THE EFFECT OF APPLYING STRUCTURAL ANALYTIC SYNTHETIC (SAS) METHOD ASSISTED BY COMIC STRIPS AS TEACHING MEDIA ON STUDENTS' WRITING ACHIEVEMENT

SKRIPSI

Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By:

RESTI MAYARANI TANJUNG
NPM. 1402050160

FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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2018

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 26 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama	:	Resti Mayarani Tanjung
NPM	:	1402050160
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Applying Structural Analytic Synthetic (SAS) Method Assisted by Comic Strip as Teaching Media on Students' Writing Achievement

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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( ) Memperbaiki Skripsi
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua	Sekretaris
Dr. Elfrianto Nasution, S.Pd, M.Pd	**Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, MA. Ph.D 1. _____
2. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum 2. _____
3. Mandra Saragih, S.Pd., M.Hum 3. _____

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بسم الله الرحمن الرحيم

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Resti Mayarani Tanjung
N.P.M : 1402050160
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Structural Analytic Synthetic (SAS) Method Assisted by Comic Strip as Teaching Media on Students' Writing Achievement

sudah layak disidangkan.

Medan, Maret 2018
Disetujui oleh:
Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Resti Mayarani Tanjung
N.P.M	:	1402050160
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Structural Analytic Synthetic (SAS) Method Assisted by Comic Strips as Teaching Media on Students' Writing Achievement

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Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,

Resti Mayarani Tanjung

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Resti Mayarani Tanjung
N.P.M : 1402050160
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Structural Analytic Synthetic (SAS) Method Assisted by Comic Strip as Teaching Media on Students' Writing Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
01/03/2018	Chapter IV almost all	
	Chapter V	
	Conclusion, Suggestions	
	Chapter I, Tenses	
09/03/2018	Chapter III	
	Tenses	
	Chapter IV	
	Data Analysis, Appendix	
16/03/2018	Chapter IV	
	Appendix	
	ABSTract.	
	ACC	

Medan, Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum.)

ABSTRACT

Resti Mayarani Tanjung, 1402050160 : "The Effect of Applying Structural Analytic Synthetic (SAS) Method Assisted by Comic Strips as teaching media on Students' Writing Achievement", Skripsi : English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, 2018.

This study dealt with the effect of applying Structural Analytic Synthetic (SAS) method assisted by Comic Strips as teaching media on students' achievement in writing narrative text. The objective of this research was to investigate out significant effect of applying Structural Analytic Synthetic method in writing or not, to investigate out the students' difficulties in narrative text by Structural Analytic Synthetic (SAS) method and to investigate out which one is higher, the students' achievement taught by using Structural Analytic Synthetic (SAS) method than the students' achievement taught by using direct method in teaching writing. It was applied an experimental research. This research was conducted at SMP MUHAMMADIYAH 3 MEDAN, Jl. Abdul Hakim No. 2, Tanjung Sari, Medan. The population of this research was the VIII grade students of the academic year 2017/2018. There were 4 classes consisting 120 students. The samples consisted of 60 students were taken by using cluster random sampling technique. The sample was divided into two classes, the experimental group which consisted of 30 students taught by applying Structural Analytic Synthetic (SAS) method and the control group consisted of 30 students by using direct method. Writing test was used as the instrument. Each group was given a pre-test, treatment and post-test. The students'writing difficulties in narrative text of both groups especially experimental group applying by Structural Analytic Synthetic (SAS) method because students was lack of vocabulary, language use and mechanism and the teacher difficult to manage class caused by students was naughty and noisy. The result of this research showed t-observed (7.75) was higher than t-table (2.00) or T > T with the level of significance 0.05 and the degree of freedom (df) was 58. The final hypothesis showed that Ho was rejected and Ha was accepted. It means there was a significant effect of applying Structural Analytic Synthetic (SAS) method assisted by Comic Strips as teaching media on students' writing achievement in writing narrative text.

Keywords : Structural Analytic Synthetic (SAS) Method, comic strips, narrative text, writing achievement

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Medan, March 2018

The researcher

Resti Mayarani Tanjung
1402050160

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CURRICULUM VITAE

Name	: Resti Mayarani Tanjung
Registered Number	: 1402050160
Place/Date of Birth	: Sibolga, 17 July 1996
Sex	: Female
Religion	: Islam
Material status	: Single
Father's Name	: Maizar Tanjung
Mother's Name	: Raziana
Hobby	: Singing and Swimming
Address	: Jalan. Midin Hutagalung No. 4A, Sibolga, Sumatera Utara

Education

2002 – 2008	: SDN 0804080 Sibolga
2008 – 2011	: SMPN 5 SIbolga
2011 – 2014	: SMAN 1 Sibolga
2014 – 2018	: Students of english department of faculty of teaher training and education, umsu 2014 until reaching the degree of sarjana pendidikan

Medan, march 2018

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The researcher

Resti Mayarani Tanjung
1402050160

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Writing is one of productive skills which is very important to be mastered by the students because with writing create people can put their ideas in the written form. Students' should develop and train to write their idea in the form of sentence, paragraph, or story. In detail that, writing is mental work of inventing ideas, thinking, about how to express them, and organizing them into statement and paragraph that will be clear to a reader. Writing is one main skill that is taught as the centre of learning language. Writing also leads to guaranteed improvement in academic achievement. It means that, the mastery of writing is very useful today for enhancing students' achievement. Writing helps students develop critical thinking skill and also it helps them understand and communicate complicate ideas. In the classroom writing activity, one of goals of learning is to make the students able to write in a good way.

The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow various classroom activities involving four steps include prewriting, drafting, revising, and editing applied in writing process. Other hand, objective of learning writing is writing activity means to catch the grammar, spelling, and punctuation error. The writer must be able to organize ideas, to construct the sentences, to use punctuation and spelling well, and to arrange their writing into cohesive and coherent paragraph.

To answer the statement above, it is necessary using methods in a teaching writing. Especially in writing activities, methods can help and increase the skill and ability of students. In other words, to achieve the objective of learning writing, methods is very important for teaching and learning process in writing. Students will not success in learning if the method is not appropriate or the students are less interesting in the learning process. Therefore, using good method in teaching writing can make it easier for students to understand the learning materials well.

The phenomenon nowadays indicated that most of students get difficulties in writing skill, especially student low vocabulary mastery level, in organizing and developing ideas of written form and explanations from teachers are difficult to understand and the teachers use methods are still less. This situation causes students' ability in writing does not develop. They feel have not been able to arrange good and correct sentences structures. In the results, the conditions make writing activities ineffective in classroom.

National Education System as established by (Undang- undang Nomor 20 Tahun 2003) one important aspect of the National Education System is the curriculum. In 2006/2007 school year, the curriculum applied is Education Unit Level Curriculum (KTSP) it is stated that students must be able to understand language skills which include four aspects: reading skills, speaking skills, listening skills, and writing skills. It can be concluded that it is very important for students to master writing in order to enable them to get success in writing learning process. Besides that, students of junior high in the national final

examination (UAN) for English, most of the questions which tested are reading. It becomes a big problem for the students who do not writing form and the content of the text.

