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
FNH	Ya, tentu saja.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
FNH	Hmmm..... menyenangkan, seru.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
FNH	Cara pengucapannya, terus ekspresi sama gesture tubuh lah.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
FNH	Ya, banyak.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasalebih berani untuk berbicara menggunakan bahasa inggris?
FNH	Tidak terlalu.

Interview 3

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
MAI	Ya, salah satunya bahasa inggris.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
MAI	Lumayan seru, soalnya comic ada bergambar nya jadi lumayan mengerti lah alur ceritanya.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
MAI	Ya.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
MAI	Biasa aja, tapi terkadang ada susah nya juga.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?

MAI	Terkadang ada kata yang nggak tahu artinya atau sebaliknya dari kata itu.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
MAI	Ya, karena sebagian kata ada yang nggak tahu.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
MAI	Biasa saja. Hehehe.....

Interview 4

Reseracher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
KSLA	Iya hehehe.....karena seru aja gitu bahasa inggris.
Reseracher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
KSLA	Belajar bahasa inggris pake media comic itu enak

	jadi ngerti gitu.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
KSLA	Iya.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
KSLA	Kaya gimana ya hehe.... deg-degan tapi pengen. Deg- degan gitu ngomong nya tapi pas sudah dijalanin enjoy sih.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
KSLA	Dikit-dikit sih ada, kaya bahasanya ada yang nggak bisa diomongin terus ya gitulah.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
KSLA	Ya, dapat kosakata baru sih.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?

KSLA	Mungkin. Hehehe.....
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Interview 5

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
NSA	Iya, yang paling disukai.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
NSA	Emmmm.....enak.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
NSA	Ya, sedikit sih soalnya kan terkadang alur nya ada yang maju mundur juga.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
NSA	Lumayan, soalnya ada yang nggak tahu juga cara ngomong nya gimana.

Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
NSA	Mungkin ada beberapa kata yang belum pernah di denger gitu terus juga nggak tahu cara ngomong nya gimana.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
NSA	Iya ada beberapa.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
NSA	Jadi lebih berani.

Interview 6

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
RSMT	Ya, suka.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media

	comic? Apakah menyenangkan atau tidak? Berikan alasanmu
RSMT	Emmmm..... lumayan seru.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
RSMT	Ya, ngerti.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
RSMT	Yaaa... deg-degan sih miss soalnya kan suka terbata-bata gitu ngomong nya.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
RSMT	Emmm...apaya, bahasanya susah buat diomongin gitu.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
RSMT	Ya.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan

	bahasa inggris?
RSMT	Ya, jadi lebih berani.

Interview 7

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
EI	Nggak begitu sih, karena kan istilahnya kalau pelajaran bahasa inggris itu pelajaran yang dibutuhkan saat UN dan dibutuhkan untuk masa depan dan pelajaran bahasa inggris itu ada yang tidak disukai karena belum mahir bahasa inggrisnya.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
EI	Cukup membantu karena di storytelling dalam media comic karena disediakan gambar dan juga kata-kata yang emmmm....dialog jadi mempermudah si pembaca.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada

	pada comic?
EI	Emmm.... ya saya memahami alur cerita yang ada pada comic.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
EI	Perasaan nya sedikit gugup karena emmm..... karena perlu penguasaan bahasa inggris yang pasti benar lalu grammar saat membaca dan emmmm... apa feels yang tepat untuk menghayati saat membaca.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
EI	Ya, yang tadi saya bilang yang pertama itu seperti kaya penguasaan kata-kata bahasa inggris yang belum terlalu lancar, lalu grammar saat membaca lalu yang terakhir itu minim nya pengalaman.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
EI	Ya, saya mendapatkan kosakata baru dari comic bergenre cerita rakyat ini dan kosakta baru dari apa

	kata-kata yang baru saya ketahui.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa Inggris?
EI	Ya, saya tertarik dan berani apabila diminta untuk storytelling di depan kelas lagi.

B. Discussion

In accordance with the data from documentation, classroom observation, and interview. First, the data was collected from documentation. It was explained through storytelling activities based on the comic were mentioned in the RPP. To gain the data was involved observation in this research. The teacher did some step storytelling technique in speaking teaching; there were pre-activity, whilst-activity, and post activity. In the pre-activity, she gave apperception for students. It was started the lesson, she showed some of picture Indonesian folktale and gave question to stimulate the students. After that, they knew what they were going to learn in the lesson.

In the whilst-activity, the teacher used media, such as folktale comic to gain students' attention. Then, she used storytelling technique and gave students an example by using body language and different voices to make good storyteller. Furthermore, she encouraged students to tell the

story in front of the class based on the comic that given by the teacher. She also explored new words and asked unfamiliar words to the students.

In the post activity, she directly corrected the students' mistakes after students told the story and asked about some question appropriate with the story. The last, she told students to prepare told the story in the next session until finished.

From the interview was conducted by teacher. The teacher did some steps storytelling technique for pre-activity, whilst-activity, and post-activity in speaking skill. Before starting the lesson, she has already prepared the lesson plan and the media. In the pre-activity, she gave apperception, students were given some questions related to the topic. Therefore, the students knew what they were going to learn. In the whilst-activity, she gave comic as a media for students. After that, students told the story which comic given by the teacher. She also stated that students to looking for unfamiliar words in the comic. In the post activity, the teacher and students reviewed the material together and teacher informed students to continue story in the next session.

In addition, the researcher did an interview with the student. Based on the interview, the researcher assumed that students felt happy and interested in learned storytelling by using comic. In comic, the students could improve their vocabulary, because they found out unfamiliar words in the story. Then, students could have self-confidence while they were

storytelling. They felt challenged to speak English in front of the class although some of the students did not know how to pronounce it.

In relation to the result of the study, Cameron (2001), Harmer (2007), and Paul Douglas Lopes in *Demanding Respect: The Evolution of the American Comic Book* (2009) said that storytelling is the communicating of events through the use of words and sounds. This is an art of expression and improvisation, which revolves around a plot and/or narrative point of view. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Therefore, students can share their ideas in storytelling. For example, comic books originally based on short stories in serial format, now comic books present long-arc narratives with complex storylines again allowing for complex and compelling storytelling.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study examines how the teacher applied comic based storytelling in teaching English to Junior High School students. In particular, this study tries to describe the steps of the teaching-learning process in the class for grade VIII (8). The teacher uses comic as a media in teaching. These activities are effective to trigger students' interest in English lesson especially in speaking. It can be seen from their enhanced in the classroom such as student's self-confidence and enhanced in vocabulary. Then the students become more active to participate in the learning process.

From the discussion, it can be concluded that preparations are important to get a good speaking result in using storytelling technique. The teacher has prepared a lesson plan (RPP) and media such as comic, she gave explained of storytelling, when the teacher gave an example how to retelling the story, she also used body language and different voices to make the students easily understood about the material. When students were given a comic by the teacher, students asked to find out some unfamiliar words. After that, students must tell the story in front of the class based on the comic that they have memorized. The teacher also gives some questions related to the story and asked what a moral value in the story. After that, the teacher summarized the material to know whether the

students understood the material of storytelling and improve their vocabulary based on the story in comic.

According to the result of the research, it can be concluded that the teaching-learning process by using comic as a media in telling story is interesting for students. Storytelling activity can trigger the students to learn English actively and make them more self-confidence in speaking. Students are active to ask the meaning of unfamiliar words. Some of them feel happy and motivate them to learn English more.

