

**DEVELOPING COMIC STRIP MEDIA AS A MULTIMEDIA  
TO FACILITATE STUDENTS READING COMPREHENSION  
OF NARRATIVE TEXT AT FIRST GRADE  
IN SENIOR HIGH SCHOOL**

**THESIS**

Presented to  
The State Islamic University of KH Achmad Siddiq Jember in partial fulfillment on the  
requirements to obtain a bachelor degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



By:  
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
Diana Kholidah  
SRN. T20196041  
J E M B E R

**ENGLISH EDUCATION PROGRAM  
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STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
OCTOBER 2023**

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By:  
DIANA KHOLIDAH  
T20196041

Has been approved by an advisor



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
Nina Hayuningtyas, S.Pd., M.Pd  
NIP. 198108142014112003


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Day : Monday  
Date : 12<sup>th</sup> October 2023

**The Board of Examiners,**  
Chair Secretary

  
As'an, M. Pd  
NIP. 197609152005011004

  
Siti Khodijah, S. S., M. Pd.  
NIP. 198609192019032016

**Members**

1. Prof. Dr. H. M. Khusnuridlo, M.Pd
2. Nina Hayuningtyas, M. Pd

**Acknowledged by**  
Dean of Faculty Tarbiyah and Teacher Training



  
Prof. Dr. Hj. Mukni'ah, M. Pd. I.  
NIP. 196405111999032001

## MOTTO

... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

*“Allah will exalt in degree those of you who believe and those who have been granted knowledge” (Qs. Al – Mujadalah: 11)\*.*



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---

\* Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, Translation of the meanings of the Noble Qur'an in the English Language, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 747.



## **DEDICATION**

This is dedicated to me (Diana Kholidah) who has tried hard to complete this final project by doing the best that I can.

For my father (Abdul Wafi) and mother (Rofiah), thank you very much for your prayers, love, support, attention, affection, and everything that has been given to me.

For my older sister (Ulfatul Hasanah), who has always prayed for me and encouraged me.



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*Alhamdulillahirobbil 'alamin*, thanks to Allah SWT who has always offered his blessing, grace, and direction till I was able to successfully complete this thesis. *Sholawat and salam* were always provided to our prophet Muhammad SAW during his human race's final period. *Aamiin*.

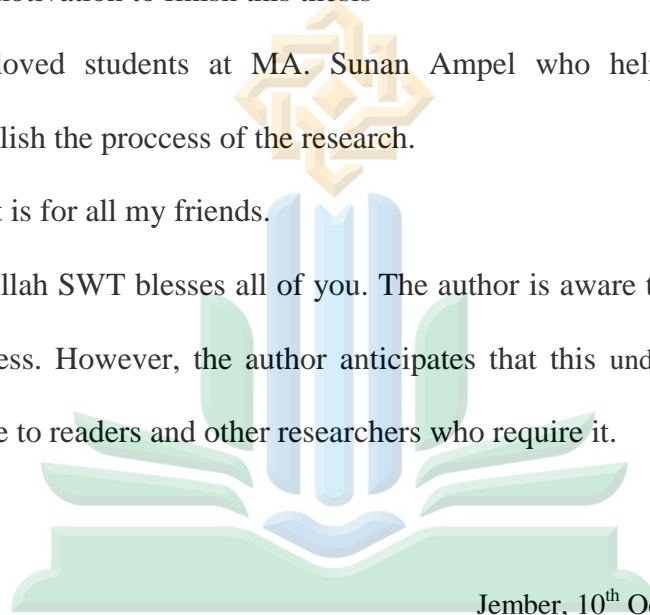
This thesis is for achieving the undergraduate degree of English Departemnt Faculty of Tarbiyah and Teacher Training of UIN KHAS Jember. The undergraduate thesis entitled “Developing Comic Strip Media As A Multimedia To Facilitate Students Reading Comprehension Of Narrative Text At First Grade In Senior High School”

I am fully conscious that the thesis could never be completed without the assistance and cooperation of others during the writing process. As a result, the writer wishes to thank the following individuals:

1. Prof. Babun Suharto, S.E, M.M as the Rector of UIN KHAS Jember who has given opportunity for the writer to study in this institute
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10. The last is for all my friends.

Wish Allah SWT blesses all of you. The author is aware that this thesis is far from faultless. However, the author anticipates that this undergraduate thesis will be valuable to readers and other researchers who require it.



Jember, 10<sup>th</sup> October 2023

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The researcher

## ABSTRACT

**Diana Kholidah 2023:** Developing Comic Strip Media as a Multimedia to Facilitate Students Reading Comprehension of Narrative Text at First Grade in Senior High School

Keywords: Design, Comic Strip Media, Reading Comprehension, Narrative Text

Reading comprehension is one of skills that must be comprehended by the students. However, the students still have difficulty in understanding the text and feel uninteresting with the text they read. Those caused students easily bored when working with reading text. Facing those issues, comic strip media is needed to be developed as one of alternative media since the students enjoy reading the text that is complemented by pictures.

The objective of this research is to describe the designing and developing multimedia learning using comic strip in narrative text for first grade students of Senior High School.

This study employed Design and Development Research proposed by Richey and Klein (2007) and Alessi and Trollip (2001), which included planning, designing, developing, and validating. There are two validations in this study as instrument of this research, namely internal (content expert and media expert) and external (English teachers) validation. This research used quantitative and descriptive qualitative as data analysis. The subject is tenth grade students of MA. Sunan Ampel. Observation, interviews, and documentation were employed as data collection method.

Based on the research results, it found that the average result achieved for the design and development of learning media regarding comic strip media based on validation sheets from content experts, media experts, and English teachers is 89% (very high). Thus, it can be concluded that the design and development of comic strip media is very good to be implemented in teaching learning reading of narrative text especially for tenth grade student.

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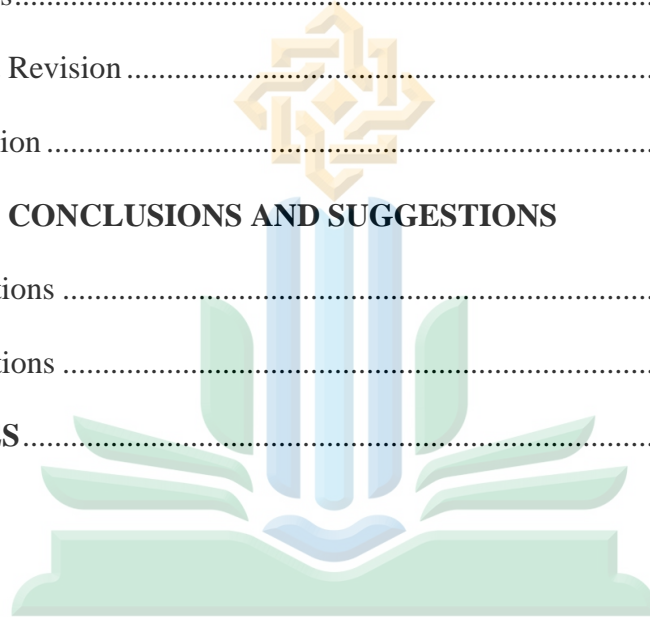
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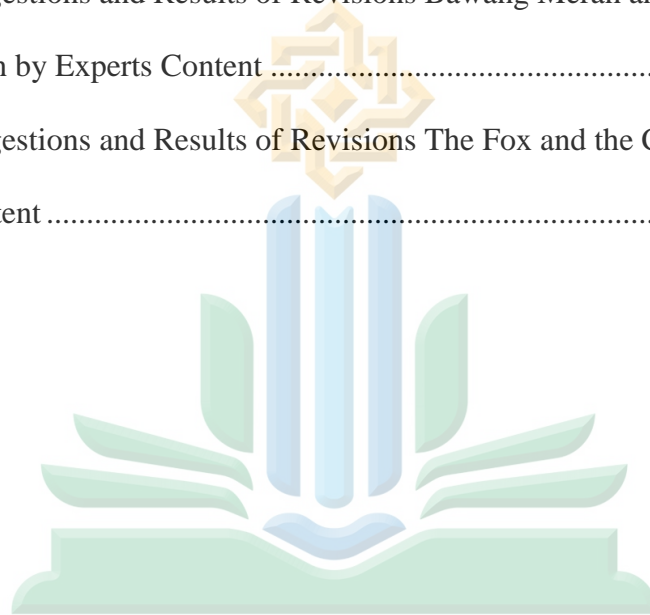
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# CHAPTER I

## INTRODUCTION

### A. Research Background

Technological innovation has become a requirement for all individuals in the present day. Technology plays an important role in the process of progress in almost every field, especially in the world of education<sup>1</sup>. Gadgets are pieces of technology that are frequently utilized by people and have multiple tasks, such as interacting with others, searching, and playing games. Children use a variety of devices, including smartphones, laptop computers, tablet, and video games<sup>2</sup>.

In addition, gadgets also have positive and negative impacts on student's life. The negative impact is that students become lazy and spend a lot of time with the gadgets they have. Usually they spend it chatting, playing games, watching YouTube or scrolling TikTok. Moreover, students use gadgets all the time, even at school they also use it, because many schools allow students to bring gadgets. Everything related to gadgets will be more interesting<sup>3</sup>. As a result, many students do not focus during learning process, so that it becomes disrupted. Therefore, teachers must find solutions to how these gadgets can help in the learning process, so that learning can run effectively and also be fun.

---

<sup>1</sup> R. Raja, P. C. Nagasubramani, "Impact of Modern Technology in Education," *Journal of Applied and Advanced Research*, No. 1 (April 2018):33, <https://doi.org/10.21839/jaar.2018.v3iS1.165>

<sup>2</sup> Derri Iswidharmanjaya, Beranda Agency, *Bila Si Kecil Bermain Gadget: Panduan Bagi Orang Tua Untuk Memahami Faktor-Faktor Anak Kecanduan Gadget* (Jawa Barat: bisakimia, 2014), 6

<sup>3</sup> Erlan Oktriandi, "Fenomena Gadget Di Era Millennial", accessed December 26, 2022, <https://www.bengkulunews.co.id/fenomena-gadget-di-era-millennial>

On the other hand, Gadgets have beneficial effects on students by allowing them to seek for knowledge and become learning medium. It offers an extensive amount of information to users, allowing students to search for a multitude of knowledge and clarification regarding their course. Besides from that, gadgets improve the learning process by serving as learning aids to clarify educational material to students.

To get the most out of gadgets at school, teachers must take advantage of this to maximize the learning process. Students are happy if in the learning process combined with using gadgets, the teacher can make this gadget a media in the learning process, so that so that students are motivated to grasp the material since learning is more colorful, authentic, and incredible<sup>4</sup>.

In addition, technology as a medium may catch student's interest, as seen by the popularity of Webtoon among teenagers. Reading Webtoon is a pleasure for teenagers. Webtoon is a story in the form of a collection of comic images that are published digitally<sup>5</sup>. Given these facts, educators must employ the same strategy in how students learn; they are able to employ technology to produce learning material that improves how motivated students are to engage in reading.

Reading is a necessary skill. By reading students can improve critical thinking. Reading, according to Nunan, is an activity in which people mix data

---

<sup>4</sup> Nana Sudjana, Ahmad Rivai, *Teknologi Pengajaran* (Bandung: SINAR BARU, 1997), 26

<sup>5</sup> Nuryanah, Linda Zakiah, Fahrurrozi, and Uswatun Hasanah, "Pengembangan Media Pembelajaran Webtoon Untuk Menanamkan Sikap Toleransi Siswa di Sekolah Dasar," *JURNAL BASICEDU*, no. 5 (2021):3050, : <https://doi.org/10.31004/basicedu.v5i5.1244>

obtained from texts and their own past experience in order to build meaning<sup>6</sup>. This means that students comprehend the content depending on previous understanding.

In addition, Islam also requires reading for Muslims. We need to read books and also the Qur'an to know the rules and also the history of the Islamic religion. According to Al-Alaq verses 1-5, Allah demands all Muslims to read. This was the first verse given to Muhammad SAW.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ  
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

*“Recite in the name of your Lord who created (1) Created man from a clinging substance (2) Recite and your Lord is the most Generous (3) Who taught by the pen (4) Taught man that which he knew not (5)”* (QS. Al-Alaq: 1-5)<sup>7</sup>

The verse above shows that reading is an important thing in education. Reading is a habit that can help us learn new things. The connection between the verse and this research is that reading is not just reading, but we understand what we read.

Even though reading is very important, there are still many people, especially students, who are lazy to read. Even though the benefits of reading are many, one of which is that if we want to write something, the first thing we have to do is to read more. According to Krashen, the writing method is

<sup>6</sup> David Nunan, *Practical English Language Teaching*; (Singapore: McGraw Hill, 2003), 68

<sup>7</sup> QS. Al – ‘alaq 96:1, *Kementrian Agama RI, Al-Qur’an Terjemah dan Tajwid*, (Bandung: PT Sygma Examedia Arkenleema, 2014), 479.

derived via reading rather than writing<sup>8</sup>. In truth, producing a single page of articles every single day will not increase one's writing skills; instead, reading articles single day will improve one's writing.