Based on the teaching practice program (PPL) in SMP MUHAMMADIYAH 3 Medan, The researcher found that students' achievement in teaching writing was quite low. Most of students could not write well, they wrote the text without focusing to the main idea and also the coherence of the sentences. Meanwhile, a good writing should be supported by the cohesion of the paragraphs, completeness and coherence, good grammar and vocabulary. The researcher found that it was also caused by inappropriate method which was used by the teacher. The teacher mostly taught the students only about the theories and asked the students to memorize them without giving chance for the students to practice their writing skill. Therefore the purpose cannot be caught by the students and they feel difficult to do that.

In accordance explanation above, the researcher proposes one method that can be used to improve students' writing achievement that called Analytical Structural Synthetic (SAS) is a method has sequence of operational steps as *Structural* is section that displaying overall, *Analytic* is process of decomposition, and *Synthetic* is recombine to the beginning structural form. It has been applied by other researchers about SAS method that can be improving students' character and students' achievement in learning writing. This method is very special because the application is proven to train students' ability as their learning experiences and to increase teachers' creativity in teaching writing.

Based on the problem above, the researcher carry out with the title **" The Effect of Applying Structural Analytic Synthetic (SAS) Method Assisted by Comic Strips as Teaching Media on Students' Writing Achievement"**.

B. The Identification of the Problem

1. Students' writing disability is mainly caused limited vocabulary.
2. Students' writing difficulties in organizing ideas because of unable generic structure of text.
3. Teachers are monotonous in using methods of teaching writing.

C. The Scope and Limitation

Based on the background of study, the scope of this study is writing. It was limited on applying Structural Analytic Synthetic (SAS) method assisted by comic strips as teaching media in writing narrative text about legend in junior high school.

D. The Formulation of the Study

Based on the background of the study above, the problem of this was study formulated as the following:

1. Is there any significant effect of applying Structural Analytic Synthetic (SAS) method assisted by comic strips as teaching media on students' writing achievement?

2. What are the students' writing difficulties in narrative text by applying Structural Analytic Synthetic (SAS)?
3. Which one is higher, the students' achievement taught by using Structural Analytic method than the students' achievement taught by using Direct method in teaching writing?

E. The Objective of the Study

In accordance with the problem of the study, the objective of this study was:

1. To investigate out effect of applying Structural Analytic Synthetic (SAS) method on the students' achievement in writing.
2. To investigate out the students' writing difficulties in narrative text by Structural Analytic Synthetic (SAS) method.
3. To investigate out which one is higher, the students' achievement taught by using Structural Analytic method than the students' achievement taught by using Direct method in teaching writing?

F. The Significant of the Study

The result of the study is expected to be achieved theoretically and practically:

1. Theoretically

The result of study is expected:

1. To be achieved, to be able and to strengthen some typically previous researches

2. Give contribution in educational research development in Indonesia and becomes references for further research.

2. Practically

1. For the teacher especially English teacher, it can be use as one of the alternative method in improving the quality of teaching English writing particularly teaching writing through Structural Analytic Synthetic (SAS).
2. For the students, it helps them developing their writing skills and improving their writing achievement through Structural Analytic Synthetic (SAS).
3. For the reader, it was basic information how to improve students' writing achievement through Structural Analytic Synthetic (SAS) and can be reference in next research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Writing is the skill that will be discussed in this research. Experts have discussed writing, they have their perception about writing, but generally they all believe that writing is more than putting words into sentence. Nagin (2006) has the assumption that "writing is a complex activity, more than just a skill or talent, it means inquiry and expression for learning in all grades and disciplines". According to Hyland (1996:9), "Writing is a way of sharing personal learning and writing courses that emphasize the power of the individual to construct his or her own views on a topic". Besides, Woodman and Adler (1985:7) assert, "Writing is a dynamic process that weaves back and forth between thought and words". From some statements of the expert, writing can be understood that it is a process of communicating, expressing and organizing ideas in the mind into written form. In expressing the ideas, the researcher should explore their thought to make readers' interest in their writing and understand the messages clearly. According to Jacob (1983 : 39), writing has a complex process. Therefore, writing is not as easy as what people think. It is a comprehensive ability which consists of grammar, vocabulary, punctuation, word selection, and topic. To write means to produce or reproduce written messages. Before we write, we need to determine what to write. We should have something meaningful, clear, and precise. It requires knowledge,

skills and concept to produce a good writing. There are 5 components that should be measured in writing, namely content, organization, vocabulary, language use and mechanism.

1.1. Types of writing

Writing includes various kinds of text types. According to Scholes and Comley (1985:11), there are six major of writing text types. They are narration, description, classification, argumentation, analysis, and synthesis.

1) Narration which can be explained as a report on a event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.
2) Description, it takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.
3) Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.
4) Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader *do* something.
5) Analysis is both a way of observing and a way of writing about something has observed. In particular, it involves taking things apart and seeing how the parts are related, so as to understand how the object of analysis works.

6) Synthesis is the fullest and most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis to develop a thesis.

1.2. Writing Process

In teaching writing, it includes taking students through a process in a series of steps, such as brainstorming for ideas, organizing then sequencing them, revising, editing the draft, and so on. When the writer begins to write, he/she will think about what and how to tell the plot of story. After finishing it, the writer read what he/she has written as a whole. Then, make changes and corrections to the error. Furthermore, the writer rewrites and revises it to get success in his/her writing work.

According to Carrol (2001:15), there are several steps of writing process which are:

1) Step 1 : *Planning* or *Pre-Writing*

In this first step of writing, writers need to think what they suppose to wrote and why they do it. It must be related to his/her readers' needs and expectation. Bit by bit,, they consider the options, make decisions then find answers. They will start to narrow the subject and decide on atopic and angle from which to approach it. Then, they begin to find the material then settle on a main idea that material can support. As the writer, they will then rough the draft of their essay and begins to shape the material.

2) Step 2 : *Drafting*

Drafting involves taking some steps toward drawing your ides together under the tentative writing. In drafting, the writers begin to realize the shape of their ideas, and then have a good deal of work, they move with confidence of feeling that they are in control of their material.

3) Step 3: *Revising*

Revising is about making "big pictures" changes. Writers might remove whole sections, rewrite entire paragraphs, and add in information which they have realized the reader will need. Revision usually emerges as central concerns after completing the first draft. In the first draft, the goal is to get ideas on the paper. This is time to "re-see" what they have written and make changes based on what the readers' needs to understand their writing.

4) Step 4: *Editing* and *Proofreading*

The editing stage is distinct from revision. It needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after making revisions on a big scale; or else writers could agonize over a perfect sentence, only to end-up cutting that whole paragraph from you piece. Writers in editing and proofreading must read over their story and make sure that there are no missed mistakes and everything is the way writers like it.

5) Step 5: *Publishing* and *Presenting*

The final step of writing is publishing. This means different things depending on the piece to you are working on. Writers need to produce a final copy of their work, in a correct format. This often means adding a bibliography, ensuring that

citations are correct and adding details. Publishing and presenting is the time for the writer to take rough draft and copy it on paper then share the works with others.