B. Suggestion

Based on the research result, the researcher gives some suggestions to the teacher. First, it is suggested that the teacher have to prepare more interactive media besides comic, which is interesting in order to make students enjoy the lesson. Second, the teacher should make students intend to know the meaning of vocabulary in the dictionary to decrease students who always ask about the meaning while they were read and memorized the comic.

Second, for the students should be more active and self-confidence in order to make improve their speaking and enhances their vocabulary. The last, for future researchers with a similar subject, it is suggested to conduct the research better than before, and do this research until this research saturated.

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DATA PENELITIAN

Guided Observation

Day and date : Monday, 18th February 2019

Time : 8.10 – 9.40 am.

Place : Classroom

No.	Pertanyaan	Ya	Tidak	Keterangan
1.	Guru mengenalkan topic yang berhubungan dengan teks narative bahasa Inggris kepada siswa.	✓		Yes, the teacher informs the topic to students.
2.	Guru menanyakan pengetahuan mereka mengenai teks narrative bahasa Inggris.	✓		Yes, the teacher asks to the students about their knowledge about narrative text.
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.	✓		Yes, the teacher explains the activities in this class after brainstorming.
4.	Guru menjelaskan langkah – langkah dari strategi yang akan digunakan dalam pembelajaran.	✓		Yes, the teacher explains what the activities in the class and what the media use in this lesson.
5.	Guru membagikan teks comic bahasa inggris yang berisi tentang cerita rakyat.	✓		The teacher gives a comic to students to support this lesson.
6.	Guru mengajak siswa memprediksi isi comic tersebut.	✓		The teacher asks about what the story of comic after students read the comic.
7.	Siswa memberi pendapat tentang isi comic.	✓		Students give their opinion about the

				comic.
8.	Guru mengajak siswa mencari kata – kata sukar.	✓		The teacher asks to find out the unfamiliar words in comic.
9.	Siswa menyebutkan kata – kata yang dianggap sukar.	✓		Students can find out the unfamiliar words.
10.	Guru menggali pengetahuan siswa tentang kata – kata sukar yang telah disebutkan.	✓		The teacher always gives a clue about the meaning of the unfamiliar word.
11.	Siswa memberikan jawaban sesuai dengan pengetahuan mereka.	✓		Students answer appropriate with their understanding.
12.	Guru mendemonstrasikan cara ber-storytelling dengan teks narrative tetapi menggunakan comic yang berbeda.	✓		The teacher gives an example of how to tell the story with use different comic before students retell the story.
13.	Siswa memperhatikan dan mulai mencoba menghafal isi comic tersebut.	✓		The students try to memorize the comic.
14.	Setelah diberi waktu untuk menghafal. Siswa satu persatu mulai menampilkan storytelling mereka di depan kelas.	✓		After time is up, students begin present their story in front of the class.
15.	Guru memberikan saran dan memberikan pembedaan ketika ada siswa yang salah mengucapkan kata bahasa inggris.	✓		The teacher gives suggestion and correction if students have mistaken in pronunciation.

Guided Observation

Day and date : Friday, 22th February 2019

Time : 13.40 – 15.00 pm.

Place : Classroom

No.	Pertanyaan	Ya	Tidak	Keterangan
1.	Guru mengenalkan topic yang berhubungan dengan teks narative bahasa Inggris kepada siswa.		✓	The teacher has already informed the topic to students in the previous session.
2.	Guru menanyakan pengetahuan mereka mengenai teks narrative bahasa Inggris.		✓	The teacher does not ask about students' knowledge again.
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.	✓		Yes, the teacher explains the activities in this class after brainstorming.
4.	Guru menjelaskan langkah – langkah dari strategi yang akan digunakan dalam pembelajaran.	✓		Yes, the teacher explains what the activities in the class and what the media use in this lesson.
5.	Guru membagikan teks comic bahasa inggris yang berisi tentang cerita rakyat.		✓	The teacher has already given a comic to students to support this lesson in the previous session.
6.	Guru mengajak siswa memprediksi isi comic tersebut.		✓	The teacher has already asked about what the story of comic after students read the comic.
7.	Siswa memberi pendapat	✓		Students give their opinion about the

	tentang isi comic.			comic.
8.	Guru mengajak siswa mencari kata – kata sukar.	✓		The teacher asks to find out the unfamiliar words in comic.
9.	Siswa menyebutkan kata – kata yang dianggap sukar.	✓		Students can find out the unfamiliar words.
10.	Guru menggali pengetahuan siswa tentang kata – kata sukar yang telah disebutkan.	✓		The teacher always gives a clue about the meaning of the unfamiliar word.
11.	Siswa memberikan jawaban sesuai dengan pengetahuan mereka.	✓		Students answer appropriate with their understanding.
12.	Guru mendemonstrasikan cara ber-storytelling dengan teks narrative tetapi menggunakan comic yang berbeda.		✓	The teacher has already given an example of how to tell the story with use different comic before students retell the story in the previous session.
13.	Siswa memperhatikan dan mulai mencoba menghafal isi comic tersebut.	✓		The students try to memorize the comic.
14.	Setelah diberi waktu untuk menghafal. Siswa satu persatu mulai menampilkan storytelling mereka di depan kelas.	✓		After time is up, students begin present their story in front of the class.
15.	Guru memberikan saran dan memberikan pembedaan ketika ada siswa yang salah mengucapkan kata bahasa inggris.	✓		The teacher gives suggestion and correction if students have mistaken in pronunciation.

Guided Observation

Day and date : Monday, 25th February 2019

Time : 8.10– 9.40 am.

Place : Classroom

No.	Pertanyaan	Ya	Tidak	Keterangan
1.	Guru mengenalkan topic yang berhubungan dengan teks narative bahasa Inggris kepada siswa.		✓	The teacher has already informed the topic to students in the previous session.
2.	Guru menanyakan pengetahuan mereka mengenai teks narrative bahasa Inggris.		✓	The teacher does not ask about students' knowledge again.
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.	✓		Yes, the teacher explains the activities in this class after brainstorming.
4.	Guru menjelaskan langkah – langkah dari strategi yang akan digunakan dalam pembelajaran	✓		Yes, the teacher explains what the activities in the class and what the media use in this lesson.
5.	Guru membagikan teks comic bahasa inggris yang berisi tentang cerita rakyat.		✓	The teacher has already given a comic to students to support this lesson in the previous session.
6.	Guru mengajak siswa memprediksi isi comic tersebut.		✓	The teacher has already asked about what the story of comic after students read the comic.
7.	Siswa memberi pendapat tentang isi comic.	✓		Students give their opinion about the

				comic.
8.	Guru mengajak siswa mencari kata – kata sukar.	✓		The teacher asks to find out the unfamiliar words in comic.
9.	Siswa menyebutkan kata – kata yang dianggap sukar.	✓		Students can find out the unfamiliar words.
10.	Guru menggali pengetahuan siswa tentang kata – kata sukar yang telah disebutkan.	✓		The teacher always gives a clue about the meaning of the unfamiliar word.
11.	Siswa memberikan jawaban sesuai dengan pengetahuan mereka.	✓		Students answer appropriate with their understanding.
12.	Guru mendemonstrasikan cara ber-storytelling dengan teks narrative tetapi menggunakan comic yang berbeda.		✓	The teacher has already given an example of how to tell the story with use different comic before students retell the story in the previous session.
13.	Siswa memperhatikan dan mulai mencoba menghafal isi comic tersebut.	✓		The students try to memorize the comic.
14.	Setelah diberi waktu untuk menghafal. Siswa satu persatu mulai menampilkan storytelling mereka di depan kelas.	✓		After time is up, students begin present their story in front of the class.
15.	Guru memberikan saran dan memberikan pembedaan ketika ada siswa yang salah mengucapkan kata bahasa inggris.	✓		The teacher gives suggestion and correction if students have mistaken in pronunciation.