A majority of students still struggle with reading texts, particularly understanding reading texts that are narratives. Students find it difficult to understand and analyze the text they read. They have difficulty understanding the text's messages, answering questions, and evaluating the generic structure. In addition, they have difficulties understanding the content because they are unable to visualize the text in their minds<sup>9</sup>. Furthermore, when students lack previously acquired knowledge, it is difficult for them to form mental representations when reading materials. Consequently, Students struggle with narrative texts given that they must gain preexisting knowledge in order to comprehend what is conveyed in the content.

To deal with those mentioned issues, the researcher and the teacher of MA. Sunan Ampel try to concept comic strips as good multimedia for teaching reading. These comic strips are a combination of stories with cartoon characters. These comic strips can attract students' interest because with readings combined with pictures students will be happy and interested in reading them. Sharma argues that comic strips may assist students comprehend language use by allowing them to develop a comfortable

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<sup>8</sup> Jhon S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Routledge, 2009), 215

<sup>9</sup> Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategy* (New York: the guilford press, 2009), 115

language<sup>10</sup>. In addition, students will also easily understand the contents of the text because the comic strips already provide pictures that explain the story. Roozafzai contends that comic strips are more engaging and pleasant, capturing readers' attention and stimulating their imagination more effectively<sup>11</sup>.

According to observations made during a reading narrative text lesson on Tuesday, 13<sup>th</sup> December, 2022 at 09.45 in tenth grade of MA. Sunan Ampel, the researcher found that students have difficulty in understanding narrative text, so they needed more time to comprehend the text. Usually the teacher of MA. Sunan Ampel teaches narrative using text book only. As a result, students want learning media that are fun and not easily bored concerning that condition, the research being conducted attempts to bridge a gap in the design and development of technology as a medium because they want creative learning media to be used in the classroom. In addition, the employing of technological devices as a learning medium in order to take advantage of the impact of electronics in the everyday activities of students. In addition, reading is a verbal ability. that is difficult for students to learn so they need more time to comprehend texts. Therefore, learning media using comic strips is a suitable media for learning to read narrative texts because it helps students to analyze and understand texts easily.

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<sup>10</sup> Sharma, R, "Comics: A Tool Of Teaching Language Through Literature," *International Journal of Creative Research Thoughts (IJCRT)*, no. 8 (2020): 3200–3204

<sup>11</sup> Roozafzai, Z, "The Role of Comic Reading Materials in Enhancing the Ability to Read in EFL," *I-manager's Journal on English Language Teaching*, no. 2 (2012): 7-15

As a result, the researcher proposes to create comic strip as a medium for learning to read narrative texts in MA. Sunan Ampel. It is hoped that it can be an alternative to improve students' reading skills.

## **B. Problem Statement**

There is no existed instructional material that uses comic strips as multimedia to teach reading a narrative text in first grade of MA. Sunan Ampel

## **C. Research Question**

How is the designing and developing multimedia learning using comic strip in narrative text for first grade students of Senior High School?

## **D. Research Objective**

To describe the designing and developing multimedia learning using comic strip in narrative text for first grade students of Senior High School

## **E. Research Significance**

The following achievements are expected from the research:

### 1. The researcher

Findings from this research are expected to provide the researcher with more insight and expertise regarding creating media for educational purposes in English, particularly in reading.

### 2. Students

The findings of the research are predicted to aid students to improve their English, particularly in reading, by improving students' aptitude and motivation to learn.

### 3. Teachers

The findings of this research are probable to provide teachers with a different kind of teaching assistance. Furthermore, it is supposed to provide teachers with motivation and inspiration to be more creative in generating engaging and effective learning media.

### 4. Other researches

The findings of this research will probably to serve as a resource for other researchers studying new media.

## **F. Product Specification**

The following specifications for the product are anticipated in this research:

1. As a multimedia, the comic strip was created on the Canva application over an amount of three weeks in collaboration with liveworksheet.com. It is used as an educational tool, reading narrative content.
2. The comic strip as multimedia includes reading text titled "Bawang Merah and Bawang Putih, The Cat and The Fox," as well as tasks given in tenth grade of MA. Sunan Ampel
3. Students can use comic strips as multimedia in as well as out of the classroom.

## **G. Definition of Key Terms**

To prevent misconceptions about the terms used in this study, the researcher will define them as follows:

## 1. Comic strip media

Comic strips media is teaching tool using comic strips, while comic strips are several pictures that have a storyline which contains several panels containing narrative text entitled " Bawang Merah and Bawang Putih, and The Cat and The Fox" which contains the generic structure of the narrative text, namely orientation, complication, evaluation, resolution, and reorientation made using Canva application and then collaborated with liveworksheet.com. This comic strip will attract students' attention, because this media is designed attractively using digital. Comic strips are designed as learning media for teaching reading narrative texts in analyzing fictional stories with a generic structure; orientation, complication, evaluation, resolution, and reorientation.

## 2. Reading comprehension

The reading comprehension in this study consists of a narrative text with a story entitled " Bawang Merah and Bawang Putih, and The Cat and The fox " which is composed of the generic structures contained in the narrative text; orientation, complication, evaluation, resolution, and reorientation. Narrative text is designed using the Canva application.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

A variety of studies has been undertaken and is linked to this research, such as:

1. The Effect of Digital Comic Media on East Asian Students' English Language Learning Outcomes

This study was conducted by Zainal Abidin Arief, Endin Mujahidin, and Rudi Hartono entitles "The Effect of Digital Comic Media on East Asian Students' English Language Learning Outcomes" in 2022. The employing of learning media is believed to improve student learning materials' acceptance and encourage students to learn. As a result, learning media can be thought of as a hardware or software tool that teachers employ to provide materials to students during the learning process. According to the objective of learning, media is anticipated to make learning more effective and efficient<sup>13</sup>.

2. Comic Strip For Language Teaching: The benefits and Challenges According To Recent Research

This research was conducted by Eka Anastasia Wijaya, Ni Komang Arie Suwastini, Ni Luh Putu Sri Adnyani, and Kadek Eva Krishna Adnyani, entitle "Comic Strip For Language Teaching: The benefits and Challenges According To Recent Research" in 2021. The purpose of this

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<sup>13</sup> Zainal Abidin Arief, Endin Mujahidin, Rudi Hartono, "The Effect of Digital Comic Media on East Asian Students' English Language Learning Outcomes," *International Journal of Society, Culture & Language*, Vol. 10, No. 3 (April 2022): 118.

study is to describe the applications of comic strips as an educational tool, its advantages, and implementation challenges. The data source is research publications on the use of comic strips for language training published between 2011 and 2020 in respectable international journals and recognized national periodicals. This study's findings suggest that comic strips can be employed in language instruction. Several researches suggest that adopting comic books in language acquisition has both advantages and disadvantages.<sup>14</sup>

### 3. The Effect of Comic Strips as an English Teaching Media toward Students' Reading Ability in Descriptive Text

This study was conducted by Arino Susanto, and Absharini Kardena, entitle “The Effect of Comic Strips as an English Teaching Media Toward Students' Reading Ability in Descriptive Text” in 2021. The goal of this study is to resolve the students' lack of descriptive text reading ability at MTsS Yati Kamang. The experimental group used comic strips as media, while the control group only used photographs. According to the findings of this study, using comic strips has a significant impact on students' descriptive text reading skills at MTsS Yati Kamang's seventh grade<sup>15</sup>.

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<sup>14</sup> Eka Anastasia Wijaya et al., “Comic Strip for Language Teaching: The benefits and Challenges according To Recent Research”, *English, Teaching, Learning, and Research Journal*, Vol. 7, No. 1 (Juni 2021): 230.

<sup>15</sup> Arino Susanto, Absharini Kardena, “The Effect of Comic Strips as an English Teaching Media Toward Students' Reading Ability in Descriptive Text”, *Journal of Education and Technology (Edutec)*, Vol. 4, No. 3 (April 2021): 334.

4. The Implementation of Comic Strips to Improve Students' Writing Skills of The 11<sup>th</sup> Grade Students of SMAN 4 Yogyakarta

This study was conducted by Elizabeth Emmanuela Sulistyawati and Yohana Veniranda entitles “The Implementation of Comic Strips to Improve Students' Writing Skills of the 11<sup>th</sup> Grade Students of SMAN 4 Yogyakarta” in 2021. The goal of this study is to look into using comic strips to help students improve their writing skills. The method used in this study was classroom action research, which was carried out in two cycles at SMAN 4 Yogyakarta from February 5th to March 18th, 2020. The XI MIPA 4 of SMAN 4 Yogyakarta had 32 participants. The findings of the study revealed that comic strips can help students improve their writing skills in English<sup>16</sup>.

5. The Effectiveness of Using Comic Strips to Increase Students' Reading Comprehension For The Eighth Grade Students of SMPN 1 Pundong

This research was conducted by Zul Aini Rengur, and Sugirin entitle “The Effectiveness of using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong” in 2019. The purpose of this study was to determine whether using comic strips was more effective than using conventional media in improving students' reading comprehension. There were two groups in this quasi-experimental study: an experimental group and a control group. The

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<sup>16</sup> Elizabeth E. S., Yohana Veniranda, “The Implementation of Comic Strips to Improve Students' Writing Skills of the 11<sup>th</sup> Grade Students of SMAN 4 Yogyakarta”, *Language Learning In The New Era*, (February 2021): 42.

study found that using a comic strip was more effective than using traditional media in improving students' reading comprehension<sup>17</sup>.

Table 2.1 The differences and similarities of study

No	Title of the research	Similarities	Differences
1	2	3	4
1	Eka Anastasia Wijaya, Ni Komang Arie Suwastini, Ni Luh Putu Sri Adnyani, and Kadek Eva Krishna Adnyani / Comic Strip For Language Teaching: The benefits and Challenges According To Recent Research. 2021	<ul style="list-style-type: none"> <li>Both of the research discuss about comic strip as learning media</li> </ul>	<ul style="list-style-type: none"> <li>Previous research focused on the utilization of comic strips as an approach of learning, its upsides, and implementation challenges, whereas current research produces comic strips to teach reading.</li> <li>The previous research used George's (2008) model of literature review but Design and Development (D&amp;D) designed by Peffers (2007) model are used in this research</li> <li>Previous study focused on improving students' grammar competence, supporting students' reading skills, and assisting students who lack writing skills; however, this research focuses on reading comprehension.</li> </ul>
2	Arino Susanto, and Absharini Kardena / The Effect of Comic Strips as an English Teaching Media Toward Students' Reading Ability in Descriptive Text. 2021	<ul style="list-style-type: none"> <li>Both of the research using comic strip as learning media</li> <li>Both studies are being undertaken in order to identify appropriate medium for teaching and learning reading.</li> </ul>	<ul style="list-style-type: none"> <li>The previous study used experimental research, however this study employs the D&amp;D model developed by Peffers (2007)</li> <li>The previous study was carried out in the seventh grade of junior high school, but this study will be carried out in the tenth grade of senior high school.</li> <li>Previous research concentrated on the deployment of comic strips, but this study focuses on designing comic strips to teach reading</li> <li>The previous study used descriptive text to teach reading comprehension; however, this study uses narrative</li> </ul>

<sup>17</sup> Zul Aini Rengur, Sugirin, "The Effectiveness of using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong", *Advances in Social Science, Education and Humanities Research (ASSEHR)*, (2019): 127.

No	Title of the research	Similarities	Differences
1	2	3	4
			text to teach reading comprehension.
3	Zul Aini Rengur, and Sugirin / The Effectiveness of using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong. 2019.	<ul style="list-style-type: none"> <li>Both studies used comic strips as learning material.</li> </ul>	<ul style="list-style-type: none"> <li>The previous study used experimental research; however this study employs the D&amp;D model developed by Peffers (2007).</li> <li>The previous study was carried out in the eighth grade of junior high school, however this study will be carried out in the tenth grade of senior high school.</li> <li>The previous research focused on determine whether using a comic strip was more effective than using traditional media in increasing students' reading comprehension, but this research focuses on designs comic strip for teaching reading.</li> </ul>
4	Zainal Abidin Arief, Endin Mujahidin, and Rudi Hartono / The Effect of Digital Comic Media on East Asian Students' English Language Learning Outcomes. 2022.	<ul style="list-style-type: none"> <li>Both of the research using digital comic as learning media</li> </ul>	<ul style="list-style-type: none"> <li>The previous study used experimental research, however this study employs the D&amp;D model developed by Peffers (2007).</li> <li>The previous study was conducted in senior high school's third grade, but this study will be conducted in senior high school's first grade.</li> <li>The previous study tried to determine the impact of the electronic comic learning media on Indonesian students' English language learning consequences, but this study focused on the design of comic strips for teaching reading.</li> </ul>
5	Elizabeth Emmanuela Sulistyawati and Yohana Veniranda entitles "The Implementation of Comic Strips to Improve	<ul style="list-style-type: none"> <li>Both of the research using comic strip as learning media</li> </ul>	<ul style="list-style-type: none"> <li>The previous research used comic strip for writing skills, but this research uses comic strips for reading comprehension</li> <li>The previous research focused on the implementation comic strips, but this research focuses on designs comic strip</li> <li>The previous study used classroom action research, however this study</li> </ul>

No	Title of the research	Similarities	Differences
1	2	3	4
	Students' Writing Skills of the 11 <sup>th</sup> Grade Students of SMAN 4 Yogyakarta" in 2021.		<p>employs the D&amp;D model developed by Peffers (2007).</p> <ul style="list-style-type: none"> <li>The previous study was carried out in the second grade of senior high school, whereas this study will be carried out in the first grade of senior high school.</li> </ul>

Previous researchers used a design of experimental study to create media for teaching and learning English, however this study used Design and Development (D&D) research to create comic strips in collaboration with liveworksheet.com as teaching aids using Peffers (2007) models.