The steps of writing process above are very important and must be done to make a good composition.

1.3. Assessment of Writing

The main purpose of assessing is to enhance teaching learning. Assessment of students' achievement in writing needs to be based on evidence.

1. Generic structure

1.1 Genre, criteria in this group considers whether the writing successfully uses the appropriate genre for the task. For example, if the task requires an argument but writing is a narrative, it indicates that there is an inadequate understanding of the appropriate genre.

1.2 Theme, this criterion considers whether the writing has addressed the task or the degree to which the writing stays on task or the inventiveness of weaving the task to produce particular effects.

1.3 Structure, different genres have different structural features. For example, the introduction to a description will generally classify what is being describe, whereas the introduction to a narrative will generally orient the reader to the characters, time and setting of the history that will follow. There will be similar differences to other structural features of particular genres and it is important to identify these differences when assessing writing task.

1.4 Rhetorical and language features, different genres use different rhetorical strategies or figurative devices to enhance the effectiveness of the writing. In general, these types of criteria are useful indicators of a students' control pf their writing or effective discriminators for identifying competence and/or advanced writers.

1.5 Vocabulary, different genres use different types of vocabulary, depending on determining categories such as topic, purpose and audience. A factual text like a science sport, for example, will use a range of technical vocabulary including nominalizations and technical noun groups, whereas a literary description will use descriptive verbs, adjectives, and adverbs, and affective language intended to have an emotive effect on the reader.

2. Textual Language

2.1 Connective is a functional term for words like conjucts and conjuctions that join linguistic units such as sentences, clauses, phrases and words in logical relationship of time, cause and effect, comparison or addition. Connective are useful indicators of development in writing because early writers move from 'speech like' connectives such as 'and', 'when', 'but' and so on.

2.2 Reference, refers to the way in which information is introduced, maintained and explained in a text. The use of pronouns (pronominal reference) is the most common way of maintaining reference without the clumsiness of continual naming. Control of reference is a useful indicator to assess whether students can maintain the flow of information from one sentence to the next,

or successfully maintain reference to information introduced earlier in writing.

2.3 Tense, the use of tense changes from genre to genre. Factual descriptions are generally written consistently in the present tense, whereas narratives and arguments can move between present and past tense. In assessing students writing for appropriate use and control of tense, it is important to be aware of changes in genre writing may move between recounting, describing, arguing and so on.

2.4 Sentence structure, this criterion is a powerful indicators of evelopment in students' writing. Writers move from simple and compound, speech like sentence structures to more complex, hierarchical structures using non-finite and embedded clauses.

3. Syntactical Language

According to Knapp and Watkins (2005:94), it is important to assess student writing against some criteria as they indicate many of basic competences of writing that must be addressed. Criteria here would deal with issues such as:

1) Clause pattern, does every statement have a subject and finite verb?

2) Agreement, do the auxiliaries and verb forms agree with their subjects?

3) Verb form, is the correct past participle of the verb used

4) Prepositions, are prepositions used appropriately and correctly?

5) Articles, are the correct articles used?

6) Plurals, are plurals used correctly?

7) Punctuations, are sentences marked with appropriate punctuation?

4. Spelling

Spelling needs to be assessed systematically and diagnostically. On the other words, it is not sufficient to mark spelling for incorrectly spell words.

Spelling should be also assessed on the level of the difficulty of the words attempted. It is best to assess ‘spelling in writing’ at levels of difficulty.

2. Paragraph

A paragraph is a unit of discourse containing a sequence of sentences closely related in structure and meaning. According to Oshima and Ann (1998:17-18), a paragraph has three major structural parts, a topic sentence, supporting sentences, and concluding sentences. The topic sentence states the main idea of the paragraph. Supporting sentences develop the topic sentence signal the end of the paragraph and leave the readers with important points to remember. Sullivan (1980:03) states that paragraph is generally shorter, and less complex. It expresses a great idea less than a composition.

In other words, a paragraph is a group of related sentences which develops the main idea. A good writing begins with the understanding of how to construct and use effective sentences and paragraphs. Before we write, we need to determine what to write. We should have something meaningful to convey, so we can put forward our message successfully. There are five qualities of a good writing. A good writing should have these, such as:

2.1 The Topic Sentence

The topic sentence maybe located anywhere in paragraph, but the most common position is at the first or the last paragraph. It is used as the basic of developing the paragraph. A topic sentence is the most important sentence in a paragraph. Sometimes referred to as a focus sentence, the topic sentence helps organize the paragraph by summarizing the information in the paragraph. In formal writing, the topic sentence is usually the first sentence in a paragraph (although it doesn't have to be). A topic sentence essentially tells readers what the rest of the paragraph is about. All sentences after it have to give more information about that sentence, prove it by offering facts about it, or describe it in more detail. For example, if the topic sentence concerns the types of endangered species that live in the ocean, then every sentence after that needs to expound on that subject. Topic sentences also need to relate back to the thesis of the essay. The thesis statement is like a road map that will tell the reader or listener where you are going with this information or how you are treating it.

2.2 The Supporting Sentences

Supporting sentences develops the topic sentence by giving specific details about the topic. A writer needs to provide descriptive details, facts and reason to impress. The writer needs to develop several reasons to support their statements. The supporting sentences of a paragraph develop the main idea presented in the topic sentence. This development can come in the form of examples, reasons, description, etc., depending on the purpose of your paragraph.

For example, you are writing an opinion-based paragraph, your supporting sentences will consist of reasons and details. If, on the other hand, you are writing a description, your supporting sentences will contain specific details to help the reader form a mental image. Supporting sentences in a paragraph give information in order to explain, describe, and develop the main idea in the topic sentence. Supporting sentence these are the sentences within a paragraph that support the topic sentence (therefore, the main idea of that paragraph). These sentences could include examples, direct quotes, explanations, details, etc. the supporting sentences is also be important part in a paragraph.

2.3 The Concluding Sentence

The concluding sentence is a conclusion of the paragraph. It contains the important point or information of the paragraph. It usually uses a conclusion transition signal, such as; in conclusion, in summary, etc. Concluding sentences link one paragraph to the next and provide another device for helping you ensure your text is cohesive. While not all paragraphs include a concluding sentence, you should always consider whether one is appropriate. They draw together the information you have presented to elaborate your controlling idea by summarizing the points you have, made repeating words or phrases (or synonyms for them) from the topic sentence, using linking words that indicate that conclusions are being drawn, for example, *therefore, thus, resulting.* They often link the current paragraph to the following paragraph. They may anticipate the topic sentence of the next paragraph by introducing a word/phrase or new concept which will then

be picked up in the topic sentence of the next paragraph, using words or phrases that point ahead, for example, *the following, another, other.*

The Concluding Sentences often qualify the information or perspectives developed in the elaboration. They may qualify this information by using concessive conjunctions to foreground the importance of some perspectives and background others, making comparisons and contrasts between perspectives, using other language that clearly indicates the perspective they favour.