Interview Script

Interview with an English Teacher of SMPN 19 Kota Bogor

Respondent : PPW
Day and Date : Monday, 25st February 2019
Time : 12.00 a.m
Place : Teachers Room

Writer	<p><i>Assalamu'alaikum ibu, maaf mengganggu waktunya. Perkenalkan nama saya Ghina Khairunnisa, mahasiswa Universitas Pakuan, jurusan Pendidikan Bahasa Inggris. Kedatangan saya bermaksud ingin mewawancarai ibu terkait penelitian saya yang berjudul "Comic-Based Storytelling in Teaching of Speaking to Students Grade VIII (eight) in SMP Negeri 19 Bogor". Apakah ibu bersedia untuk saya wawancarai?</i></p> <p>[Assalamu'alaikum, sorry for disturbing you miss, my name is Ghina Khairunnisa, I am from English Language Education Study Program of Pakuan University. My intention of coming here is to interview miss related to my paper entitled, "Comic-Based Storytelling in Teaching of Speaking to Students Grade VIII (eight) in SMP Negeri 19 Bogor".</p>
Respondent	<p><i>Oh iya boleh ghina.</i></p> <p>[Yes, of course,ghina]</p>
Writer	<p><i>Hal apa saja yang anda persiapkan sebelum memulai mengajar speaking pada materi teks narrative kepada siswa?</i></p> <p>[What things do you prepare before you are starting to teach speaking on narrative text material to students?]</p>
Respondent	<p><i>Biasanya kalau narrative teks yang pertama dipersiapkan pastinya cerita nyari teks dulu terus kadang-kadang kita juga mencari materi , browsing internet ya biasanya kita mencari cerita yang pas dulu buat anak – anak.</i></p> <p>[In the first time meeting, I prepare the story through internet that is suitable for students.]</p>
Writer	<p><i>Media atau alat peraga apa saja yang anda gunakan untuk merangsang pengetahuan dan perhatian siswa pada awal pembelajaran melalui tehnik storytelling?</i></p> <p>[What is the media do you use to stimulate students' attention and knowledge through storytelling technique?]</p>
Respondent	<p><i>Biasanya lewat cerita ya, kita cari cerita di Google misalnya ya nanti dan biasanya nanti kita liat lewat infocus.</i></p> <p>[Sometimes the media is through story. Then, I present the</p>

	story using infocus.]
Writer	<i>Apakah anda memberi sebuah clue untuk materi yang akan diajarkan kepada siswa?</i> [Do you give a clue for the material that will learn to students?]
Respondent	<i>Kadang-kadang sih ya nggak terlalu sering memberikan clue.</i> [Sometimes, I do not give a clue from the story for them.]
Writer	<i>Bagaimana cara anda mengarahkan siswa pada topik pembelajaran speaking melalui storytelling dengan menggunakan media comic yang hendak dipelajari saat itu?</i> [How do you direct students to the learning topic speaking through storytelling with comic as a media that will learn on that day?]
Respondent	<i>Pasti yang pertama anak liat dulu baca dulu komik nya kalau cerita nya menarik pasti mereka exciting untuk bacanya jadi tergantung dari komik yang kita siapkan.</i> [For the first, students should read the comic, it makes them interesting to read depend on the story.]
Writer	<i>Bagaimana anda memotivasi siswa sebelum memulai pembelajaran speaking melalui storytelling?</i> [How do you motivate students before starting to learn speaking through storytelling?]
Respondent	<i>Kita biasanya kasih warming up dulu, ngobrol dulu dengan anak, apa hobbi nya, suka baca apa, nanti biasa nya mereka jawab "saya suka baca novel, Miss" nah nanti ditanya lagi suka baca novel apa, dari situ anak sudah mulai exciting tu, hari ini dia akan mempelajari narrative text.</i> [In the pre-activity, we talk about the students' hobby. Further, they answer the question from the teacher that they like to read novel.]
Writer	<i>Mengapa anda memilih media comic untuk pembelajaran teks narrative dengan tehnik storytelling?</i> [Why do you choose comics as a media to learn narrative text using storytelling technique?]
Respondent	<i>Mungkin karena komik full picture ya, ada gambar nya juga ada cerita nya juga itu biasanya lebih menarik untuk anak-anak.</i> [Comic has picture in the story, which makes students interesting to read.]
Writer	<i>Apakah anda memberi penjelasan dahulu mengenai materi storytelling?</i> [Do you explain the material of narrative text?]
Respondent	<i>Ya pasti kita jelaskan dulu, storytelling itu seperti apa, karena kita mempelajari narrative, narrative itu seperti apa, structure nya seperti apa dan unsur kebahasaan nya seperti</i>

	<i>apa.</i> [Yes of course, I explain narrative text. In addition, I ask the generic structure and language features of narrative text.]
Writer	<i>Apakah anda memberi contoh dahulu bagaimana cara anda storytelling?</i> [Do you give an example of how you are storytelling?]
Respondent	<i>Iya pasti saya bacakan dulu cerita dengan ekspresi , intonasi dan sesuai dengan karakter nya.</i> [Yes of course, I read the story first with expression, intonation, and characters.]
Writer	<i>Pada saat anda memberikan contoh saat storytelling, jenis cerita comic apa yang digunakan?</i> [When you give an example of storytelling, what kind of comic stories do you use?]
Respondent	<i>Cerita rakyat ya biasanya.</i> [The folktale story.]
Writer	<i>Setelah anda memberikan contoh, Apakah ada siswa yang masih merasa bingung?</i> [After you give an example, there are students who still feel confused?]
Respondent	<i>Pasti ada, karena tidak semua siswa itu bisa dengan mudah menangkap bahasa kita ya. Karena kita bermacam macam ya ada yang bisa ada yang tidak.</i> [Not all students are able to grasp the language. Some of them are able and are not able to grasp language.]
Writer	<i>Bagaimana cara anda mengatasi kebingungan yang dihadapi para siswa sebelum anda memberikan comic yang harus siswa praktekan dengan storytelling di depan kelas?</i> [How do you resolve students confusion before you give the comic which students must tell the story in front of the class?]
Respondent	<i>Kalau mengatasi kebingungan siswa, biasanya mereka tidak tahu artinya , tidak tahu vocabulary nya dan otomatis disitu saya juga mengajarkan bercerita sekaligus vocabulary yang ada dicerita itu.</i> [When students confuse, I directly teach vocabulary of the story.]
Writer	<i>Apakah anda bertanya kepada siswa tentang kosakata yang mereka tidak pahami ketika comic tersebut sudah diberikan kepada siswa?</i> [Do you ask students about vocabularies that they do not understand from that story?]
Respondent	<i>Ya pasti akan saya tanya apakah ada yang tidak mengerti artinya.</i> [Yes, of course I always ask whether they do not understand.]