Furthermore, comic strips are made using the Canva application in collaboration with liveworksheet.com as modern media and comics as old media, making them attractive props to use in teaching reading narrative texts because they exhibit innovative comics with moving characters. As a result, it is also known as modern comics, which are employed as reading aids.

## B. Theoretical Framework

### 1. Learning Media

Learning media, according to Miarso, is any device that may be utilized to transmit an argument with the goal to increase students' emotions, mental skills, and attention and aid the learning process<sup>18</sup>. It means in learning inside and outside the classroom related to something

<sup>18</sup> Miarso, Y., *Showing Educational Technology*, (Jakarta: Kencana Prenada Media Group, 2009).

that can stimulate students' feelings, thoughts, abilities, and attention, this includes learning media.

Besides that, Musfiqon argues that teachers utilize learning media as a physical and non-physical instrument to deliver information to learners in an easier and more effective way<sup>19</sup>. The employing of learning media is believed to improve student learning materials' acceptance and encourage students to learn. As a result, learning media can be thought of as a hardware or software tool that teachers employ to provide materials to students during the learning process. According to the objective of learning, media is anticipated to make learning more effective and efficient.

According to Sanaky that are several benefit, as follows<sup>20</sup>:

- a. Employing learning media makes learning more engaging, which can drive pupils to learn.
- b. Has the ability to explain learning materials in a way that students can readily understand and master the learning objectives.
- c. Using instructional media will help students master the learning objectives.

With regard to all of the reading definitions presented above, Learning media is defined as anything used by a teacher to impart material to students in the form of physical and non-physical means in

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<sup>19</sup> Musfiqon, *Development of Learning Media and Sources*, (Jakarta: Prestasi Pustakaraya, 2012).

<sup>20</sup> Sanaky, H. A., *Learning Media*, (Yogyakarta: Safiria Insania Press, 2009).



order to encourage students' thoughts, emotions, abilities, and attention and assist the learning process.

## 2. Types of Learning Media

Learning media, as we all know, is any device or assistance that a teacher or learner might use to attain specific educational goals. After then, the medium of instruction can be categorized in some way.

The media is divided into four categories, including<sup>21</sup>:

### a. Audio media

Audio media is a type of media resource that uses recorded audio material to communicate and convey information. It is a type of communication media that uses audio or sound recordings. Radio, tape recorder, language laboratory, MP3 player, and so on that the example.

### b. Projected still media

The employing of a projector for displaying knowledge that informs images/writing with movement is required for projected still media. This media necessitates the use of additional tools to be shown to students. Students who want to present learning material to teachers and other students frequently use this media. Power Point slides and micro film that for the example.

The characteristics of projected still media, including:

- 1) The visual display is still restricted
- 2) Rarely supported by audial means

<sup>21</sup> Sahid, "Pengembangan Media Pembelajaran Berbasis ICT", (Penelitian, UNY Yogyakarta, 2016), 3.



- 3) Displays still images
- 4) Allows for a varied presentation and appealing colors

**c. Projected motion media**

Projected Motion Media is media that involves a projector to display in the form of moving images/text. This media also uses moving images (audio-visual) to help teachers convey information to students. Film, television, video (VCD, DV, VTR), computer that for the example.

The characteristics of projected motion media, including:

- 1) Can be used at random, rather than sequentially or linearly.
- 2) Students' preferences can be followed.
- 3) Ideas are frequently presented in a realistic manner.
- 4) Use cognitive science and constructivism principles.
- 5) Learning is organized and focused on the cognitive domain.
- 6) Student interaction is heavily emphasized in learning materials.
- 7) Lesson materials combine text and images from various sources.

**d. Visual media**

According to Sadiman Arif visual media is a picture related to subject material that is helpful for conveying messages from the teacher to students. This image media can assist students in expressing the information contained in the problem so that the relationship between the problem's components can be seen more clearly<sup>22</sup>. Picture,

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<sup>22</sup> Arief S. Sadiman, *Media Pendidikan*, (Jakarta: Raja Grafindo Persada, 2003).

photo, graphic, diagram, poster, cartoon, book, comic, and so on are some examples.

This study will employ comic strips as a medium for teaching reading comprehension.

### 3. Comic Strip Media

Brown as cited on Csabay states that comics have a story line and can have a core line conclusion. This can motivate students to continue to improve reading. Whatever that increases student's willingness to learn will pique their interest even more<sup>23</sup>. Using comic strips as a learning media is one of the innovations to increase student learning activities.

Besides that, McCloud as cited on Afyusma states that comics are pictorial writing. Comic strips are pieces of images combined to form one part of a short story line.<sup>24</sup> These comics often have three to six panels or more. However, it has expressed a comprehensive idea in terms of content. Several words are commonly arranged in the picture in comic strips.

Comic strips designed with the Canva application and then collaborated using liveworksheet.com is Creative media created through technological innovation that can be employed in learning to produce effective outcomes in learning. Learning with technology, particularly comic strips, can help learning activities so that students understand the

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<sup>23</sup> Noemi Csabay, "Using Comic Strips in Language Classes", *English Teaching Forum*, Vol. 44, No. 1, (2006): 24.

<sup>24</sup> Afyusma Harwiningsih, "Using Comic Strips to Improve the Eight Grade Students Narrative Writing Ability in SMPN 1 Pandak", (a Thesis at State University of Yogyakarta, 2014), 24-25.

material more easily. This is because learning with pictures makes it less difficult for students to comprehend a text; additionally, this media is collaborated with technology, so students will be more interested and happy in the learning process.

**a. The purpose of comic strip media**

According Sarma comic strip media can provide a pleasant atmosphere that can be seen in helping students express their emotions in the learning process<sup>25</sup>. Media using images such as comic strips provides fun for students in the learning process. Students are given convenience in understanding a reading by using comic strip media.

Besides that, Syafii states that comic strips assist student produce ideas and serve as a medium for developing and exercising their target language<sup>26</sup>. The use of comic strip media provokes students to get new ideas in the learning process. It can help students to become creative individuals in the process of understanding their reading.

The goal of employing comic strip media is to create a pleasant environment in which students may express their emotions while studying, as well as to assist students develop ideas and provide a medium for learning and practicing their target language.

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<sup>25</sup> Sarma, L. S., "Teaching English through Comics", *Indian Journal of Applied Research*, Vol. 6, No. 6, (2016): 283–284.

<sup>26</sup> Syafii, M. L., "Implementing Writing Process Approach with Pictures to Improve the Ability of the Eighth Grades in Writing Recounts", *English, Teaching, Learning, and Research Journal (ETERNAL)*, Vol, 5, No, 2, (Desember 2019): 254–273.

## **b. The text of comic strip media**

### **1) Narrative Text**

A narrative text tells a narrative. A narrative text deals with issues that trigger a crisis or an event of significance, which eventually leads to a solution. The primary goal of narrative text is to entertaining; narrative text also has various purposes and functions, such as educating, enriching the imagination, and perpetuating past stories. Not only that, narrative text also has a lot of moral messages stored for its readers. Especially if the type of story is a factual story, then of course it can be a valuable lesson for the reader.

According to Mark and Cathy Anderson there are four generic structures in narrative text<sup>27</sup>:

#### **a) Orientation**

The storyteller educates the audience about who is in the plot and when it occurs.

#### **b) Complication**

Setting off a series of events that has an impact on what happens in the plot.

#### **c) Sequence of event**

The characters' sections respond to the complexity.

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<sup>27</sup> Mark Anderson and Kathy Anderson, *Text and Types in English*, (New York: Mc Milan, 1997).

d) Resolution

The characters fixed the issue caused by the complexity.

Furthermore, Linda Gerot and Peter Wignell argue that narrative text language elements are a) Concentration on distinct and generally identifiable participants b) Application material-based activities c) Application of relation and psychological processes d) Use of temporal conjunctions and temporal contexts e) Employing the past form<sup>28</sup>:

An example of narrative text is as follows:

**Bawang Merah and Bawang Putih**

**Orientation**

There was once a pretty young lady named Bawang Putih who lived in East Java. Her father had died, and she was now living with her stepmother and stepsister, both of whom were quite friendly to her. On the contrary, they treat her poorly two days after her father died. She had to do all of the housework herself. Bawang Merah was her stepsister's name. She was a slacker who constantly dressed up, but Bawang Putih was more gorgeous than her.

**Complication**

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<sup>28</sup> Gerrot Linda and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1995).

Bawang Putih went to the river a few times to wash a lot of clothing. Then she noticed a goldfish crying for assistance. Bawang Putih felt sad for the situation and assisted it. Bawang Putih was taken aback when he discovered that the goldfish could communicate. The fish then magically assisted her in washing, and they became great friends. Unfortunately, her stepsister was aware of it, and her stepmother asked Bawang Merah to investigate. They then cooked it and ate it. When Bawang Putih realised the fish was her friend, she took the bones and sadly buried it. A magnificent tree with gorgeous blossoms sprouted few days later on the burial.

### **Resolution**

Unexpectedly a prince arrived to examine it since he needed it for his father's treatment. Bawang Merah attempted to lift it, but she was unable. Everyone else tried, but they couldn't either. The prince then glanced at Bawang Putih and fell in love with her, asking her to pull the tree down. The tree, miraculously, could pull by herself, which she presented to the prince. The prince proposed marriage to her. Bawang Putih just nodded and grinned. Bawang Putih accepted forgiveness for her stepmother and stepsister when the prince marries her. Finally, they were able to live happily ever after.

## **The Cat and the Fox**

### **Orientation**

A cat and a fox were engaged in a talk one day. The fox, a pompous creature, boasted about her intelligence.

'Why, I know at least a hundred techniques to avoid our common adversaries, the dogs,' she explained.

'I only know one trick to avoid dogs,' remarked the cat. 'You should teach some of yours to me!'

'Well, maybe someday when I have time, I'll show you a few of the simpler ones,' the fox said airily.

### **Complications**

They were about to leave when they heard the barking of a bunch of dogs in the distance. The barking grew louder and louder - the dogs were approaching! The cat bolted to the

nearest tree and ascended into its branches, well beyond the reach of any dog.

'This is the trick I told you about; it's the only one I know,' the cat explained. 'Which of your hundred tricks will you employ?'

### **Reorientation**

The fox sat quietly beneath the tree, pondering which trick she should employ. The hounds arrived before she could

make up her choice. They swooped down on the fox and ripped her to shreds.

## 2) Descriptive Text

A descriptive text, according to Garrot and Wignell, is one that describes someone, a place, an animal, or something. Identification and description are part of its generic structure<sup>29</sup>. Because it defines general facts about the issue that will be addressed, identification is often known as a general statement. Furthermore, description refers to describing the features, qualities, or unique aspects of the event that are that are being talked about.

### a) Generic structure of descriptive text

- Identification

The first paragraph's purpose is to identify an object that you'll intend to describe. The identification function introduces the reader to the object that will be explained before going into greater detail in the following paragraph.

- Description

The properties that are attached to something that you have introduced to the reader in the first paragraph, such as shape, size, or physical appearance and

<sup>29</sup> Mila Siti Masruroh, "SQ3R Implementation in Teaching Reading Comprehension a Case Study of Eight Grade Students at One State MTs in Sumedang", *Jurnal of English and Education*, Vol. 1, (2015): 108.



characteristics, are contained in the second paragraph and so on.

b) Grammatical features of descriptive text

- Present tense

When describing anything from a scientific or realistic stance, the present tense is usually utilized. For example, my friend lives in Bali.

- Relational verb

Relational verbs (is, are, is, have) are employed to categories and characterize the appearance/qualities, as well as the parts/functions, of phenomena. She, for example, appears to be incredibly attractive. Action verb

Instead of conveying a state of being, an action verb describes what a person, animal, object or natural process

(such as a storm) can do. For example, we climb the mountain.

- Mental verb

In literary descriptions, mental verbs are used to describe feelings. Know, think, learn, understand, believe are examples of mental verbs.

- Adjective

Adjectives are employed to supplement nouns and might reflect technical, every day, or literary information depending on the situation. For example this pencil is blue

### 3) Recount text

The most prevalent sort of text we face in everyday existence is recount text. The main purpose of this text is to recount a historical event. Anderson defines recount text as something that relates about previous occurrences in chronological order<sup>30</sup>. The text's purpose is to inform the audience about what happened in the past and when it happened.

#### a) Generic structure of recount text

Anderson defines the generic structure of recount text as having three sections<sup>31</sup>:

- Orientation

The orientation provides the audience with the entire context that is required to comprehend the text.

Make sure the orientation is clear and thorough by using the phrases (who, what, when, where, and why).