2.4 Cohesion

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence. There are two main types of cohesion: *grammatical cohesion*, which is based on structural content and *lexical cohesion*, which is based on lexical content and background knowledge. A cohesive text is created in many different ways. Cohesion concerns the flow of sentences and paragraphs from one to another. It involves the tying together of old information and new. When we write academic essays, particularly in the humanities, we work hard to foster cohesion structurally, which is enhances a reader's understanding of our ideas. Essay organization that the first paragraph should include a thesis statement, which is announces the main idea or argument of the paper. The rest of the sentences should lead up to or anticipate the thesis, either directly or indirectly.

The body paragraphs should support the thesis statement and should be arranged in a clear hierarchy. Readers should be able to understand how each

paragraph relates to what has come before it. This can be accomplished by the use of transition sentences.

2.5 Coherence

Coherence means “stick together”. It is the verbal thread that ties each new sentence in a paragraph to the one before. When the paragraph is coherent, the reader can clearly see a continuous line of thought passing from one sentence to the text. Paragraph coherence begins with clear, precise, focused topic sentence because the topic sentence sets up the expectations. Coherence in a paragraph is the technique of making words, phrases, and sentences move smoothly and logically from one to the other. In other words, the ideas are so interwoven and "glued" together that the reader will be able to see the consistent relationship between them.

It is obvious that if a paragraph is not unified, does not have a logical order, and does not have a consistent point of view, the reader is unlikely to grasp the point of the paragraph. In addition, there are other devices and techniques that will help you achieve coherence. In general, the coherence devices most helpful for making your communication clear for the reader are transitional words and phrases, repetition of key words and phrases, pronoun reference, and parallel sentence structure.

Coherence in a paragraph is the technique of making words, phrases, and sentences move smoothly and logically from one to the other. In other words,

coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader.

3. Structural Analytic Synthetic (SAS) Method

Solchan et al (2010:6) states that suggest several base that considered as the advantages of Structural Analytic Synthetic (SAS) method that including as follows: First, this method considers the children especially students' language experience. Therefore, teaching will be meaningful to the children because it departs from something known to the children. Second, this method appropriate with the principle of inquiry or find itself. Children know and understand something based on the findings themselves. Third, this method is in line with the principle of linguistics or language science which sees the smallest unit of language to communicate is a sentence.

Structural Analytic Synthetic (SAS) is a story approach accompanied by drawings, which contained elements of synthetic analytic structures, this method that processes in teaching by displaying the contents of the whole structure first. Then, the contents is analyzed and ultimately returned to its original form (Supriyadi, 1992:182). Before the learning takes places, the teachers can stimulate students' schemata or stimulate early knowledge in language through pictures media, concrete objects or through question and answer or discussion.

Technique of learning implementation method of Structural Analytic Synthetic (SAS) method is skill of word card, sentence card and picture card. The operational process of this method has steps including *structural* is the structure of

the whole show, *analytic* is doing a process of decomposition, *synthetic* is to recombine on the original structural. These are steps that can be done in beginning writing lessons with the Structural Analytic Synthetic (SAS) method, so that the learning outcomes actually result in a Static Analytic Structure (Subana, 1996:176).

In Summary, Structural Analytic Synthetic (SAS) is a method or story approach which is accompanied by pictures in which contained forms of structural analytic synthetic. The form of structure as follows: First, students displayed teaching media such as content writing and the comic strips as a whole is called a structural form. Second, the teacher performs the decomposition process which removed the content writing in the text from the pictures and removed the pictures from the content writing in the text. Meanwhile, to train the students' analysis is called analytic form. Third, students are asked to recombine from the decomposition process into beginning form is called a synthetic form.

3.1. Procedures of Structural Analytic Synthetic (SAS) Method

1. The teacher gives the learning purposes to be achieved. it most important in this process is the teacher must convey the basic competence of the material to be done, so that students can estimate the extent to which the material they have to master. This is closely related to the indicator of basic competence and the KKM that has been established can be achieved by the students.

2. The teacher communicates the introduction of learning. Introduction to this lesson will be a point to motivate and stimulate students to follow the existing learning.
3. The teacher gives learning material that will be explained. And the teacher invites students as learner to attend this material together.
4. The teacher convey this material in a form of Structural, Analytic, and Synthetic method assisted by visual media is comic strips as teaching media for students .
5. The teacher display pictures while telling stories. Each pictures is showed, the content writing appear in the text that has determined in accordance with the comic strips. The method using the operational steps as follows:
   a. The teacher invites the students to discuss the text that have content writing related with comic strips (Structural).
   b. The teacher invites the students to decompose text before into two parts. First part, content writing of the text is removed that there is only comic strips. Second part, the comic strips of the text is removed that there is only the content writing (Analytic).
   c. The students make recombine or re-form two parts before into beginning of the text that assisted by teacher as facilitator (Synthetic).

3.2. The advantages and Disadvantages of Structural Analytic Synthetic (SAS) Method

3.2.1. The advantages of Structural Analytic Synthetic (SAS) Method

1. This method can be the foundation for analytical thinking.
2. With the steps arranged in such a way as to make the students easy to follow the procedure and will be able to read and write quickly at the next opportunity.
3. Based on the linguistic foundation of this method will help students mastering writing fluently.
4. Structural Analytic Synthetic method embraces the principle of self discovery (inquiry). This principle is emphasized in the process of teaching and learning because with this principle the child will have a sense of confidence in his or her own ability.

3.2.2. The Disadvantages of Structural Analytic Synthetic (SAS) Method

1. The SAS has impression that teachers should be creative and skilled and patient.
2. Such demands are seen as very difficult for the condition of the teacher at this time.
3. Many of the tools that must be prepared for the implementation of SAS for a particular school is difficult.
4. SAS is only for consumers studying in urban areas and not in rural areas.

5. Therefore, it is rather difficult to apply SAS to the teachers that is why this method is not implemented.

4. Comic Strips as Teaching Media

Comic strip as teaching media becomes a term that has to be elaborated in this subtopic. The elaboration is needed to make a focus and understanding in application. Wright (1989:2) stated conducted it is important to have a wide range of resources (in these case comics) as possible in the classroom so that the students can have a rich base and stimulus for their development in language. Further it is said that pictures are not just an aspect of method but through their presentation of places, objects and people, they play as essential parts of the overall experiences.

4.1. Comic Strip as teaching Media for Writing

Wright (1983:42) assumed that comic strips as teaching media for skill development, especially in writing, assists the students in generating idea and retrieving words for their writing, also makes the students more careful in using correct spelling. In the classroom, the teacher can apply it to teach writing narrative text. After explaining about narrative text, he/she can distribute the comic strips to each students, and then ask them to retell and rewrite the story into paragraph in English. In line with Wright, Brown (2004:226) affirm that assigning the students to write a composition based on ideas they gather from pictures is one of the effective ways in writing. And change the direct speech into indirect speech

is addition for grammatical, if the balloon speech inscribes the speech of character conversation.