Writer	<p><i>Pada saat siswa sedang membaca dan menghafal comic tersebut, adakah murid yang bertanya mengenai kosakata yang mereka tidak pahami?</i></p> <p>[When students are reading and memorizing the story, there are students who ask questions about the vocabulary they do not understand?]</p>
Respondent	<p><i>Ada untuk biasanya yang bertanya itu justru untuk anak-anak yang pintar, karena mungkin mereka fokus jadi suka bertanya ini artinya apa.</i></p> <p>[Clever students always ask the question because they intend to know what are the meaning of vocabularies.]</p>
Writer	<p><i>Berapa lama anda berikan waktu untuk para siswa menghafal comic tersebut?</i></p> <p>[How long do you give time for students to memorize the story?]</p>
Respondent	<p><i>Biasanya 2 mingguan lah untu persiapan.</i></p> <p>[It is usually two weeks for preparation.]</p>
Writer	<p><i>Setelah waktu yang sudah anda tentukan untuk para siswa membaca dan menghafal comic sudah habis, bagaimana cara anda untuk memulai praktikan storytelling? Apakah siswa dipanggil sesuai absen atau sesuai kesiapan siswa yang sudah siap untuk maju?</i></p> <p>[How do you start students to tell the story? The students are called according to absence or the readiness of students?]</p>
Respondent	<p><i>Biasanya yang dipanggil sesuai dengan kesiapan siswa.</i></p> <p>[It is usually based on the readiness of students.]</p>
Writer	<p><i>Bagaimana cara anda membuat para siswa berani untuk menampilkan hasil mereka membaca comic untuk storytelling di depan kelas?</i></p> <p>[How do you make students brave to tell the story in front of the class?]</p>
Respondent	<p><i>Dengan memotivasi mereka saja.</i></p> <p>[I give students motivation.]</p>
Writer	<p><i>Apakah anda mengoreksi kesalahan siswa setelah mereka storytelling secara satu per satu?</i></p> <p>[Do you correct students' mistakes after they told the story one by one?]</p>
Respondent	<p><i>Tidak mengoreksi ketika mereka sedang membaca tapi setelah itu baru dikasih tau, ketika mereka sedang baca biarkan baca dulu apadanya setelah itu baru dikoreksi.</i></p> <p>[I do not correct when students tell the story, after that they have finished the story, she directly corrects the students']</p>

	mistakes.]
Writer	<i>Bagaimana cara anda mengevaluasi pembelajaran teks narrative dengan skill speaking melalui storytelling pada media comic yang anda berikan kepada siswa?</i> [How do you evaluate students in the learning process?]
Respondent	<i>Mengevaluasi nya biasanya kemaren saya evaluasi itu anak-anak masih kesulitan dalam membaca kata vocabulary nya masih belum menguasai pemahaman mereka cara membaca masih belum memahami berarti itu yang harus kita tingkatkan cara mereka membaca dari cerita itu sendiri.</i> [For evaluation, I usually evaluate students' difficulties in pronunciation to read vocabulary. It means, we have to improve students' the way how to read from the story.]
Writer	<i>Apa saja cara yang anda lakukan agar siswa tidak merasa jenuh atau bosan ketika proses pembelajaran speaking melalui storytelling berlangsung?</i> [What do you do to make students do not feel bored when teaching-learning process?]
Respondent	<i>Kalau dengan bercerita dengan ekspresi yang menarik mungkin ada juga lelucon-lelucon disela cerita itu ada juga kita sampaikan moral nya apa jadi mereka tu lebih tidak akan jenuh dan senang.</i> [If I tell the story with expression through jokes, it makes students implicitly obtain moral value from the story.]
Writer	<i>Apakah anda bertanya kepada siswa mengenai kesulitan yang mereka hadapi selama proses pembelajaran melalui storytelling?</i> [Do you ask students about the difficulties that they faced during the learning process through storytelling?]
Respondent	<i>Iya setiap akhir pembelajaran saya selalu bertanya apakah ada kesulitan.</i> [In the last the learning of process, I ask the students' difficulties of the lesson.]
Writer	<i>Apakah anda bertanya kepada siswa mengenai peningkatan kosakata apa saja yang mereka dapat dari membaca comic tersebut?</i> [Do you ask students about their increase in vocabulary that they get from reading the comic?]
Respondent	<i>Pasti saya selalu bertanya setiap ada kata-kata yang baru mereka harus membuat catatan sendiri supaya mereka paham dan meningkatkan vocabulary mereka.</i> [I always ask if students find a new word and should make a note to improve their vocabulary.]

<p>Writer</p>	<p><i>Untuk mengakhiri pembelajaran, Apakah anda memberikan sebuah kata-kata motivasi agar membuat siswa semakin semangat untuk meningkatkan speaking skill mereka?</i> [Do you give motivation to the students in order to make them more enthusiastic in improving speaking skills?</p>
<p>Respondent</p>	<p><i>Ya memotivasi mereka dengan mengatakan bahwa bahasa inggris tidak hanya untuk dipahami tapi juga untuk ke skill speaking juga diperlukan jadi karna itu untuk kedepan nya mereka terjun ke masyarakat karena speaking lebih diperlukan.</i> [Yes, I give students motivation with said that English is not only to understand but also for speaking skill is needed for their future life.]</p>

Interview Script

Interview with 7 students of class VIII-H in SMPN 19 Kota Bogor

Respondent 1 : **DF**
Day and Date : **Monday, 25st February 2019**
Time : **10.00 a.m**
Place : **Classroom**

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
DF	Ya, karena saya suka bahasa inggris, karena saya suka mendengarkan lagu bahasa inggris.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
DF	Ya, menyenangkan karena bisa melatih pengucapan antar kata dan kalimat.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
DF	Ya.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
DF	Hmmm..... sedikit kesulitan.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
DF	Faktor vocab, karena sering lupa-lupa.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
DF	Ya, sedikit.

Interview Script

Respondent 2 : **FNH**
Day and Date : **Monday, 25st February 2019**
Time : **10.00 a.m**
Place : **Classroom**

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
FNH	Terkadang ya terkadang nggak.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
FNH	Menurut saya itu sangat menyenangkan karena pada dasarnya saya suka pada comic.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
FNH	Ya, tentu saja.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
FNH	Hmmm..... menyenangkan, seru.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
FNH	Cara pengucapannya, terus ekspresi sama gesture tubuh lah.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
FNH	Ya, banyak.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasalebih berani untuk berbicara menggunakan bahasa inggris?
FNH	Tidak terlalu.

Interview Script

Respondent 3 : MAI
Day and Date : Monday, 25st February 2019
Time : 10.00 a.m
Place : Classroom

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
MAI	Ya, salah satunya bahasa inggris.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
MAI	Lumayan seru, soalnya comic ada bergambar nya jadi lumayan mengerti lah alur ceritanya.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
MAI	Ya.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
MAI	Biasa aja, tapi terkadang ada susah nya juga.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
MAI	Terkadang ada kata yang nggak tahu artinya atau sebaliknya dari kata itu.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
MAI	Ya, karena sebagian kata ada yang nggak tahu.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
MAI	Biasa saja. Hehehe.....