- Event

The author writes down the events in a series of events in chronological order. Starting with the first event,

<sup>30</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Mcmillan, 1997).

<sup>31</sup> Ibid.

the second event, and so on until the final event. The number of events is determined by the author's imagination. Events should be carefully chosen to improve the audience's understanding of the topic.

- Reorientation

The final part concludes the recount by summing up outcomes or results, evaluating the importance of the topic, or providing personal comment or opinion.

b) Language features of recount text

- Using proper nouns
- Using the past tense
- It is organized chronologically, utilizing time connectors such as then, next, after, and in the meantime to indicate the order of sequences or events.

- Adverbs and adjectives are used to describe specifics.

#### 4) Procedure text

A procedural text is one that describes how to perform something through a series of actions or steps. It describes how humans perform distinct operations in a sequential order. Simple present tense verbs that are commonly imperative are used in this book. It also employs temporal conjunctions like first, second, then, next, finally, and so on.

a) Generic structure of procedure text

- Goal/aim

It means states what is going to do

- Materials

It contains about things that we need to make or do something

- Methods/steps

This is a series of action to do or to make something

b) Language features of procedure text

- Using imperatives. For example, cut rather than mix.

- Making use of action verbs. For instance, turn, put, and mix

- Make use of connectives. for instance, initially, then, finally

- The use of adverbial phrases. For example, 2 centimeters from the top for 5 minutes

From the explanation of the types of text above, the researcher will employ narrative text as the main focus of the research she conducts in this study.

**c. The advantages of comic strip media**

The use of comic strips has many benefits for students in learning reading comprehension. There are lots of advantages to employing comic strips as instructional media that encourage reading

comprehension. First, using comic strips not only connects words in the text and helps you remember a term with the correct meaning, but it may also help you practice grammar in a logical structure and is a better approach to remember it later<sup>32</sup>.

Second, if students have difficulties understanding what they read, the pictures in comics offer help as they explore the text. In comics, legibility is determined not only by words, but also by pictures. Pictures support words to make written text easier to understand<sup>33</sup>.

Third, A comic strip could encourage students to read more. According to Humola and Talib, comic strips can encourage children by establishing reading techniques and assisting them in comprehending the context of the text with the use of visualization.<sup>34</sup> Through the visualization in the comic strips media it helps students to be motivated to learn, and also students easily understand the text with the support of visualization. With the visualization on the comic strips Manik also states that it can develops the students' interest in reading<sup>35</sup>.

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<sup>32</sup> Afyusma Harwiningsih, "Using Comic Strips to Improve the Eight Grade Students Narrative Writing Ability in SMPN 1 Pandak", (a Thesis at State University of Yogyakarta, 2014), 24-25.

<sup>33</sup> Cary, *Going Graphic: Comic At Work In The Multilingual Classroom*, (Portsmouth Heinemann, 2004), 58.

<sup>34</sup> Humola, Y., Talib, R., "Enhancing the Students' Writing Ability By Using Comic Strips: An Action Research Conducted At the Tenth Grade of SMA Negeri 1 Tapa", *ICTTE*, Vol. 1, No. 1, (2016).

<sup>35</sup> Manik, R. M. S., "The Effectiveness of Comic Strip As Media To Improve The Students' Reading Comprehension On Narrative Text of MTs Ar-Rahman Langkat". *The 2nd Annual International Conference on Language and Literature (AICLL 2019)*, (Agustus 2019): 945.

Fourth, Comic strips assist students learn to read more effectively. Comic strips, according to Rengur and Sugirin, can be used to teach reading more efficiently than traditional media. The use of graphics in comic strips, in particular, enhances the dialogue's words or syntax, making the written content more thorough. Students must learn grammar in order to comprehend the text. As a result, comic strips can help children enhance their reading comprehension and ability.<sup>36</sup>

Poai added that using comic strip media can appeal to both learners who enjoy reading and students who do not because comics are usually funny and interesting, besides being short and practical<sup>37</sup>.

#### **d. The disadvantages of comic strip media**

There are lots of advantages to comic strips, but there are a few disadvantages, including:

- 1) It is challenging to identify suitable comic strips, because of teacher finds it challenging to discover something that is in accordance with the material being taught, the comic strip media accessible through the internet are not always in accordance with the teacher's wishes.

<sup>36</sup> Zul Aini Rengur, Sugirin, "The Effectiveness of using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong", *Advances in Social Science, Education and Humanities Research (ASSEHR)*, (2019): 241.

<sup>37</sup> Poai, S. T., "Teaching English Vocabulary Using Comic Strip", *Sintuwu Maroso Journal Of English Teaching (JET)*, Vol. 4, No. 1, (Agustus 2018): 56.

- 2) The range of facial expressions is limited, not all facial expressions can be clearly conveyed in pictures in comics; in comics, those expressions are very limited.
- 3) It takes longer to find or make it<sup>38</sup>. Teachers need a lot of time to search the internet for comic strips and be creative by creating their own, so using this media takes a lot of time.

#### 4. Reading Comprehension

##### a. The Concept of Reading Comprehension

##### 1) The definition reading

Reading is an activity that is not simple because this activity involves many elements in supporting reading. It relevant with Karen Tankersley defines that reading as a complex process that is carried out from several skills and processes that are interrelated<sup>39</sup>. Therefore, Because Tuturahiza Mahmud claimed that reading is an important ability in English that must be acquired by students who are able to make significant progress in most academic subjects; teachers must assist students in learning reading skills to help students understand the content they read in a meaningful way.<sup>40</sup>

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<sup>38</sup> Atik Rokhayani, Aisyah Ririn, P. U., "The Use Comic Strips as an English Teaching Media for Junior High School Students", *Language Circle Journal of Language and Literature*, Vol. 8 No. 2 (April 2014): 148.

<sup>39</sup> Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003), 2.

<sup>40</sup> Tuturahiza Mahmud, "A Survey on Teaching Reading Strategies Used by ESL Teacher that Facilitate Teaching and Learning Reading English Lessons", ( a thesis of University of Malaysia, Sarawak, 2008), 2.

In addition, According to Judy Willis, reading shouldn't be an inherent part of human development. It means that reading is not a spontaneous action, but rather a sophisticated process that must be learned. Reading, according to Reiko Kamiyama, is a crucial ability for English language learners in today's environment; it supports overall skill development and provides access to essential knowledge at work and school<sup>41</sup>.

Based on the preceding definitions of reading, it is determined that reading is a crucial language ability that is tied to a complex and non-natural process since it is influenced by various important factors.

## 2) **The definition of reading comprehension**

Comprehension is a form of thought process. A person who reads comprehends by actively constructing meaning cognitively as a result of communicating with the content being read<sup>42</sup>. Good understanding includes the discovery of meaning by the reader which is to achieve certain goals set for or by it.

Reading comprehension is a complex process of reading. According to Grellet, reading comprehension is defined as getting the necessary information from a given text as efficiently as

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<sup>41</sup> Reiko Kamiyama, "CAR a Means for Motivating Students to Read", *English Teaching Forum*, No. 3, (2009): 32.

<sup>42</sup> J. Estil Alexander, *Improving Reading Speed*, (New York: Scottforesman, 1999)



feasible<sup>43</sup>. It means, understanding a text is a process that requires something that is efficient in gaining understanding.

Besides that, Wooley argues that “Reading comprehension is a process of make meaning out of text. Therefore, the goal is to gain a thorough understanding what is described in the text than to get the meaning of an isolated word or sentence<sup>44</sup>.”

All of the above definitions of reading lead to the conclusion that Reading comprehension is a complex process of comprehending the text. It comprehends by proactively building meaning internally as a result of engaging with the content being read, obtaining key information from the text, and creating meaning from text.

## **b. The models of reading comprehension**

Those that follow are some reading models<sup>45</sup>:

### **1) The Top – down Model**

It means that the readers or listeners obtain an overall understanding of the reading or listening section by absorbing the entire image in some way. Lauren and Barbara also say that the reading activity of speculating meaning with previous knowledge

<sup>43</sup> Grellet, F., *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, (Cambridge: Cambridge University Press, 1981).

<sup>44</sup> Wooley, *Reading Comprehension: Assisting Children with Learning Difficulties* (Sydney: Griffith University, 2011).

<sup>45</sup> Jeremy Hermer, *The Practice of English Language Teaching*, (England: Longman, 2007), 20.

gathered prior to the reading process is top down<sup>46</sup>. Top down theory makes employing the reader's prior knowledge as a foundation for understanding the text.

## 2) The Bottom – up Model

It means the person reading or listening focuses on individual components of speech, and achieves comprehension by linking these precise parts together to form an intact structure. In other words, Bottom-up is reader processing understand linguistic signals. Bottom-up theory reading, according to Saville Troike, requires prior understanding of the language system, such as vocabulary, morphology, phonology, syntax, and discourse structure<sup>47</sup>. Anderson also claims that bottom-up reading is reliant on the facts included in the text, recognizing the lower-level reading process<sup>48</sup>. Bottom up reading is reading according to the material presented in the text and knowledge of the language system.

### c. The strategies of reading comprehension

According to Evan Moor described that various strategies of reading, as follows<sup>49</sup>:

<sup>46</sup> Lauren Stephenson, Barbara Haold, “Elements in The Teaching of Reading”, *Teachers Learners and Curriculum*, 4 (2009), 15

<sup>47</sup> Saville Troike, *Introducing Second Language Acquisition*, (New York: Cambridge University Press, 2006), 14

<sup>48</sup> Anderson, Neil J, *Exploring Second Language Reading: Issues and Strategies*, (Canada: Heinle and Heinle Publisher, 1999)

<sup>49</sup> Evan Moor, *Daily Reading Comprehension*, (USA, Evan Moor Publishers, 2010), 6.

### 1) Making connections

Students establish textual connections to help them understand. Personal experiences, as well as things that are encountered by students, can be used to make connections. Good readers pay attention to the snippets text that relates to or reminds them from their life, previous experiences, and previous understanding; other books, articles, movies, music, or works written by others and Events, individuals, or issues

### 2) Visualization

Creating mental representations according to the occurrences of a tale is what visualization for comprehending includes. Imagine yourself viewing a movie whilst reading since it allows the reader to get to the center of the story, which will target long-term memory. Students build mental images of what they read during the learning process. They are taught to look for living language elements such as concrete nouns, active verbs, and strong adjectives.

### 3) Asking questions

Students engage questions prior to, during, and following reading to better understand the author and the purpose of the material. A good reader will ask the author, yourself, and the text the following question:

- a) What was the author's intention?
- b) Which is the message conveyed by these sections?
- c) Do I have any knowledge in this subject?
- d) Can you guess what this text will teach me?
- e) How should this be communicated to others?
- f) What are my forecasts for this reading?

#### 4) Organization

Students learn to identify textual organizational patterns.

This enables readers to prepare for what they are reading and concentrate on the creator's main message or key concepts.

#### 5) Determining important information

Students learn to categorize material depending on whether it is accurate or false, if it supports the author's main point, or whether it is relevant to a specific aim. Good readers seek for information that will assist them in identifying significant concepts and why they are important. Instructions can be found in the feature text:

- a) Titles and headings
- b) Large print
- c) Images and captions
- d) Graphs and charts
- e) Chapter objectives and questions

## 6) Monitoring comprehension

Students have to draw notice to their own process of reading and to pay attention whenever they lack concentrate or have problems understanding what they are reading. They can then utilise various coping skills to help them deal with the challenge.

### d. The measurement of reading comprehension

According to Nuttall, there are five components of reading comprehension<sup>50</sup>:

#### 1) Identifying Main Idea

Identifying main idea is the most important skill in the reading comprehension. The reading concept, according to Suparman, is the most important thought conveyed in the primary topic and further developed by additional words in a paragraph. Identifying the core idea includes determining the important point that the paragraph's activities revolve around<sup>51</sup>.

#### 2) Finding Specific Information

In this section, The reader should be concerned with the finding of specific information from a text since knowing exactly what the reader is looking for in a text is incredibly useful. Because they're reading with a clear purpose in mind, they merely read the required bits and disregard the irrelevant information. For example,

<sup>50</sup> Nuttall, C., *Teaching Reading Skill in Foreign Language*, (London: Heineman Educational Books, 1982).

<sup>51</sup> Suparman, U., *Developing Reading Comprehension Skills and Strategies*, (Tangerang: Mata Baca, 2011).

when reading text questions that ask for the name, year, place, time, and so on, To get precise information, readers merely read a few phrases related to the question.

### **3) Determining Reference**

Essentially, it involves recognizing when the same content or detail appears in multiple places in the text. Each piece of writing has its own logical structure in the defining relation (a). The text's components are all meaningfully related to one another; (b) references are utilized for ideas that appear repeatedly in the text, (c) writers use special reference words, example this, it, and them, (d) reference words can refer forward or back.

### **4) Making Inference**

Inference, in theory, is a logical assumption or conclusion based on given factual information or conditions. It is a conjecture or an opinion based on what data we have. Readers can accomplish this through employing the surroundings in which the term appears to get an approximate notion of its meaning. In addition, you can make assumptions about what you don't understand based on what is known, which is essentially reading between the lines. You can make conclusions, make critical evaluations, and form explanations of the text using prior knowledge and textual information.