4.2. Definition of Comic Strips

In defining the definition of comic strips, the meaning of comic has to be known first, because comic strips is one of some comic types. According to Smith (2006) comic is the combination of static images and a story which is often, though not always, conveyed through text. this definition consist of three elements, static images, story and text. Smith (2006) defined comic strips as a kind of comic that the story stands on their own, the readers are not required to be aware of the previous strips in understanding the story. It means that the story is a one reading story; there is no continuance because all of the narrative's parts are in a strip, Comic strip and picture series are almost same, but the difference between them are comic strip has text that aim to complete the reader in understanding the story and it always a cartoon form, but picture series does not have any text, and it is in many form , such as photograph, drawings, or picture cut from magazines and newspaper.

4.3. Teaching Media

According to Nana Sudjana in Djamah and Zain (2006), thre are some benefits that can obtained by using media in teaching-learning process. They can be seen as follows:

1) By using media, it can make the students learn to think concretely and avoid the teacher teach verbally.
2) To increase students' motivation, interest, and attention to learn about something.
3) To foster students' learning development in order to get good outcome.
4) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
5) To make the students' critical thinking and help them to develop their ability in using language.
6) To increase students' critical thinking and help them to dvelop their ability in using language.
7) To help the students getting a better learning experience.
8) Through media, the learning materil will be easier to understand by the students and enable them to achieve the learning goals.
9) The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.
10) The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.

5. Narrative text

Gibbon (2005:4) argues that Narrative text is a writing which deals with actual or vicarious experience. The detail of this text may be fictional or based on

fact. It also deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution. Pardiyono (2006:163) states the social function of this writing is to amuse, entertain, and give moral lesson to the reader. This text can also give a good moral lesson to the reader. As stated above, narrative text is a kind of writing which deals with experience or past events that is used to amuse, entertain, and give moral education to the reader.

5.1 Elements of Narrative Text

According to Knapp and Watkins (2005:104), the elements of Narrative text is:

1) Theme is the main topic that the writer going to write about.
2) Plot is a meaningful and dramatic series of events that from the story.
3) Characterization is the way of how writers make and describe all characters in the story. A narrative reveals character through action.
4) Conflict is the problem in the story.
5) Setting is the information about when and where the event of story takes place.
6) Point of view is the way of establishing th person and position of the writers.
7) Sequencing is a sequence of events in this time an obvious and effective way to narrate is in chronological order.

5.2 The Generic Structure of Narrative Text

According to Knapp and Watkins (2005:104), the generic structure of narrative text area:

1. Abstract: The abstract in narratives function as a generic indicator which signals that story is about to be old. It also establishes the point of the text. in short, abstract is thematic prediction of what the text is going to be about.
2. Orientation: The purpose of orientation is to orient the listener with respect to place, time and behavioral situation
3. Complication: It is the main section of narrative. It presents sequenced events which culminate in a crisis problem. This complication is realized in simple past mental, material process, individualized participants.
4. Resolution: Resolution shows how crisis/complication is resolved. The mental, verbal, material, simple past process are used in this stage.

5.3 Grammatical Features of Narrative Text

Narrative writing has some grammatical features that can be a guide to write a narrative, namely:

1) Focus on specific and usually individualized participants.

2) Use of material process, verbal process, relational process and mental process.

3) Using temporal conjunction and temporal circumstance.

4) Use of past tense.

5) Use of descriptive language to create readers' imagination.

5.4 Example of Narrative Text

The following story is example of narrative text and also including the generic structure.

The Legend of Malin Kundang	
Orientation	Once upon a time, lived a diligent boy named Malin Kundang. He lived the seashore with his mother. They were very poor, but they lived quiet and harmonious.
Complication	One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the big ship. Several years later, malin Kundang succeed and he became rich trader. Then, he ame to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached malin and brought a plate of village cake, Malin's Favorite. But malin

	didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.
Resolution	His mother very broken heart Malin rebellious to her, who had growth him. Then, his mother cursed Malin's had was vacillated by a big storm and all of his fault that rebellious his mother. He bowed down and became a stone.

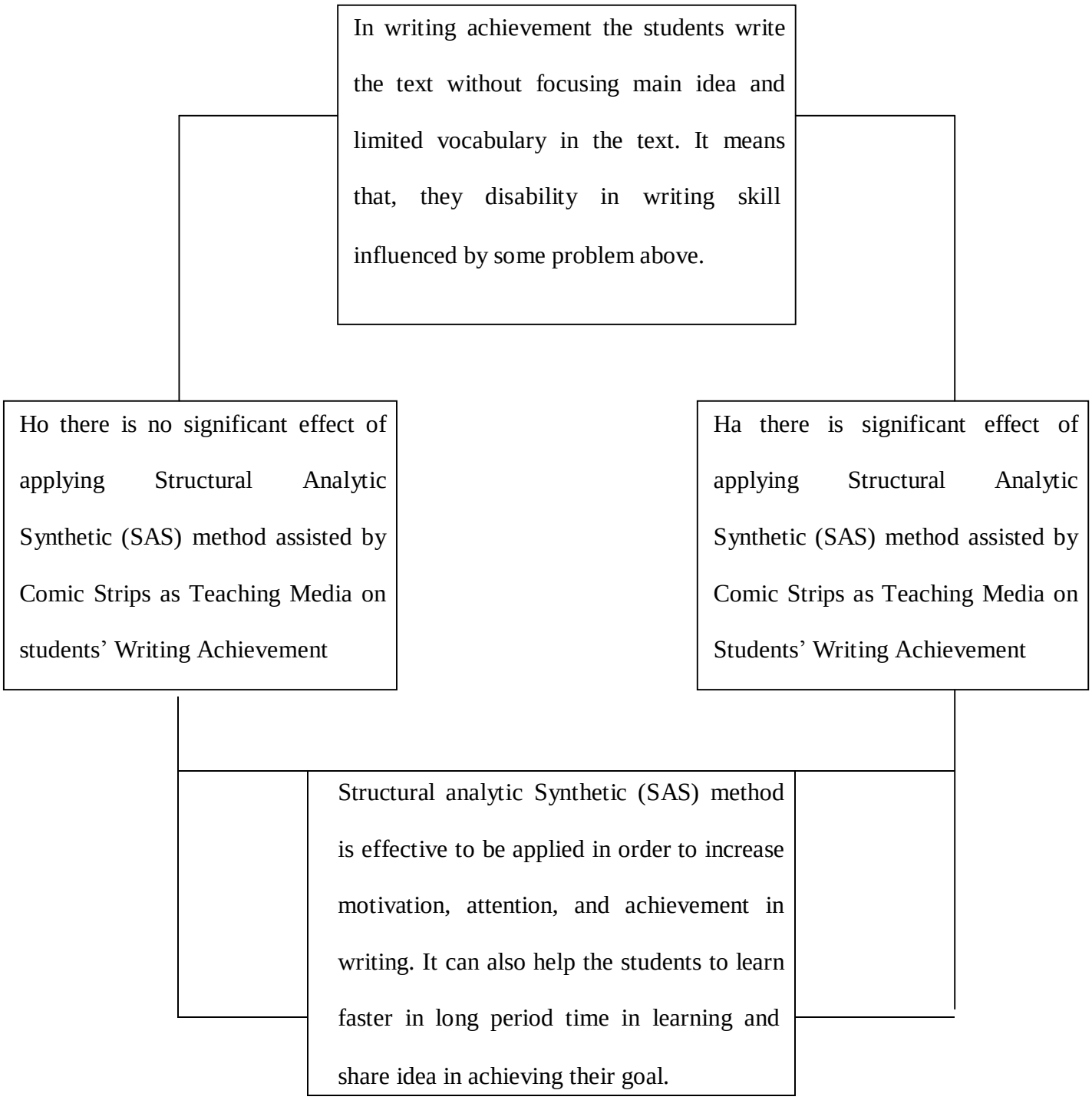
B. Previous Research

The effect of Applying Structural Analytic Synthetic (SAS) method that have been proves by a number of researchers that has been done on the area of teaching learning process .Some of the findings are summarized as follows:

1. Wilujeng Setyanil (2015) conducted This research aim to describe: a step by-step method of SAS (Structural Analytical Synthetic) that can improve beginning reading and improved reading skills beginning first grade elementary school students. This research uses classroom action research conducted in three cycles, each cycle includes the planning, implementation, observation and reflection. The results include: the use of measures SAS method can work well and improve the I grade read the beginning of elementary school.

2. Ulil Meisal (2016) conducted This research is motivated by the problem of the lack of students' ability of reading at the beginning, so it is necessary to apply SAS method in order to assist students in learning to get successful to read at the beginning. The purpose of this study is to describe the effect of SAS method to students' ability to read at the beginning in the experimental class and to describe the differences about improving students' reading ability at the beginning that significant between students who acquire learning through the SAS method and students who received conventional learning. it means that there are differences of increased the ability to read at the beginning that significant between experimental class and control class.
3. Noeranie Misyriana Hadhiyanti (2016) conducted this research aims to determine the increase in beginning reading skills through methods SAS (Structure Analytical Synthetic) for student with learning disabilities reading. This research used quantitative approach with classroom action research. Subject is a student with learning disabilities to early read. The study was conducted in two cycles of action. Data was collected using a test method, observation, interviews, and documents. While the instrument used include test instrument's ability to learn to early reading, observation guidelines and interview guides. The collected data were analyzed qualitatively and quantitatively. The results showed that after the applied method of SAS (Structural Analytical Synthetic) can improve children's reading skills.

C. Conceptual Framework



D. Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following:

Ha : There is a significant effect of applying Structural Analytic Synthetic (SAS) method assisted by Comic Strips as teaching media on students' writing achievement.

Ho : There is no significant effect of applying Structural Analytic Synthetic (SAS) method assisted by Comic Strips as teaching media on students' writing achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP MUHAMMADIYAH 3 MEDAN, which is located at Jalan Abdul Hakim No. 2, Tanjung Sari, Medan Selayang. It was conducted during the academic year 2017/2018. The reason of choose this school because most of students have low score in writing achievement especially in narrative text.

B. Population and Sample

1. Population

The population of this research was taken from student of eighth (VIII) grade of SMP MUHAMMADIYAH 3 Medan, Jalan Abdul Hakim No. 2, Tanjung Sari, Medan Selayang, at academic year 2017/2018. In this study, the population of this research which consisted of four classes: VIII A, VIII B, VIII C and VIII D which totally of 120 students

Table 3.1
The Number of Population

No.	Class	Population
1	VIII A	30
2	VIII B	30
3	VIII C	30

4	VIII D	30
Total		120

2. Sample

Sample is part of the population that is observed. The samples were taken by using cluster random sampling technique. There were about 60 students from the total number of sample, and the samples divided into two classes; VIII C was the control group and VIII D was the experimental group.

Table 3.2
The Number of Sample

No.	Class	Sample
1	VIII C	30
2	VIII D	30
Total		60

C. Research Design

This study was conducted by using Experimental Research which means that there was a certain experiment that applied to the sample. To obtain the data, some activities was conducted such as divide the samples in two groups (the experimental group and control group). The experimental group was taught by applying Structural Analytic Synthetic (SAS) method. The control group was taught by applying direct method. Both of groups was given pre test and post test.

Table 3.3
Research design for Experimental Group and Control Group

Group	Pre-test	Treatment	Post-test
Experimental	ü	Applying Structural Analytic Synthetic (SAS) Method	ü
Control	ü	Direct Method	ü

1. Pre-test

The pre-test was administrated to the sample before doing the treatment. The pre-test was given to the experimental and control group. It was conducted to find out the student's ability in writing achievement before applying treatment. The test that the teacher give pictures and ask students to write a narrative writing based on the pictures given. This test was given to both groups.

2. Treatment

The experimental and control group was taught using same materials but different instruments. The Structural Analytic Synthetic (SAS) method for experimental group and the direct method for the control group.

Table 3.4
The Procedure Treatment in Experimental Group

No	Teacher's Activities	Students' Activities
1	The teacher gives apperception and motivation to students.	Students give response to the teacher

2	The teacher explanation applying of Structural Analytic Synthetic (SAS) method to students.	Students to listen teacher's explanation
3	The teacher distributed the material about narrative text.	Students pay attention to the teacher's distributed
4	The teacher gives explanation clearly about definition, generic structure, and grammatical features of narrative text.	Students to understand what the teacher asks.
5	After the teacher explains about the material and then asks students to give questions.	Students raise questions related to the problem
6	The teacher introduce and demonstrate about this material with operational steps of Structural Analytic Synthetic (SAS) method assisted by comic strips as teaching media for students together in teaching writing.	Students pay attention to the teacher's explanation
7	After that, the teachers divided the students into several group	Students join their own group to study
8	The teacher gives same text for each group performed operational steps of Structural Analytic Synthetic (SAS) method with other members	Students plan and discuss the group work with other members
9	The teacher asks the students to determine generic structure of the text	Students try to determine generic structure of the text

10	The teacher asks every students in the group to collect their answer in front of class	Students make the answer of their group work in front of class

Table 3.5
The Procedure Treatment in control Group

No	Teacher's Activities	Students' Activities
1	The teacher gives greet and checked the students' attendance	Students listen to the teacher's explanation
2	The teacher gives explanation about narrative text, generic structure, and grammatical features.	Students listen to the teacher's explanation about narrative text, generic structure, and grammatical features.
3	The teacher presents a topics and asks students to give response related to the topic	Students gives their response related to the topic
4	The teacher explains how to write a good narrative text	Students listen to the teacher's explanation
5	The teacher gives copy of narrative text as the example	Students study the example
6	The teacher and students discuss the copy of narrative text together	The teacher and students discuss the copy narrative

		text
7	The teacher asks students to get ideas about the picture and write narrative text.	Students think of some ideas and create them into a story
8	The teacher and students discuss the writing together to find the errors in their writing and solution to solve them	The teacher and students discuss the writing together with students to find errors in their writing and solution to solve them

3. Post-Test

Post-test was conducted to find out the students' ability after having the treatment. The function of post-test is applied in order to know the difference in score of experimental group and control group. The result of the post-test was corrected accurately. In this study, the teacher used the same test as used in pre-test. The teacher give picture and ask students to write a narrative writing based on the pictures was given. This test was given to both the experimental and the control group. The test was the same as the pre-test.