Interview Script

Respondent 4 : KSLU
Day and Date : Monday, 25st February 2019
Time : 10.00 a.m
Place : Classroom

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
KSLU	Iya hehehe.....karena seru aja gitu bahasa inggris.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
KSLU	Belajar bahasa inggris pake media comic itu enak jadi ngerti gitu.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
KSLU	Iya.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
KSLU	Kaya gimana ya hehe.... deg-degan tapi pengen. Deg- degan gitu ngomong nya tapi pas sudah dijalanin enjoy sih.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
KSLU	Dikit-dikit sih ada, kaya bahasanya ada yang nggak bisa diomongin terus ya gitulah.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
KSLU	Ya, dapat kosakata baru sih.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
KSLU	Mungkin. hehehe.....

Interview Script

Respondent 5 : NSA
Day and Date : Monday, 25st February 2019
Time : 10.00 a.m
Place : Classroom

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
NSA	Iya, yang paling disukai.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
NSA	Emmmm.....enak.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
NSA	Ya sedikit sih, soalnya kan terkadang alur nya ada yang maju mundur juga.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
NSA	Lumayan, soalnya ada yang nggak tahu juga cara ngomong nya gimana.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
NSA	Mungkin ada beberapa kata yang belum pernah di denger gitu terus juga nggak tahu cara ngomong nya gimana.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
NSA	Iya ada beberapa.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
NSA	Jadi lebih berani.

Interview Script

Respondent 6 : **RSMT**
Day and Date : **Monday, 25st February 2019**
Time : **10.00 a.m**
Place : **Classroom**

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
RSMT	Ya, suka.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
RSMT	Emmmm..... lumayan seru.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
RSMT	Ya, ngerti.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
RSMT	Yaaa... deg-degan sih miss soalnya kan suka terbata-bata gitu ngomong nya.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
RSMT	Emmm...apaya, bahasanya susah buat diomongin gitu.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
RSMT	Ya.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
RSMT	Ya, jadi lebih berani.

Interview Script

Respondent 7 : EI
Day and Date : Monday, 25st February 2019
Time : 10.00 a.m
Place : Classroom

Researcher	Apakah pelajaran Bahasa Inggris adalah salah satu pelajaran yang kamu suka?
EI	Nggak begitu sih, karena kan istilahnya kalau pelajaran bahasa inggris itu pelajaran yang dibutuhkan saat UN dan dibutuhkan untuk masa depan dan pelajaran bahasa inggris itu ada yang tidak disukai karena belum mahir bahasa inggrisnya.
Researcher	Bagaimana menurutmu belajar bahasa inggris dengan metode storytelling menggunakan media comic? Apakah menyenangkan atau tidak? Berikan alasanmu
EI	Cukup membantu karena di storytelling dalam media comic karena disediakan gambar dan juga kata-kata yang emmm....dialog jadi mempermudah si pembaca.
Researcher	Apakah kamu memahami alur cerita rakyat yang ada pada comic?
EI	Emmm.... ya saya memahami alur cerita yang ada pada comic.
Researcher	Bagaimana perasaanmu saat menceritakan kembali sebuah cerita dalam bahasa inggris?
EI	Perasaan nya sedikit gugup karena emmm..... karena perlu penguasaan bahasa inggris yang pasti benar lalu grammar saat membaca dan emmm... apa feels yang tepat untuk menghayati saat membaca.
Researcher	Faktor-faktor apa saja yang membuatmu sulit untuk menceritakan kembali sebuah cerita dalam bahasa inggris?
EI	Ya, yang tadi saya bilang yang pertama itu seperti kaya penguasaan kata-kata bahasa inggris yang belum terlalu lancar, lalu grammar saat membaca lalu yang terakhir itu minim nya pengalaman.
Researcher	Apakah kamu mendapatkan kosakata baru setelah membaca comic?
EI	Ya, saya mendapatkan kosakata baru dari comic bergenre cerita rakyat ini dan kosakta baru dari apa kata-kata yang belu saya

	ketahui.
Researcher	Setelah bercerita ulang di depan kelas, apakah kamu merasa lebih berani untuk berbicara menggunakan bahasa inggris?
EI	Ya, saya tertarik dan berani apabila diminta untuk storytelling di depan kelas lagi.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP NEGERI 19 BOGOR

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/Dua

Materi Pokok : Teks Narrative

Alokasi Waktu : 2 X 40 Menit (3jp)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan tanggungjawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks <i>narrative</i> lisan dan tulisan. 3.8.2 Menjelaskan fungsi sosial pada teks <i>narrative</i> lisan dan tulisan.

2.	4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengans memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	4.8.1 Menceritakan ulang teks <i>narrative</i> dengan media <i>comic</i> . 4.8.2 Membuat comic berdasarkan cerita rakyat Indonesia.
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Fokus Penguatan Pendidikan Karakter : Religius, Nasionalis, Mandiri, Gotong Royong, Integritas.

C. Tujuan Pembelajaran

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks narrative lisan dan tulisan dengan tepat.
2. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat.
3. Menceritakan kembali teks narrative dengan media comic dengan tepat.
4. Membuat comic bahasa inggris secara jelas sesuai alur cerita rakyat Indonesia.
5. **Bersikap Religius, Nasionalis, Mandiri, Gotong Royong, Integritas.**

D. Materi Pembelajaran

1. Struktur teks:

- a. Pengenalan tokoh dan setting
- b. Komplikasi terhadap tokoh utama
- c. Solusi
- d. Akhir cerita

2. Unsur Kebahasaan:

- a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
- b. Modal auxiliary verbs.
- c. Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
- d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- e. Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple, past perfect, past continuous, past perfect continuous* atau *past future continuous*

3. Fungsi Sosial:

Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya lain.

Pembelajaran Remedial

Berdasarkan hasil analisa penilaian, siswa yang belum mencapai ketuntasan belajar diberi soal tentang fungsi sosial, struktur teks, dan unsur kebahasaan, terkait dengan teks narrative dengan media *comic* untuk mencoba *story retelling* lagi.

Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, siswa yang sudah mencapai ketuntasan belajar diberikan kegiatan pembelajaran pengayaan untuk perluasan dan/atau pendalaman materi (kompetensi) antara lain diberikan soal tentang fungsisosial, strukturteks, dan unsure kebahasaan terkait teks

narrative dengan *comic* yang lebih menantang lagi dari segi alur cerita dan bahasa.

E. Pendekatan dan Metode

1. Pendekatan : Ilmiah (Scientific)

Penerapan metode ilmiah :

- a. Mengamati
- b. Mempertanyakan
- c. Mengeksplorasi
- d. Mengasosiasi
- e. Mengkomunikasikan

2. Model : Cooperative Learning dan Problem Solving

3. Metode : Observation, Poster Session, Question and Answer,

4. Langkah – langkah : 5M (mengamati, menanya, mengeksplorasi, mengasosiasi, mengkomunikasi)

F. Media, Alat, dan Sumber Pembelajaran

Media

- English Comics

Bahan

- Buku

G. Sumber belajar

- English Comics
- Cerita Rakyat Indonesia
- Internet

H. Langkah-Langkah Kegiatan Pembelajaran

Langkah-langkah Pembelajaran		Keterangan
Kegiatan Awal 10 ‘		<ul style="list-style-type: none">• Siswa dan guru membuka kelas dengan diberi dan memberi salam.• Siswa dicek kehadirannya oleh guru.• Siswa ditanyakan materi minggu lalu (sebelumnya) oleh guru.• Siswa diperlihatkan sebuah gambar yang berhubungan dengan materi baru sebagai <i>brainstorming</i>.• Siswa menerka materi yang akan diajarkan sesuai dengan <i>brainstorming</i>.• Siswa dijelaskan tentang tujuan pembelajaran pada siswa.
Kegiatan Inti 55‘	Mengamati Menanya	<ul style="list-style-type: none">• Siswa diminta untuk mengamati sebagai contoh gambar yang guru tunjukkan.• Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan. • Siswa diberi kesempatan untuk mengajukan pertanyaan berdasarkan pada materi.