## 5) Understanding Vocabulary

Vocabulary refers to all of the words in a specific language or subject. Vocabulary is important in many skills, including listening, speaking, writing, and reading. According to Harmer, one of the most important elements of effective reading is the capacity to understand the meaning of vocabulary items in context. In relation to these statements, vocabulary is essential for anyone who wishes to create or Create reading phrases. They are going to disregard such information if they have no comprehension of the purpose of each word in the text<sup>52</sup>.



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<sup>52</sup> Harmer, J., *How to Teach Writing: Effective Sentence, Paragraph, and Essay*, (New York: San Francisco State University, 2004).

## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

The research used the Design and Development (D&D) methodology, as proposed by Richey and Klein (2007) and Alessi and Trollip (2001). According to the Richey and Klein model, design and development research had four steps: identifying the research problem, developing the research model, validating both internally and externally, research, and usage. Alessi and Trollip's concept also included three stages: planning, designing, and developing. The Richey and Klein and Alessi and Trollip models with four steps were used by the researcher: planning, designing, developing, and validating.<sup>53</sup>

#### B. Research Procedure

Being designed to develop instructional media for teaching, this study was a type of design and development research. The development and design phase of research was a prevalent sort of research used to produce a media technology product. A design and development model created by Richey and Klein (2007) and Alessi and Trollip (2001) was employed in this research. Both Richey and Klein and Alessi and Trollip conducted D&D research in four stages: planning, designing, developing, and validating.

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<sup>53</sup> Ismatul Maula, "Designing Powtoon Comic Instructional Media for Teaching Reading A Descriptive Text: A Case Study At Sman 4 Jember", (a thesis, IAIN Jember, 2019), 33.



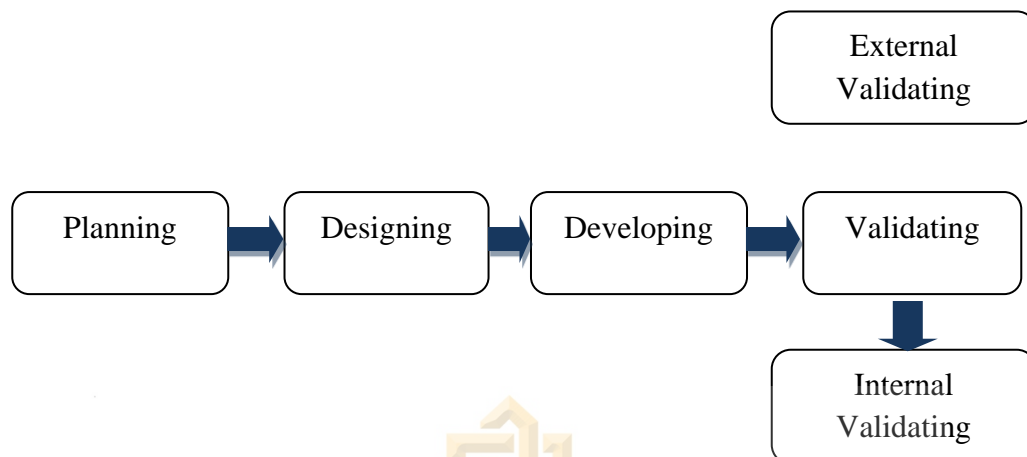


Chart 3.1 Richey and Klein (2007) and Alisse and Trollip (2007) Design and Development Research Model

### 1. Planning

The first stage in this research is planning. Planning involved creating the aim of the educational medium that would be created<sup>54</sup>. Several factors should be considered by developers at this planning stage. The first aspect, identifying material, is based on students' difficulties in gaining reading comprehension in determining the material to be utilized in constructing the medium. at MA. Sunan Ampel. The second aspect, identifying characteristic of the users, developer would observe the students in MA. Sunan Ampel to find out characteristics of students. The third aspect, determining collection source, this includes pictures, stories and exercises created using apps and websites.

<sup>54</sup> Ismatul Maula, "Designing Powtoon Comic Instructional Media for Teaching Reading A Descriptive Text: A Case Study At Sman 4 Jember", (a thesis, IAIN Jember, 2019), 34.

## 2. Designing

Designing was the process of developing and combining previous ideas. Furthermore, when designing, two aspects should be looked at: constructing the concept of learning material, including narrative text according to the tenth grade syllabus. The following section was task and concept analyses, which investigated tasks and concepts by setting up steps to assure the success of instructing students in reading a narrative text concept.

## 3. Developing

Development was a media production process that collaborated with liveworksheet.com to create comic strip learning media. Using the Canva application, the developer creates comic strips, which are then combined with several questions that will be displayed to students via liveworksheet.com.

## 4. Validating

In this section is to obtain valid data regarding instructional media made by researchers through validation from experts. Researchers will ask two experts related to the research content and media. The content experts will focus on the media aspect, activities aspect, setting aspect, and the layout. While the media experts will focus on design aspects and developing aspects.

After obtaining valid data from the two experts regarding the media that the researcher has made, the researcher then try it with English teachers get opinions on the instructional media.

**a. Internal validating (Expert)**

1) Expert Content

a) Media Aspect

Table 3.1 Media Aspect scores from the content test  
(Pinter: 2006, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	Appropriateness between comic strip and indicators						
2	Appropriateness between comic strip and students' need						
3	Appropriateness between comic strip and students acquisitions level						
4	The comic strip encourage students to learn to comprehend the text						
5	The comic strip are related to daily life						
Total Score							
Percentage							

b) Activities Aspect

Table 3.2 Activities aspect scores from the content test  
(Cameroon: 2001, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The activity of reading mini vocabulary encourage students to learn to comprehend the text						
2	The activity of reading						

	through pictures are interesting						
3	The reading activity of comic strip are based on the topic						
4	The activities understanding in certain language function						
Total Score							
Percentage							

## c) Setting Aspect

Table 3.3 Setting aspect scores from the content test  
(Hadfield: 1999, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The comic strip cover several setting (place and time)						
2	The comic strip encourage students to be independent or cooperative						
3	The comic strip are able to increase students' comprehension competence						
Total Score							
Percentage							

## d) Layout Aspect

Table 3.4 Layout aspect scores from the content test  
(Brewster: 2002, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The comic strip and liveworksheets.com are arranged orderly						
2	The material in the comic strip are well organized and easy to understand						
3	The comic strip and						

	liveworksheets.com are interesting						
4	The size and font of the comic strip and liveworksheets.com are readable						
5	The color of comic strip and liveworksheets.com are interesting						
Total Score							
Percentage							

## 2) Expert Media

### a) Design Aspect

Table 3.5 Design aspect scores from the expert media  
(Brewster: 2002, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The choice of comic strip characters according to the story						
2	The choice of color comic strip characters according to the story						
3	The choice of characters' size of the comic strip						
4	The choice of font of the liveworksheet.com						
5	The choice of color of the liveworksheet.com						
6	The choice of picture size of the liveworksheet.com						
7	The quality of the comic strip						
8	The quality of the liveworksheets.com						
Total Score							
Percentage							

## b) Development Aspect

Table 3.6 Development aspect scores from the expert media  
(Brewster: 2002, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The element of comic strip media (panels, speech bubbles, text, and characters)						
2	The development of characters in the story						
3	Text used in comic strip, and liveworksheet.com (the choice of fonts and the size of fonts)						
4	The arrangement of characters and texts						
Total Score							
Percentage							

## b. External validating (English Teacher)

## 1) Language

Table 3.7 Language aspect scores from the English teacher

No	Aspect	Score					Note
		1	2	3	4	5	
1	The language used in comic strips is easy to understand						
2	The language used is in accordance with a language features in the narrative text						
3	The language used is appropriate to the high school level						
4	The language used is the language that is often used in everyday life						
5	The language used is the language that is familiar at						

	senior high school level					
Total Score						
Percentage						

## 2) Material

Table 3.8 Material aspect scores from the English teacher

No	Aspect	Score					Note
		1	2	3	4	5	
1	The narrative text material in comic strips with liveworksheet.com is in accordance with the learning material for class X MA. Sunan Ampel						
2	The material provided is easy to understand						
3	The contents of the material presented are in accordance with the theme of narrative text						
4	Narrative text material according to the syllabus for tenth grade						
5	The content of the material is in accordance with the generic structure of narrative text						
Total Score							
Percentage							

## 3) Designs Comic Strips Media

Table 3.9 Design aspect scores from the English teacher

No	Aspect	Score					Note
		1	2	3	4	5	
1	The images used in the comic strips are in accordance with the text						
2	The colors used in comic strips match the characters						

3	The plot in comic strips according to the text						
4	Comic strip media is an interesting media for students						
5	Comic strip media is an easy media for learning narrative text in reading comprehension						
Total Score							
Percentage							

### C. Research Setting

#### 1. Subject of the Research

The subjects of the research were divided into a couple of categories: learners from the tenth grade that consisted of 15 students from MA. Sunan Ampel and English teacher who provided feedback on the comic strip in collaboration with Canva application by offering comments and suggestions according to the produced teaching aids.

The researcher chose MA. Sunan Ampel as the subject of his research is an English teacher at the school asked me to collaborate to make interesting media, that makes students enjoy and happy in teaching and learning English lessons in reading comprehension, especially in narrative text

#### 2. Object of the Research

This research focuses on comic strip media. Researchers collaborate with comic strip media and liveworksheet.com as learning media to be used in teaching students narrative text at MA Sunan Ampel.



### 3. Location of the Research

The researcher carried out the research at MA Sunan Ampel, which is in the tenth grade that consisted of 15 students. MA Sunan Ampel located at Jl. Samudera, Ketah, Suboh, Situbondo.

### D. Data Source

#### 1. Primary Data Source

Data was collected using an interview and approach to observation applied to the subject. The outcome of the interview and observation includes evidence concerning everything that took place in MA. Sunan Ampel. The data will be gathered from primary data, which include 15 students and one English teacher at MA Sunan Ampel.

#### 2. Secondary Data Source

Additional sources of data were data received from every source used in the research and supported the data. As references, the data is derived from books, journals, and articles.

### E. Instruments and Methods Used in Data Collection

The following data collection instruments were frequently used in design and development research:

#### 1. Observation

The researcher observed classroom and library. This observation focuses on the school's existing resources and facilities. This technique had many different uses in research design. In general, it can be managed

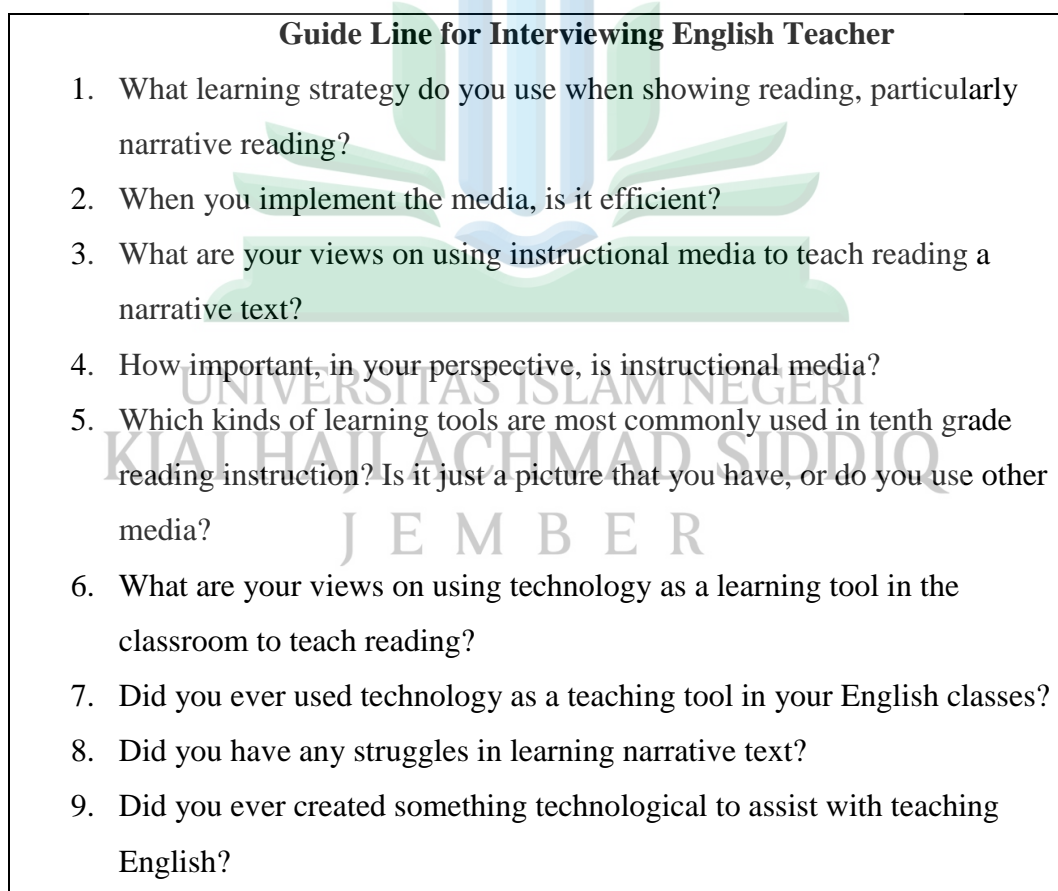
with the instrument of the data collection instrument. Additionally, it provides a comprehensive knowledge of the circumstance.