D. The Instrument of Collecting Data

For collecting the data, a writing test was used as the instrument. The test was administrated to the students, in which the teacher has given a series of pictures

and ask students to write a story based on the series of pictures given. This test was given twice to both experimental and control group.

E. Scoring

Heaton (1975:146) state in evaluating the students' improvement in writing, the researcher should use scoring writing categories; content, organization, vocabulary, language use, and mechanism. the cumulative score ranging from 0-100 based on the five categories below:

Table 3.6 scoring of the writing test

Components	Requirement	Level	Criteria
Content	Ability to write ideas and information in good logical sentences	30-27	EXCELLENT TO VERY GOOD: Knowledgeable substantive – etc.
		26-22	GOOD TO AVERAGE: Some knowled ge of subject – adequate range – etc.
		21-17	FAIR TO POOR: Limited knowledge of subject – little substance – etc.
		16-13	VERY POOR: Does not show knowledge of subject – non- substantive – etc.
Organization	Ability to write ideas, information in good logical order	20-18	EXCELLENT TO VERY GOOD: Fluent expression - ideas clearly stated – etc.
		17-14	GOOD TO AVERAGE: Somewhat choppy -

			loosely organized but main ideas stand out - etc.
		13-10	FAIR TO POOR: Non-fluent – ideas confused or disconnected – etc.
		9-7	VERY POOR: does not communicate – no organization – etc.
Vocabulary	Ability in using words or idioms to express ideas logically, using the synonym and antonym, prefix and suffix exactly	20-18	EXCELLENT TO VERY GOOD: Sophisticated range - effective word/idioms choice and usage – etc.
		17-14	GOOD TO AVERAGE: Adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	FAIR TO POOR: Limited range - frequent errors of words/idiom form, choice, usage – etc.
		9-7	VERY POOR: Essentially translation - little knowledge of English vocabulary.
Language use	Ability to write the sentences either simple, complex or compound sentences, correctly and logically, using agreement in sentences and some other words such as nouns, adjectives, verbs and time signal	25-22	EXCELLENT TO VERY GOOD: Effective complex construction – etc.
		21-18	GOOD TO AVERAGE: Effective but simple constructions – etc.
		17-11	FAIR TO POOR: Major problems in simple/complex construction – etc.
		10-5	VERY POOR: Virtually no matter of

			sentence constr uction rules – etc
Mechanism	Ability in using words appropriately, using function correctly, paragraph and the text can be rea d correctly	5	EXCELLENT TO VERY GOOD: Demonstrate mastery of convection, few errors of spelling, punctuation - etc
		4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization – etc.
		3	FAIR TO POOR: Frequent error of spelling, punctuation – etc.
		2	VERY POOR: No mastery of convections - dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Final Score = ———————— x 100%

F. Technique of Collecting Data

1. Giving the same pre-test to both of the groups.
2. Applying the treatment by using Structural Analytic synthetic (SAS) method was given to experimental group, while conventional method was given to control group.
3. Giving post-test with similar test both of the group.
4. Collecting the samples' answer sheet.

G. Technique of Analyzing Data

The following steps were applied in analyzing the data.

1. Scoring the students' answer.
2. Listing their score into two tables, first for experimental group scores and second for control group.
3. From the data, a calculation was conducted by using T-test. The calculation was to find out whether the application of Structural Analytic Synthetic (SAS) method has a significant difference between two means (pre-test and post-test) or not. The formula that is going to be used is:

$$t = \frac{}{\frac{\Sigma \quad \Sigma}{\quad \quad}}$$

Arikunto (2010:354)

Where:

t = t-test

M = mean score of sample per group

N = the amount of sample

X = standard deviation of X and X

Y = standard deviation of X and X

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data was collected by giving the students a writing test. In this research, the sample divided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The research was conducted four meetings. The test was treated to experimental and control group in two stages. The first stage was treated before giving treatment and the second was treated after giving treatment. . The students in experimental group were taught by using SAS method while students in control group were taught by using direct method.

The students' score pre-test and post-test from both groups indicated they were many variation of different scores in which experimental group was significantly affected by SAS method and the students' writing score was assessed by five indicators; content, organization, vocabulary, language use and mechanism. And the data can be seen clearly in appendix VI and VII.

B. Data Analysis

1. The Students‘ achievement taught by using SAS Method higher than Students’ achievement taught by using Direct Method

After data collection explained previously, its analysis was described clearly in this section. The experimental group and control group consist 30 students. In the experimental group, the highest score of pre-test was 64, there were some students that got the highest score and the lowest score was 49, there was one of student that got it because lack vocabulary, organization, content, language use and mechanism. It caused that they got low score in some indicators of scoring writing test especially content and mechanism, in which students’ content was very poor because they were not show knowledge of subject and also students’ mechanism was very poor because they were not mastery of convections.

The highest score of post-test in experimental group was 81 and the lowest score was 67, there was one student that got lowest score. Based on the calculation from the mean score of the differences between pre-test and post-test of experimental group in the following table 4.1, it can be known that there was difference of students’ ability after receiving the treatment with applying SAS method.

Table. 4.1

The differences between Pre-test and Post-test of Experimental Group

No	Initial Name	Score		X -X (X)	X
		Pre-Test X	Post-Test X		
1	AR	51	70	19	361
2	AL	63	81	18	324
3	AFR	50	79	29	841
4	APM	50	67	17	289
5	AF	51	81	30	900
6	BB	54	74	20	400
7	BA	61	80	19	361
8	BC	64	81	17	289
9	COP	51	77	26	676
10	DFA	50	81	31	961
11	DTW	53	71	18	324
12	EF	53	81	28	784
13	ET	60	74	14	196
14	FA	50	76	26	676
15	FS	54	80	26	676
16	HA	50	74	24	576
17	MM	51	80	29	841
18	MA	64	80	16	256
19	MI	50	79	29	841

20	MF	50	70	20	400
21	MSA	49	77	28	784
22	MTR	50	69	19	361
23	MN	59	77	18	324
24	NS	61	81	20	400
25	PK	51	79	28	784
26	RA	57	80	23	529
27	RP	50	80	30	900
28	SA	53	81	28	784
29	VP	54	81	27	729
30	WC	53	79	26	676
Total		1617	2320	703	17243

Based on the table 4.3 the mean score are calculated as follows:

$M = \frac{\Sigma}{}$

$M = $—

$M = 23.43$

So, the mean score for experimental group was 23.43

Note:

M = the mean of the differences between pre-test and post-test in Experimental Group

$\sum X$ = the total of the differences between pre-test and post-test in Experimental Group