	<p>Mengeksplorasi</p> <p>Mengasosiasi</p> <p>Mengkomunikasikan</p>	<ul style="list-style-type: none">• Siswa dijelaskan mengenai materi teks narrative dan storytelling.• Siswa diberikan teks <i>narrative</i> dalam bentuk comic bahasa inggris.• Siswa diminta untuk membaca bersama-sama.• Siswa diberikan beberapa pertanyaan seputar isi dari comic tersebut.• Siswa diminta untuk menceritakan ulang kembali cerita sesuai dengan comic yang guru berikan di depan kelas.• Siswa diminta untuk membuat sebuah grup sebanyak 4 orang.• Siswa diminta mencari cerita rakyat indonesia dan setiap kelompok harus berbeda judul dan cerita.• Setiap kelompok diminta untuk membuat sebuah ilustrasi gambar (dalam bentuk comic bahasa inggris dan dilengkapi dengan adanya struktur teks, unsur kebahasaan dan fungsi sosial) untuk dijadikan pekerjaan rumah.• Siswa diberikan kesempatan untuk bertanya.• Siswa ditanya tentang tujuan pembelajaran apakah sudah tercapai atau belum.
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Kegiatan Penutup 10'		<ul style="list-style-type: none"> • Siswa dan guru bersama-sama menyimpulkan materi yang telah dibahas. • Siswa ditanya tentang kesulitan yang dialami tentang materi yang telah diajarkan. • Siswa diberi tugas kelompok (membuat comic bahasa inggris) • Siswa diminta untuk setiap kelompoknya mempresentasikan hasil membuat comicnya dipertemuan berikutnya. • Siswa disampaikan mengenai materi baru untuk pertemuan berikutnya • Siswa dan guru mengakhiri mata pelajaran
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I. Penilaian Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian :

- Sikap : Observasi
- Pengetahuan : Tes Lisan dan Tulis
- Keterampilan : Unjuk Kerja

2. Instrumen Penilaian

Menyajikan informasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang diperoleh dari teks Narrative dengan media comic bahasa inggris dan menceritakan kembali cerita comic tersebut di depan kelas.

3. Rubrik Penilaian dan Penskoran

a. Rubrik Penilaian Sikap

JURNAL SIKAP SPIRITUAL DAN SOSIAL

Nama Sekolah :

Kelas/Semester :

Tahun Pelajaran :

No	Waktu	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	TTD	Tindak Lanjut
1.						
2.						

b. Rubrik Penilaian Pengetahuan

No	Nama Siswa	Content	Grammar	Mechanic	Nilai
1					

Indikator	Score
Need improve	2
Fair	3
Good	4
Exellent	5

Kriteria penilaian dapat dilakukan sebagai berikut:

Nilai siswa = Skor diperoleh X 20

c. Rubrik Penilaian Keterampilan

No	NamaSiswa	Fluency	Intonation	Gesture	Nilai
1					

Indikator	Score
Need improve	2
Fair	3
Good	4
Exellent	5

Kriteria penilaian dapat dilalukan sebagai berikut:

$$\text{Nilai siswa} = \frac{\text{Skor diperoleh}}{3} \times 20$$

3

4. Pembelajaran Remedial dan Pengayaan

a. Pembelajaran Remedial

Berdasarkan hasil analisa penilaian, siswa yang belum mencapai ketuntasan belajar diberi soal tentang fungsi sosial, struktur teks, dan unsur kebahasaan, terkait dengan teks narrative dengan media comic untuk mencoba story retelling lagi.

b. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, siswa yang sudah mencapai ketuntasan belajar diberikan kegiatan pembelajaran pengayaan untuk perluasan dan/atau pendalaman materi (kompetensi) antara lain diberikan soal tentang fungsisosial, strukturteks, dan unsure kebahasaan

terkait teks narrative dengan comic yang lebih menantang lagi dari segi alur cerita dan bahasa.

Mengetahui,

Bogor, Februari 2019

Kepala sekolah,

Guru,

Tati Karwati, M.Pd

R. Palestin Purnawulan, S.S.

(NIP. 19700322 199412 2 002)

(NIP. 19750427008012007)

Lampiran

The Crying Stone

Darmi is a fatherless child. Since Darmi's father passed away. Her mother had to work very hard to feed their life



The difficulty of life makes Darmi's mother looked older and duller than her actual age



Different with her mother. Every day Darmi was just spending her time by beautifying herself. Besides lazy, she was also very spoiled.



Today my vegetables sell out. So we can buy foods.



But my make-up runs out! I want to buy face powder, ok?

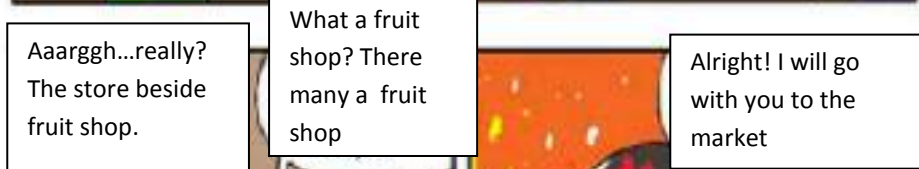


But, how we can eat today?

You can go to the market and sell vegetables again!

At the market, can you buy face powder like this, ok?

Where can I buy? I don't know where the store



Aaargh...really? The store beside fruit shop.

What a fruit shop? There many a fruit shop

Alright! I will go with you to the market



PLAK

HUUUH



Can you help me to bring these vegetables? We can get a lot of money if we bring more vegetables

I do not want! I feel shamed to people if I bring these vegetables!

What? I bring these vegetables?



At the market.
Darmi look pretends
do not know her

Darmi...wait. I want
to leave these
vegetables for sale

Do not touch me. Hurry
up please to sell your
vegetables! I need money
for buy face powder!



Here is
money

Hi Darmi, long time you
never came here. What
do you need?

I need
face
powder



Yeeay... let
us go to the
store!



And soap

Wow...this is
your
mother?

But, you
look alike

My mother stays
at home. She is
beautiful just like
me unlike her!



What do you
mean? Her?
She is my
maid!



When they buy some fruits. A people said about them. Darmi feel ashamed

Wow... Madam you are lucky to have a pretty daughter

You make me embarrassed! Don't close to me!

Darmi, I know I'm ugly. But I'm still your mom.



She's not my mom. Don't you see the difference in our skin?

SREEET

I never asked to be born by a woman like you. I shouldn't have a mother like this! I want to have mother that have white skin and beautiful



Oh God! Please forgive my daughter. She just not remember, I am her mother that conceived and takes care of her



Suddenly, thunder struck

Mom... help me. Why I cannot move?

Darmiii..