## 2. Interview

The design and development of research was carried out using qualitative research based on data collected through interviews<sup>55</sup>. Structured interviews were used in this research by the researcher. The following participants were going to be interviewed as part of this study:

### a. English teacher

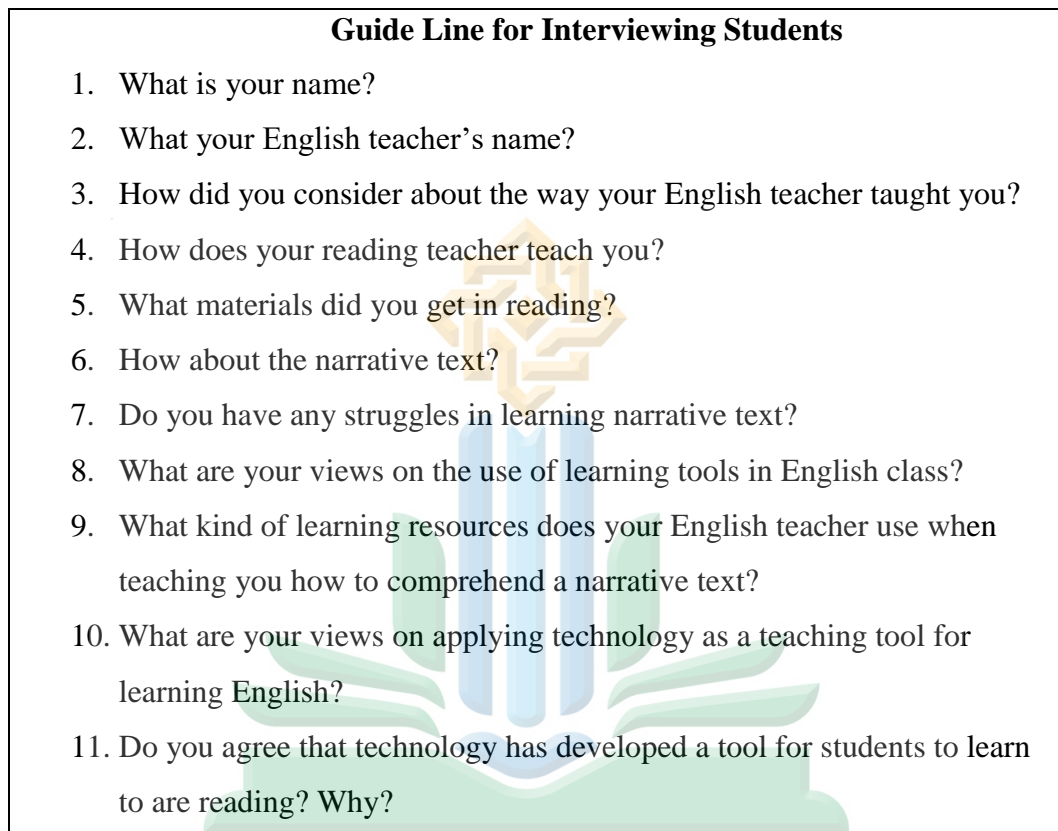
Figure 3.1 Guide line of English teacher's Interview  
(Maula: 2019)



<sup>55</sup> Rita C. Richey, James D. Klein, *Designing and Development Research Methods, Strategies, and Issues*, (London: LEA, 2007), 113.

## b. Students

Figure 3.2 Guide lines of students Interview  
(Maula: 2019)



## 3. Documentation

News and reports were collected during documentation to provide the necessary information. It contains audio and photographic evidence of the teaching process, as well as the use of comic strip media to learn about the students' viewpoints.

**F. Data Analysis**

This research employed quantitative and descriptive qualitative data analysis methodologies. In instrument data collecting, quantitative is used to examine quantitative data.

Table 3.10 Likert Scale

Category	Score
Strongly Agree	5
Agree	4
Sufficient	3
Disagree	2
Strongly Disagree	1

The expert validation results were then analysed and assessed using the following formula:

$$NA = PS / SM \times (100 \%)$$

Where:

NA = Final Score

PS = Score Obtained

SM = Maximum Score

The outcome is then measured using the table as follows:

Table 3.11 Criteria of Measurement  
(Riduwan: 2016)

Percentage (100 %)	Interpretation
0% - 20%	Very Low (revise)
21% - 40%	Low (revise)
41% - 60%	Sufficient
61% - 80%	High
81% - 100%	Very High

And then the data analysis in this research was descriptive qualitative. According to Miles and Huberman, there were four stages in qualitative data analysis<sup>56</sup>:

### **1. Data reduction**

Analysis that refines, classifies, directs, and discards unnecessary data, as well as organizes data so that final conclusions can be drawn and verified.

### **2. Data presentation**

Presentation data was a collection of information that was organized in such a way that it allowed for conclusions to be drawn and actions to be taken Based on their understanding of the data presentation, researchers would figure out what was going on and what they should do to analyze or take action.

### **3. Drawing conclusion**

Conclusions are confirmed as the research advances by reconsidering, checking field notes, or examining results in another data collection. Conclusions in qualitative research are newer discoveries that did not previously exist.

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<sup>56</sup> Matthew B. Miles, A. Micael Huberman, *Qualitative Data Analysis*, (USA: Sage Publication: 1994), 12.

## BAB IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

The research was carried out in accordance with the steps of Design and Development research in order to generate comic strip media for teaching reading. Richey and Klein (2007) and Alessi and Trollip (2001) models used a four-stage design and development approach, which included planning, designing, developing, and validating. The research findings were divided into four stages, as follows:

##### 1. Planning

The planning process included developing the goal of the instructional medium that would be established<sup>57</sup>. Several concerns should be examined by developers during this planning stage, such as determining material, identifying student characteristics, and determining collecting source.

##### a. Determining material

In the determining material, the first grade students of MA. Sunan Ampel and English teachers were interviewed by the researchers to determine the value or necessity of learning media for students. Based on the findings of these interviews, the school contends that in this modern period, the development of learning media through the use of technology is critical in order for the learning media to answer the

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<sup>57</sup> Ismatul Maula, "Designing Powtoon Comic Instructional Media for Teaching Reading A Descriptive Text: A Case Study At Sman 4 Jember", (a thesis, IAIN Jember, 2019), 34.

difficulties of teacher and students in learning. The following are the findings of interviews with English teachers and three students at first grade of MA. Sunan Ampel on the significance and necessity of building learning media employing comic strip media in narrative text learning as follows:

“.....It (technology) makes my students very excited to learn in class; such as pictures or videos will probably support students will better support students' understanding.” **(English teacher)**

“Of course technology is important.....” **(English teacher)**

“Important, it (technology as learning media) to support teaching and learning activities, it is very important to use technology for learning in this modern era.” **(English teacher)**



Picture 4.1 Interview with English teacher

In addition, the students also think that using technology as instructional media is very important to support student learning, that's because technology is very helpful in making student learning more interactive and fun.

“Very helpful in learning English” **(Student A)**

” I agree, because I think media from technology is very helpful to support the fun learning process.” **(Student B)**

“I agree, because technology can help me to support my learning English” **(Student C)**



Picture 4.2 Interview with student

So, technology as instructional media is an excellent invention for enhancing the way students are educated in the classroom. Even the use of technology is considered important, because the existence of technology in this modern era plays a very good role in supporting the learning process of students.

b. Identifying characteristics of students

The users of learning media are tenth grade students at MA. Sunan Ampel that consisted of 15 students. The content was established on tenth grade narrative text and was created to be easily understood by students. This is supported by the findings of student interviews, which revealed that students prefer learning that is enjoyable and simple to understand:

“ . . . , easy to understand and fun” (**Student A**)

“Fun learning, easy to understand, the language is easy to understand” (**Student B**)

“Relaxed, easy to understand, the language is easy to understand” (**Student C**)



Besides, teachers never use technology as an innovative medium for the learning process. Teachers usually use LCD, LKS books and also pictures. The statement is in the interview, as follow:

“LCD, using package book, or LKS book, and using some pictures”  
(Student A)

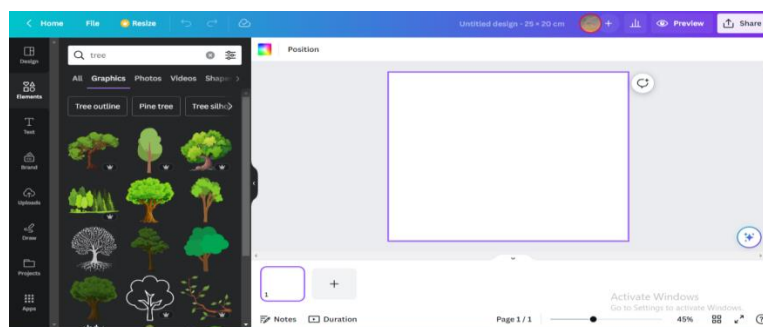
“LCD sometimes, package book, whiteboard, dan more often using LKS” (Student B)

“Using pictures, but more often using LKS and whiteboards”  
(Student C)

So, in terms of identifying student characters, students prefer learning that is fun and easy to understand. This is supported by teachers who are interactive in teaching in class, but teachers have never used technology-related media as an innovative media for classroom learning. So, to complement and support the learning process the teacher asked the researcher to make technology as instructional media to provide a fun and easy to understand learning atmosphere.

c. Determining collection source

The source of the collection was determined by determining the images and exercises used in the media to teach reading a narrative text in the tenth grade of MA. Sunan Ampel. All sources used in making comic strips media and liveworksheets.com used sources that are available in the Canva application, such as trees, rivers, Bawang Merah and Bawang Putih, and conversation bubbles.



Picture 4.3 Sources those are available in the Canva application

## 2. Designing

In designing stages, there were two aspects to consider when designing: developing material, tasks, and concept analyses.

### a. Developing material

During the development process, researcher did narrative text analysis to define core competence, basic competence achieved, and indicator as the ultimate goal of producing media<sup>58</sup>.

Table 4.1 The core competence, basic competence and indicator

Core competence	Basic competence	Indicator
1. Comprehending and putting his religion's principles into practice	3.8 Differentiate the social functions, text structures, and language features of some oral and written narrative texts by giving and requesting information related to folk legends, simple, according to the use of the	3.8.1 Identifying sentences that contain the parts of the legend in question 3.8.2 Identify similarities and differences in social function, text structure and
2. Comprehending and practicing honesty, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, and peace), courtesy, responsiveness, and pro-activeness in interacting effectively with the social environment and nature, as well as		

<sup>58</sup> <sup>58</sup> Ismatul Maula, "Designing Powtoon Comic Instructional Media for Teaching Reading A Descriptive Text: A Case Study At Sman 4 Jember", (a thesis, IAIN Jember, 2019),54.

<p>placing themselves as a reflection of the nation in world relations.</p> <p>3. Comprehending, applying, and analyzing factual, conceptual, and procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and applying procedural knowledge to solve problems in a specific field of study based on their talents and interests.</p> <p>4. Processing, thinking, and presenting in the tangible and abstract domains related to the independent growth of what he learnt in school, as well as the ability to employ techniques from science</p>	<p>context.</p>	<p>language features of narrative text</p> <p>3.8.3 Understand the structure of narrative texts in giving and requesting information related to folk legends</p> <p>3.8.4 Understand the linguistic elements of narrative text in giving and request information related to folk legends</p>
--	-----------------	--

After determining the basic competencies and indicators of narrative text, the concepts that were used as references in making learning media were obtained, such as generic structure, language features, and text.

Furthermore, the text that was made into the following comic strips was taken from the internet:

Table 4.2 Text in Comic Strips

No	Title	Source
1	Bawang Merah and Bawang Putih	<a href="https://catatantamaanugrah.blogspot.com/2014/06/storytelling-bawang-putih-and-bawang.html">https://catatantamaanugrah.blogspot.com/2014/06/storytelling-bawang-putih-and-bawang.html</a>
2	The Cat and the Fox	<a href="http://www.kidsinco.com/2010/05/the-fox-and-the-cat/">http://www.kidsinco.com/2010/05/the-fox-and-the-cat/</a>

b. Tasks and concept analysis

A task analysis was carried out in order to obtain a picture of the stages that students would take in order to comprehend narrative content. The task analysis method began with students' understanding of the concepts of generic structure, language characteristics, and text. In order to completely understand narrative texts, learners would deal with the generic structure, language features, and content in the form of a question or exercise. Details about the task and concept analysis are in the lesson plan in appendix 8.

3. Developing

The phase of development refers to the media production process used for developing comic strips in collaboration with Liveworksheets.com developed using Canva application as learning media for instruction as well as reading, specifically narrative materials. The media is made by combining several sources to produce appropriate learning media for reading.

a. Comic Strips Production

The pictures used in making this comic strip are all developed using the Canva application, starting from drawing the concept,

illustrating the concept, adding narration and conversation bubbles, adding mini vocabulary, and combining each panels into one page, it all uses the features available in the Canva application. So the researcher creates a concept image and then illustrates it on the Canva application.