N = the total of Students

Table 4.2

The differences Score between Pre-test and Post-test of Control Group

No	Initial Name	Score		Y -Y (Y)	Y
		Pre-Test Y	Post-Test Y		
1	AA	50	63	13	169
2	AS	50	61	11	121
3	AI	51	64	13	169
4	ASD	54	68	14	196
5	DAK	54	73	19	361
6	DH	56	63	7	49
7	DT	53	76	23	529
8	DW	50	66	16	256
9	DSS	71	79	8	64
10	DA	54	71	17	289
11	DM	54	66	12	144
12	DF	60	67	7	49
13	EA	64	69	5	25
14	FP	71	80	9	81
15	FA	57	66	9	81

16	GA	53	70	17	289
17	HY	53	77	24	576
18	IS	51	71	20	400
19	IA	51	60	9	81
20	JAK	67	76	9	81
21	MM	63	76	13	169
22	MAZ	60	74	14	196
23	MA	59	74	15	225
24	MIS	50	60	10	100
25	MK	50	60	10	100
26	MWA	67	80	13	169
27	MN	51	60	9	81
28	MK	53	70	17	289
29	NY	50	60	10	100
30	SH	54	77	23	529
Total		1679	2091	396	5968

Based on the table 4.3 the mean score are calculated as follows:

$M = \frac{\Sigma}{}$

M =——

M = 13.20

So, the mean score for experimental group was 13.20

Note:

M = the mean of the differences between pre-test and post-test in Experimental Group

$\sum Y$ = the total of the differences between pre-test and post-test in Experimental Group

N = the total of Students

In the control group, the highest score of pre-test was 71 and the lowest score was 50. It caused that students lack language use and vocabulary especially in English, in which students' language use very poor because virtually no matter of sentence construction rules and students' vocabulary very poor because little knowledge of English vocabulary/ idiom. So, they got low score in pre-test. The highest score of post-test in control group was 80 and the lowest score was 60. Based on the calculation from the mean score of the differences between pre-test and post-test of control group in the table 4.2 above, it can be seen that there was difference of students' ability after conducting the treatment by applying direct method. It was obtained that, the mean score of experimental group high value than mean score of control group.

2. The Students' difficulties in Narrative text by SAS Method

Besides explanation data above, the researcher was found that the students' writing difficulties in narrative text in both groups especially experimental group

applying SAS method because students was lack of vocabulary, language use and mechanism and the teacher difficult to manage class caused by students was naughty and noisy.

3. The Significant Effect of applying SAS Method on Students' Writing Achievement

In order to investigate out whether or not the application of Structural Analytic Synthetic (SAS) method has been significant difference between two means (pre-test and post-test). The result of test was calculated by using t-test formula. Remember that, to get value of $\sum$ 2 and $\sum$ 2 is each total of X and Y is quadrate.

$\sum$ 2 = $\sum$ 2 - $\frac{(\sum \quad)}{\quad}$

$\sum$ 2 = 17243 - $\frac{(\quad\quad)}{\quad}$

$\sum$ 2 = 17243 - $\frac{\quad\quad}{\quad\quad}$

$\sum$ 2 = 17243 - 16473.64

$\sum$ 2 = 769.36

$\sum$ 2 = $\sum$ 2 - $\frac{(\sum \quad)}{\quad}$

$\sum$ 2 = 5968 - $\frac{(\quad\quad)}{\quad}$

$\sum$ 2 = 5968 - $\frac{\quad\quad}{\quad\quad}$

$\sum$ 2 = 5968 - 5227.2

$\sum$ 2 = 740.8

Based on the calculation above, the following formula t-Test was implementing to find out the t- observed value of both groups as the basis to test hypothesis of this research.

$\sum X = 703$

$\sum Y = 396$

$\sum 2 = 17243$

$\sum 2 = 5968$

$N = 30$

$T = \frac{\quad}{\sum \quad \sum \quad}$

$T = \frac{\quad}{\quad}$

$T = \frac{\quad}{\quad}$

$T = \frac{\quad}{(\quad)(\quad)}$

$T = \frac{\quad}{\sqrt{\quad}}$

$T = \frac{\quad}{\quad}$

$T = 7.75$

$T = 7.75$

$T = 2.00$

$T > T$

The result was applied to the t-test and it was obtained that T 7.75.

C. The Testing Hypothesis

Based in this research, it is conducted that formulated alternative hypothesis (Ho) and null hypothesis (Ha) as follows:

Ha : There is a significant effect of applying Structural Analytic Synthetic (SAS) method assisted by Comic Strips as teaching media on students' writing achievement.

Ho : There is no significant effect of applying Structural Analytic Synthetic (SAS) method assisted by Comic Strips as teaching media on students' writing achievement.

The assumption of this research as follows:

If T < T , the Alternative Hypothesis (Ha) is rejected and the Null Hypothesis (Ho) is accepted. It means there is no a significant effect of applying Structural Analytic Synthetic Method assisted by Comic Strips as teaching media in teaching writing.

If T > T , the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. It means there is no a significant effect of applying Structural Analytic Synthetic Method assisted by Comic Strips as teaching media in teaching writing.

Based on the calculation of the t-test, it was found that t-test was 8,60, and based on the level significant of 0,05 with degree of freedom (df) 58 (Nx + Ny –

2), t-table was 2,00. Because T > T Ho is rejected and Ha is accepted. It means there was a significant effect of applying Structural Analytic Synthetic Method in teaching writing.

D. Research Findings

As it has been mentioned in chapter one that field research was conducted in order to know whether the effect of applying Structural Analytic Synthetic (SAS) method assisted by comic strips as teaching media on students' writing achievement is more effective than before it. It was proved from the result of the t-test, in which score of t-observed 7.75 and t-table 2.00 so T > T .

The students' writing difficulties in narrative text applying by Structural Analytic Synthetic (SAS) method because students was lack of vocabulary, language use and mechanism and the teacher difficult to manage class caused by students was naughty and noisy

From the explanation above, the teaching through Structural Analytic Synthetic (SAS) method is adequate success. It could seen that the students' achievement taught by applying Structural Analytic Synthetic Method is higher than the students' achievement taught by applying Direct Method in teaching writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the data which had been analyzed, it was found that:

1. The applying of Structural Analytic Synthetic (SAS) Method there was significant effect on the students' achievement in writing, by the result of t-test T > T . or 7.75 > 2.00. If T > T means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

2. The students' writing difficulties in narrative text applying by Structural Analytic Synthetic (SAS) method because students was lack of vocabulary, language use and mechanism and the teacher difficult to manage class caused by students was naughty and noisy.

3. The students' achievement taught by using Structural Analytic Synthetic (SAS) method is higher than the students' achievement taught by using Direct method in teaching writing,

B. Suggestion

Based on conclusion above, the researcher would like to give suggestion, they are as follows:

1. It is very important for the students to enrich their writing to make them easier in writing achievement. Structural Analytic Synthetic method can make them enjoyable and interested.

2. Teachers can apply Structural Analytic Synthetic method in the class because it can be alternative method to motivate the students in writing, Beside it can be contribution for English teacher to improve their teaching method

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