But it was too late. Her whole body stiffed and it turned into stone. The stone is popularly called as "the crying stone" until now.



Mom.. I'm sorry for all my mistakes. Forgive me, Mom!

SYLLABUS

Silabus Pembelajaran Kelas VII SMP/MTs – Bahasa Inggris

			fungsi sosialnya, di dalam dan di luar kelas.		
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk label, sosial dengan konteks penggunaannya	Teks naratif, berbentuk label pendek dan sederhana - Fungsi sosial/ Memperoleh hiburan, menghibur dan mengopikan informasi lain melalui cara yang tidak terduga - Struktur teks (gagasan utama dan informasi rinci) a. Mempertanyakan tokoh, tempat, waktu, terjadinya cerita (orientasi) b. Memberikan penilaian terhadap tokoh dan kondisi terjadinya cerita. c. Mempertanyakan kisah yang terjadi terhadap tokoh utama (komplikasi)	Memahami <ul style="list-style-type: none"> Menyalin dengan tulisan tangan yang rapi beberapa label, pendek dan sederhana dari berbagai sumber, dengan memperhatikan unsur dan tanda baca dengan benar. Menbaca dan menganalisis label tersebut untuk memahami isi pesannya. Dengan berbagai guru, mengidentifikasi fungsi sosialnya, struktur teks (maksud atau gagasan utama dan informasi rinci) dan setiap label tersebut. Menanya Dengan berbagai dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dan setiap label tersebut. Mengungkapkan informasi <ul style="list-style-type: none"> Secara kolaboratif, memuat 	<ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks teks naratif berbentuk label, pendek dan sederhana. Tingkat kelengkapan dan keterbacaan pemahaman isi pesan label. Tingkat ketepatan untuk kebahasaan: kata bahasa, kata kata, ucapan, tekanan kata, intonasi, aksen, tanda baca, keragaman tulisan tangan. Sikap tenggang jawab, kerjasama, cinta damai, dan percaya diri yang memuat 	18 JP	<ul style="list-style-type: none"> Buku Teks wajib Kelahiran an ucapan dan tindakan guru bagaimana dan setiap tindakan komunikasi interpersonal/ transaksional dengan damai dan akurat Contoh teks dari sumber otentik Sumber dan internet, seperti www.ia
4.18 Mengungkap makna teks naratif lisan dan tulis, berbentuk label pendek dan sederhana penggunaannya					

Silabus Pembelajaran Kelas VII SMP/MTs – Bahasa Inggris

0. Mempertanyakan atau cerita di mana kisah tersebut disajikan dengan berbagai atau bentuk	<ul style="list-style-type: none"> Memberikan alasan atau komentar untuk (narrative), opsional Jenis kebahasaan: <ol style="list-style-type: none"> Tata bahasa Simple Past tense, Past Continuous Tense Kalimat langung dan tidak langung Kata ganti, kata buktikan dalam teks, konotasi dan bentuk kata Adverbial penghubung waktu, tempat, alasan, akibat, kondisi, dan Adverbial dan frase preposisional 	dan mengungkap beberapa label pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku, dan <ul style="list-style-type: none"> Menbaca narasi dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari label. Menbaca semua label yang telah terkumpul dan secara lebih cermat dengan cara mengidentifikasi dan membandingkan: <ul style="list-style-type: none"> fungsi sosial setiap label kalimat langung, waktu, terjadinya cerita kalimat yang terjadi terhadap tokoh alasan cerita di mana kisah berakir komentar atau penilaian secara tentang label (positif, jika ada) kata kata, kata bahasa, ucapan, tekanan kata, aksen, tanda baca yang 	Includes memahami isi pesan label Sikap: <ul style="list-style-type: none"> Observasi Observasi terhadap tindakan siswa berusaha memahami dan mengaitkan isi pesan label pendek dan sederhana Observasi terhadap kesungguhan, keraguan, jomb, dan kisah siswa siswa dalam proses pembelajaran di setiap lapangan Partisipasi dan Partisipasi siswa secara aktif dalam proses pembelajaran		www.ia www.ia www.ia www.ia www.ia www.ia www.ia www.ia www.ia www.ia www.ia
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Silabus Pembelajaran Kelas VII SMP/MTs – Bahasa Inggris

		benar dan menulis dengan aman dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <ul style="list-style-type: none"> Membicarakan permasalahan yang dialami dalam memahami label dan menyelesaikannya dalam bentuk belajar sederhana dalam bahasa Indonesia. 	benar <ul style="list-style-type: none"> Portofolio Kumpulan hasil diskusi tentang beberapa label yang telah diajarkan Lembar soal dan hasil tes 		
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SURAT KETERANGAN BIMBINGAN

UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu dan Berkepastian</i> Jalan Pakuan Ketak Pos 452, E-mail: fkip@unpak.ac.id, Telpun (0251) 8375938 Bogor	
SURAT KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN NOMOR: 340.1/SK/DFKIP/VIII/2018	
TENTANG	
PENGANGKATAN PEMBIMBING SKRIPSI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN	
Menimbang	<ol style="list-style-type: none">1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.3. Sangat merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.4. Ujian Sarjana harus terselenggara dengan baik.
Mengingat	<ol style="list-style-type: none">1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.3. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.5. Keputusan Rektor Universitas Pakuan Nomor 07/KEP/REK/VIII/2015, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.
Memperhatikan	Laporan dan permohonan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat majlis fakultas Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
MEMUTUSIKAN	
Menetapkan Pertama	Mengangkat Saudara: 1. Dr. Ema Sutrisa, M.Pd. 2. Gusniel, S.Pd., M.M. sebagai pembimbing dari: Nama : Ulina Khairunnisa NPM : 031114016 Fakultas : Keguruan dan Ilmu Pendidikan Judul Skripsi : <i>Comic-Based Storytelling in Teaching of Speaking to Grade VIII (Eight)</i> di SMPN 19 Bogor
Kedua	Kepada yang bersangkutan diberitakukan baik dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperbunya.
Ditetapkan di Bogor, Pada tanggal 21 Agustus 2018 Dekan, <i>[Signature]</i>	
Drs. Deddy Sofian, M.Pd. NIP. 19560104 199002 1 003	
Tembusan:	<ol style="list-style-type: none">1. Rektor Universitas Pakuan2. Wakil Rektor I, II, dan III Universitas Pakuan3. Kepala BAAK/BAUm Universitas Pakuan4. Para Dekan Fakultas di Lingkungan Universitas Pakuan

BERITA ACARA BIMBINGAN

ETIKA PENULISAN SKRIPSI

Tidak ada orang yang harus dipertalikan peneliti antara lain:

1. Berperannya sebagai manusia di masyarakat.
2. Proses, hasil dan praktik dari laporan hasil penelitiannya akan dilasici oleh banyak orang termasuk masyarakat akademik.
3. Tidak melupakan pemirsa lain orang lain yang dibat dipertalikan yaitu: mengabai tugas menugaskan seandainya.
4. Tidak mengabaikan informasi responden dengan pengantian yang berkesan atau bertolak belakang.
5. Tidak menganti ungu-unggu hasil penelitian di dalam takulasi data atau membuat data sendiri.
6. Tidak melakukan testing metode yang dipergunakan dalam penelitian.
7. Tidak mengabaikan pendapat orang lain.
8. Tidak menyalahgunakan informasi yang responden memberikan informasi kepadanya.