### 1) Bawang Merah and Bawang Putih

#### a) Drawing the Concept

The first process in creating a comic strip is concept drawing. Concept drawing is a rough description of the creation of characters and backgrounds in comic strips. The process of making this comic strip is in the form of creating characters and sequence of events of a story.

Drawing concepts in making the story of Bawang Merah and Bawang Putih aims to conceptualize Bawang

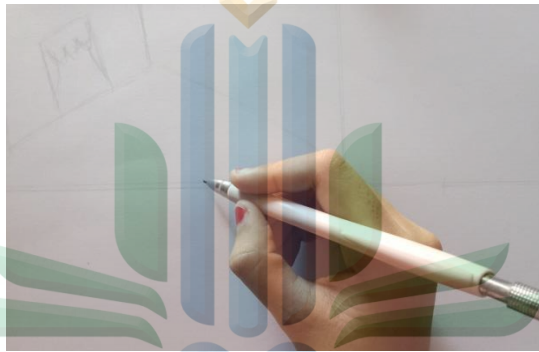
Merah, Bawang Putih, stepmothers and old women, and conceptualize the background of the story, namely in the house, river, and old woman's house according to the plot in the story of Bawang Merah and Bawang Putih, this aims to make it easier for researcher in the process of building characters and sequences of events in this story and also facilitate the next process in making comic strips. The step of drawing concepts made by researchers that are:

#### a) Preparing drawing paper and pencils



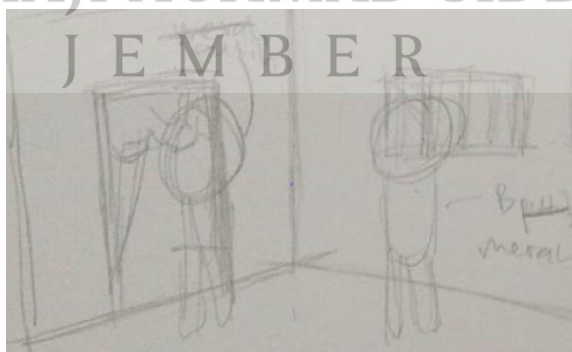
Picture 4.4

- b) And then researchers make a picture with rough scribbles about characters and backgrounds



Picture 4.5

The concept of drawing of the story of Bawang Merah and Bawang Putih as bellow:



Picture 4.6 Concept in home



Picture 4.7 Concept in home, starting conversation

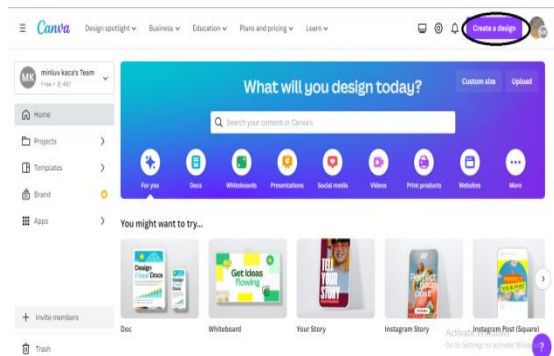
- Illustrating the concept

The second process in making comic strips is illustrating the concept. Concept illustration in making comic strips is the process of clarifying or the result of the rough drawing process in the first step in making comic strips. Illustration of the concept of the story of Bawang Merah and Bawang Putih starts from the scene where Bawang Putih is ordered many things by Bawang

Merah and his stepmother, until the final story of Bawang Merah and his mother who regretted his actions.

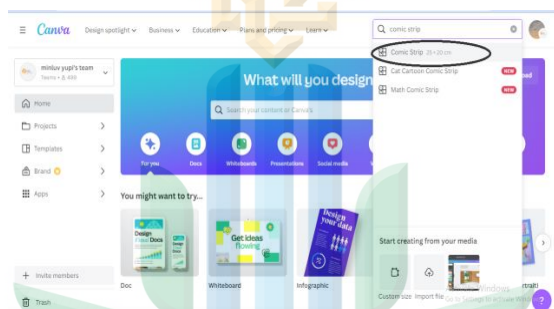
Concept illustration aims to clarify the results of the rough idea of concept drawing, and researchers made a description of each scene, character expression and background in the story, this process is to provide understanding to students to read the scenes and expressions in the story. The step of making this concept illustration those are:

a) Click 'create design', and search comic strip



Picture 4.8

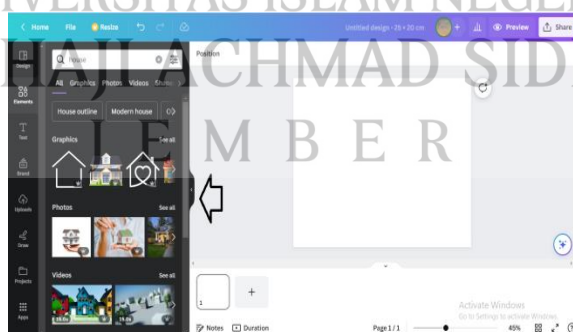
b) Chose the comic strip



Picture 4.9

c) Chose the elements needed, such as trees, Bawang Putih,

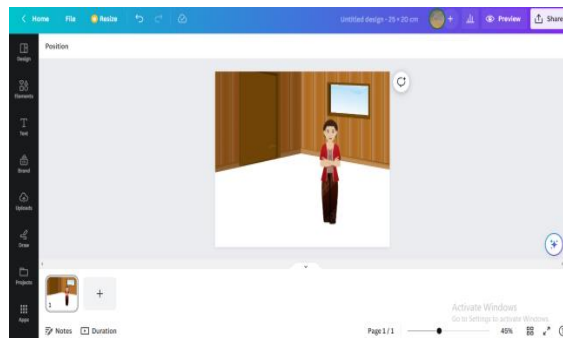
rivers, and house on the left side in the Canva application



Picture 4.10

d) After that adjusted to the layout, expressions, and colors that have been conceptualized by researchers according to the story Bawang Merah and Bawang Putih





Picture 4.11

Illustration of the concept of the story of Bawang Merah and Bawang Putih as below:



Picture 4.12 Scene 1



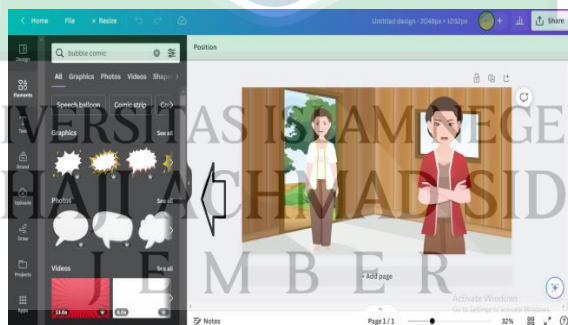
Picture 4.13 Scene 2

- Adding narration and conversation bubbles

The third process in creating comic strips is adding narration and conversation bubbles. The addition of narration aims to provide a non-dialogue narrative explanation of the story of Bawang Merah and Bawang Putih, while the process of adding conversation bubbles is to present the thoughts of the Bawang Merah and Bang Putih story characters which include Bawang Merah, Bawang Putih, mother, and old woman.

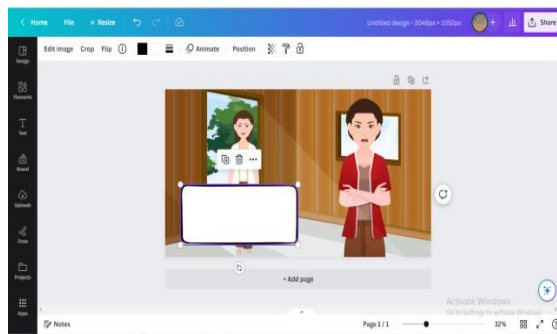
Process of adding narration and bubbles conversation is to make it easier for students to read the characters and explain the scene well. The step of adding narration and conversation bubbles those are:

- a) Selects elements section with the keyword ‘bubble comic’ on the left side



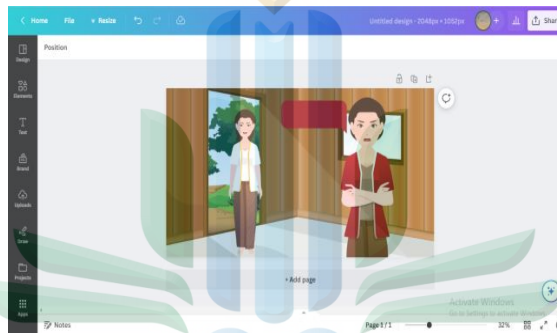
Picture 4.14

- b) Chose a rectangular bubble for writing narration



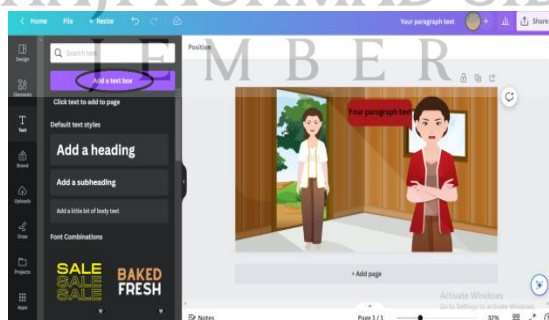
Picture 4.15

- c) Chose a rectangle with a tail at the end that leads to the mouth of a character in dialogue for dialogue



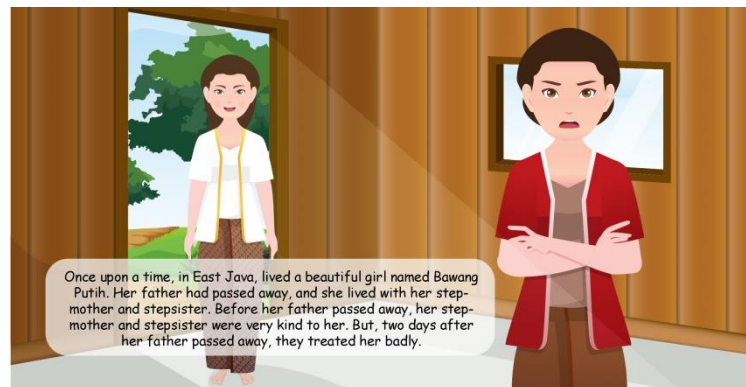
Picture 4.16

- d) Created text that can be selected in the 'text' section of the Canva application

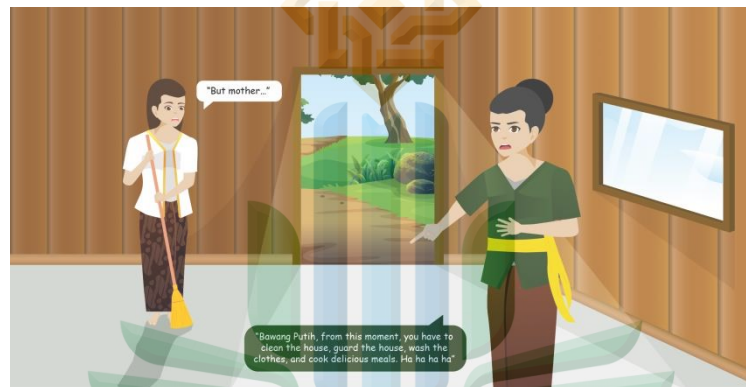


Picture 4.17

Adding narration and bubbles conversation of the story of Bawang Merah and Bawang Putih as below:



Picture 4.18 Panel 1



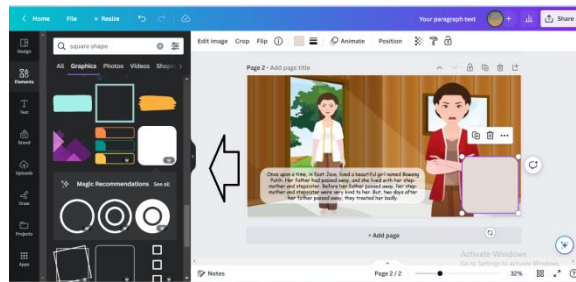
Picture 4.19 Panel 2

- Adding mini vocabulary

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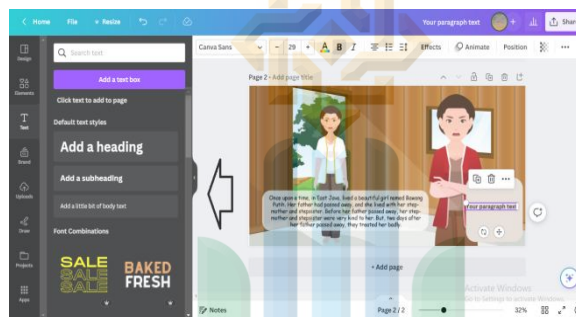
The next step is to add mini vocabulary to panels that contain vocabulary that is unfamiliar to students. The purpose of adding mini vocabulary to this comic strip is to provide convenience and facilitate students who are not familiar with the words in the story of Bawang Merah and Bawang Putih in the comic strip, so that students immediately check the meaning and also learnt about vocabulary that they did not know. The step of adding mini vocabulary those are:

- a) Selected the square shape in the element section in the Canva application



Picture 4.20

b) Selected the text in the 'text' section.