Tanggal	Bab	Catatan Pembimbing	Paraf
11-11-2017	I	- Bab 1 - Cover - Daftar Isi	
14-11-2017	I	- Bab 1 - Bab 2 - Bab 3 - Bab 4 - Bab 5 - Bab 6 - Bab 7 - Bab 8 - Bab 9 - Bab 10 - Bab 11 - Bab 12 - Bab 13 - Bab 14 - Bab 15 - Bab 16 - Bab 17 - Bab 18 - Bab 19 - Bab 20 - Bab 21 - Bab 22 - Bab 23 - Bab 24 - Bab 25 - Bab 26 - Bab 27 - Bab 28 - Bab 29 - Bab 30 - Bab 31 - Bab 32 - Bab 33 - Bab 34 - Bab 35 - Bab 36 - Bab 37 - Bab 38 - Bab 39 - Bab 40 - Bab 41 - Bab 42 - Bab 43 - Bab 44 - Bab 45 - Bab 46 - Bab 47 - Bab 48 - Bab 49 - Bab 50	
18-11-2017	I	- Bab 1 - Bab 2 - Bab 3 - Bab 4 - Bab 5 - Bab 6 - Bab 7 - Bab 8 - Bab 9 - Bab 10 - Bab 11 - Bab 12 - Bab 13 - Bab 14 - Bab 15 - Bab 16 - Bab 17 - Bab 18 - Bab 19 - Bab 20 - Bab 21 - Bab 22 - Bab 23 - Bab 24 - Bab 25 - Bab 26 - Bab 27 - Bab 28 - Bab 29 - Bab 30 - Bab 31 - Bab 32 - Bab 33 - Bab 34 - Bab 35 - Bab 36 - Bab 37 - Bab 38 - Bab 39 - Bab 40 - Bab 41 - Bab 42 - Bab 43 - Bab 44 - Bab 45 - Bab 46 - Bab 47 - Bab 48 - Bab 49 - Bab 50	
21-11-2017	I	- Bab 1 - Bab 2 - Bab 3 - Bab 4 - Bab 5 - Bab 6 - Bab 7 - Bab 8 - Bab 9 - Bab 10 - Bab 11 - Bab 12 - Bab 13 - Bab 14 - Bab 15 - Bab 16 - Bab 17 - Bab 18 - Bab 19 - Bab 20 - Bab 21 - Bab 22 - Bab 23 - Bab 24 - Bab 25 - Bab 26 - Bab 27 - Bab 28 - Bab 29 - Bab 30 - Bab 31 - Bab 32 - Bab 33 - Bab 34 - Bab 35 - Bab 36 - Bab 37 - Bab 38 - Bab 39 - Bab 40 - Bab 41 - Bab 42 - Bab 43 - Bab 44 - Bab 45 - Bab 46 - Bab 47 - Bab 48 - Bab 49 - Bab 50	

Tanggal	Bab	Catatan Pembimbing	Paraf
11-11-2017			
14-11-2017	I	Accepted / 10/11	
18-11-2017	I	Revisi	
21-11-2017	I	Check chapter	

Tanggal	Bab	Catatan Pembimbing	Paraf
18/11/17	I	Revisi	
21/11/17	I	Revisi - Grammar - Spelling	
28/11/17	I	Revisi - Grammar	

Tanggal	Bab	Catatan Pembimbing	Paraf
10/10 20	10	Stu	
18/10 20	11		
21/10 20		os	
27/10 20	11	os	
29/10 20		os	

Tanggal	Bab	Catatan Pembimbing	Paraf
14/10 20	10	Rea	
11/10 20	10	Review Testament	
25/10 20		Revisi	

Tanggal	Bab	Catatan Pembimbing	Paraf
15/10 20	10	Revisi	
22-09-20 20	10	Revisi	

Tanggal	Bab	Catatan Pembimbing	Paraf
14/10 20	10	Revisi Grammar	
20/10 20		Revisi Kuliah	
15/10 20	10	Langkah	

SURAT IZIN PENELITIAN



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu dan Berkeadilan

Jalan Pakuan Konk. Pos 452, E-mail: fkip@upak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 592/WADEK LFKIP/II/2019
Lampiran : -
Perihal : Izin Penelitian

15 Februari 2019

Yth. Kepala SMP Negeri 19 Bogor
di
Bogor

Dengan hormat,

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Ghina Khairunnisa
NPM : 031114016
Program Studi : Pendidikan Bahasa Inggris
Semester : Akhir

untuk mengadakan penelitian di sekolah yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 18 Februari 2019 s.d. 18 April 2019 mengenai: COMIC - BASED STORYTELLING IN TEACHING OF SPEAKING TO STUDENTS GRADE VIII (EIGHT) IN SMP NEGERI 19 BOGOR.

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan
Wakil Dekan
Bidang Akademik,



Dr. Entis Sutisna, M.Pd.
NIK. 1.1101.033404

SURAT BUKTI PENELITIAN



PEMERINTAH KOTA BOGOR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 19
Jl. Raya Penda Villa Bogor Indah 2 0251-8666460 Kec. Bogor Utara 16152
Website : www.smpn19bogor.welas.com Email : smpn19bogorutara@gmail.com
NSS : 201327104007 NPSN : 20220375

SURAT IZIN MELAKUKAN PENELITIAN

Nomor : 421.3/095 – TU/2019

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 19 Kota Bogor, memberikan ijin kepada :

Nama : **Ghina Khairunnisa**
Semester : Akhir
NPM : 31114016
Program Study : Bhs. Inggris FKIP Universitas Pakuan

Untuk melakukan penelitian dalam rangka penyelesaian Skripsi dengan judul *
COMIC – BASED STORYTELLING IN TEACHING OF SPEAKING TO STUDENTS
GRADE VIII (EIGHT) IN SMP NEGERI 19 BOGOR.

Demikian surat ini dibuat, untuk dipergunakan sebagaimana mestinya.

Bogor, 27 Februari 2019
Kepala Sekolah

Tuti Kuswati, M.Pd
Pembina/IV.a
NIP. 19700322 199412 2 002



PEMERINTAH KOTA BOGOR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 19
Jl. Raya Penda Villa Bogor Indah 3 0251-8666460 Kec. Bogor Utara 16152
Website : www.smpn19bogor.webs.com Email : smpn19bogorvibora@gmail.com
NPS : 201327104007 NPSN : 20220375

SURAT KETERANGAN

Nomor : 421.3/119 – TU/2019

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 19 Kota Bogor, menerangkan dengan sesungguhnya :

Nama : **Ghina Khairunnisa**
NPM : 31114016
Semester : Akhir
Program Study : Bhs. Inggris FKIP Universitas Pakuan

Nama tersebut di atas telah melakukan penelitian/pengambilan data dalam menunjang penyelesaian Skripsi dengan judul **"COMIC BASED STORYTELLING IN TEACHING OF SPEAKING TO STUDENTS GRADE VIII (EIGHT) IN SMP NEGERI 19 BOGOR "**. Penelitian /pengambilan data telah dilaksanakan pada Tanggal 18 Februari 2019 s.d 11 Maret 2019.

Demikian surat keterangan ini dibuat agar yang berkepentingan menjadi maklum.

12 Maret 2019
Kepala Sekolah

Tatli Farwati, M.Pd
Pembina/IV.a
NIP. 19700322 199412 2 002