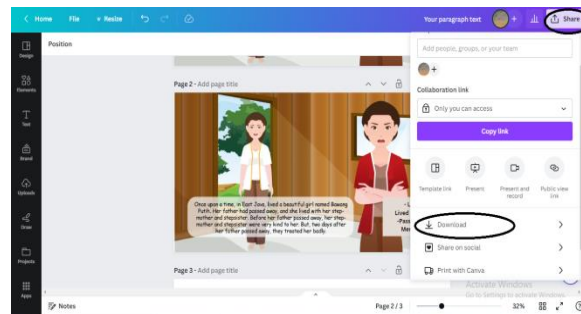
Picture 4.21

c) And placed the square box that had been filled with vocabulary to adjust the empty layout and on the panel that needed to be filled with mini vocabulary



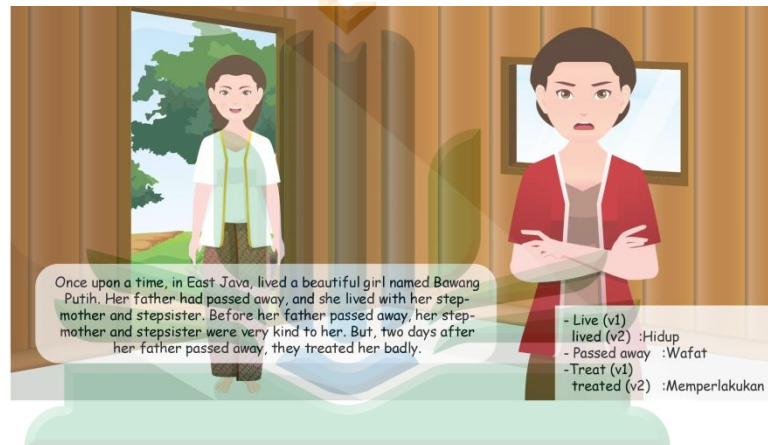
Picture 4.22

d) The last downloaded the result of comic strip in the 'download' section in the Canva application



Picture 4.23

Adding mini vocabulary of the story of Bawang Merah and Bawang Putih as below:



Picture 4.24 Panel 1



Picture 4.25 Panel 4

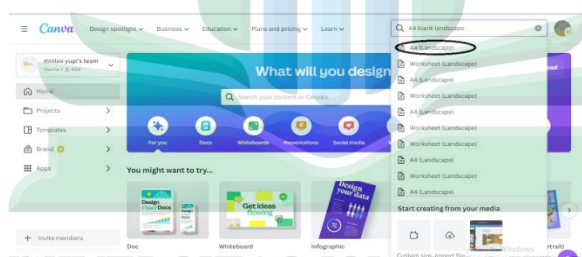
- Combining each panels into one page



The final process in creating a comic strip is to combine each panel into one page. In this step is the process of combining 2 - 6 panels into one page. This process is indeed characteristic of comic strips where one page consists of several panels. The aim is to make some of the panels that have been made by researchers into comic strips. In this Bawang Merah and Bawang Putih story, developers combine 4 panels into one page. The story of Bawang Merah and Bawang Putih has 24 panels made into 6 pages.

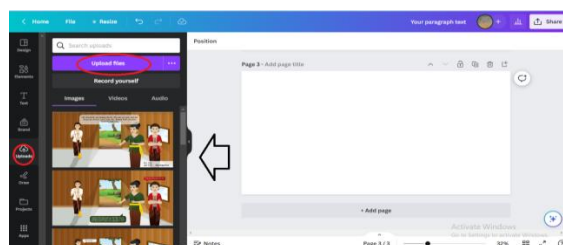
The step of combining several panels into one page those are:

- a) Chose A4 blank landscape in the ‘create design’ option in the Canva application



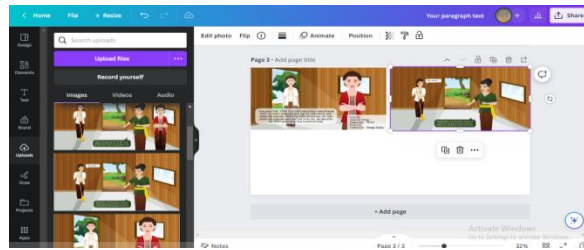
Picture 4.26

- b) Explored 4 panels that had been downloaded in previous step that become page 1 on the comic strip



Picture 4.27

- c) Arranged in the form of 2 panels on top and 2 panels at the bottom



Picture 4.28

- d) The last downloaded the result of comic strip in the 'download' section in the Canva application



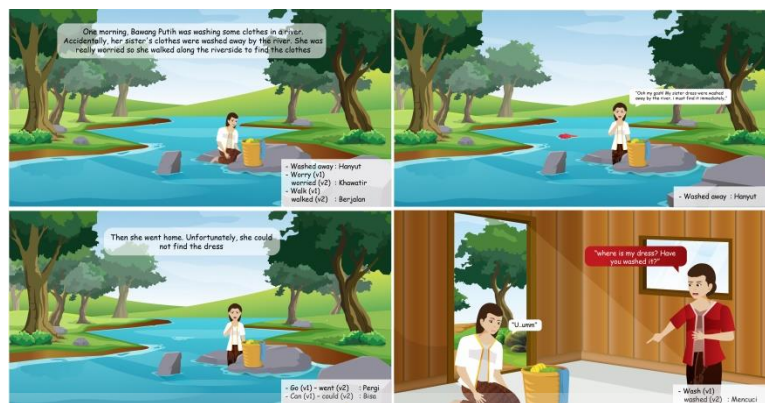
Picture 4.29

Combining each panel into one page of the story of Bawang Merah and Bawang Putih as below:



Picture 4.30 Page 1





Picture 4.31 Page 2

## 2) The Fox and The Cat

- Drawing the Concept

The first process in creating a comic strip is concept drawing. Concept drawing is a rough description of the creation of characters and backgrounds in comic strips. The process of making this comic strip is in the form of creating characters and sequence of events of a story.

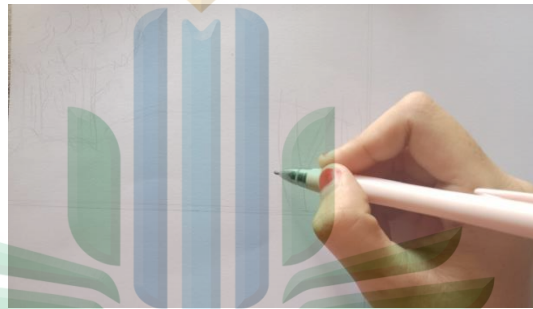
Drawing concepts in making the story of The Fox and the Cat aims to conceptualize fox, cat and dog, and conceptualize the background of the story, which is in the forest according to the plot in The Fox and the Cat story, this aims to make it easier for developers in the process of building characters and sequences of events in this story and also facilitate the next process in making comic strips. The step of drawing concepts made by researchers those are:

- a) Prepared drawing paper and pencils



Picture 4.32

- b) The researcher made a picture with rough scribbles about fox, cat, and dog characters and forest backgrounds

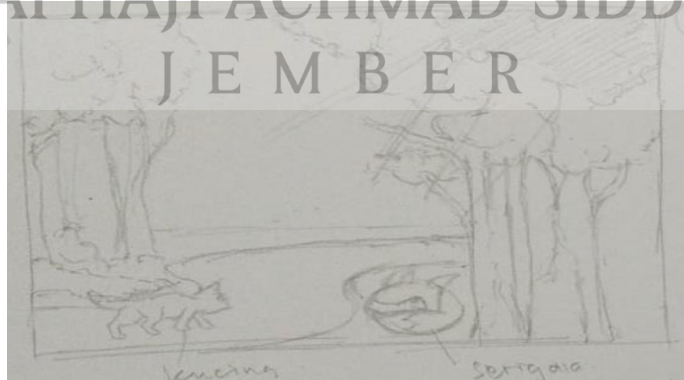


Picture 4.33

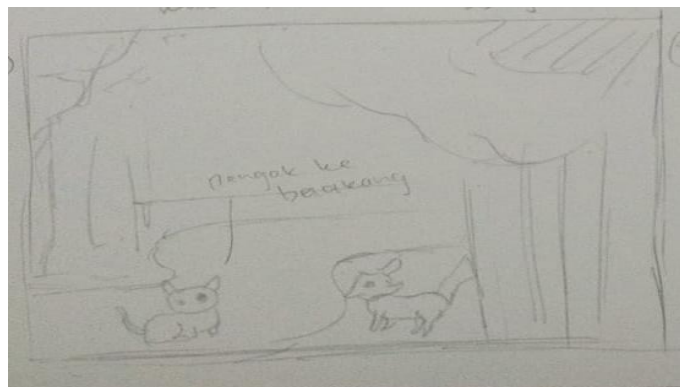
The concept image of The Fox and The Cat story is as

below:

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Picture 4.34 Concept in a forest, starting conversation



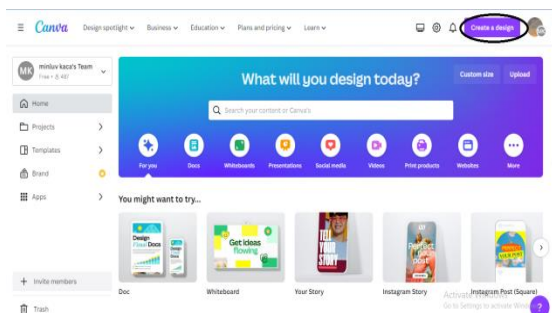
Picture 4.35 Concept of cat praises the fox

- Illustrating the concept

The second process in making comic strips is illustrating the concept. Concept illustration in making comic strips is the process of clarifying or the result of the rough drawing process in the first step in making comic strips. Illustration of the concept of the story of The Fox and the Cat starts from the scene where the cat starts a conversation until the fox is carried out by a dog and died.

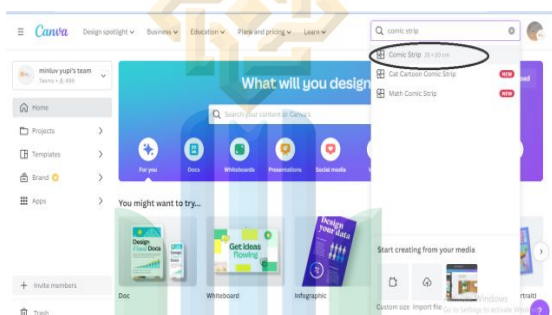
Concept illustration aims to clarify the results of the rough idea of concept drawing, and researchers make a description of each scene, character expression and background in the story, this process is to provide understanding to students to read the scenes and expressions in the story. The step of making this concept illustration those are:

- a) Click 'create design', and search comic strip



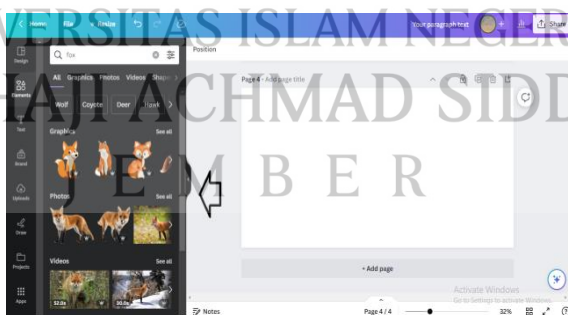
Picture 4.36

b) Chose the comic strip



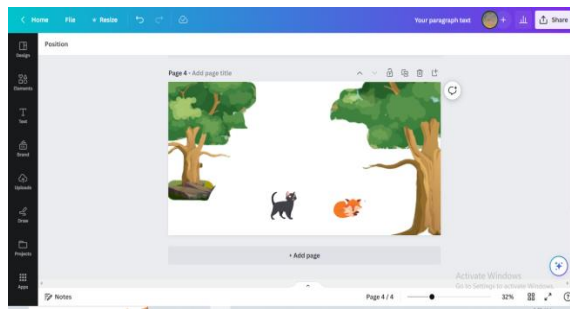
Picture 4.37

c) Chose the elements needed, such as tress, fox, cat and dog in the Canva application



Picture 4.38

d) After that adjusted to the layout, expressions, and colors that have been conceptualized by researchers according to the story The Fox and the Cat

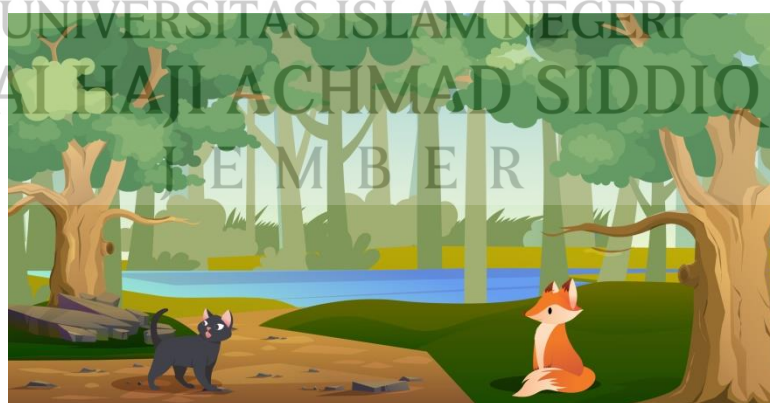


Picture 4.39

The concept illustration of The Fox and The Cat story is as below:



Picture 4.40 Scene 1



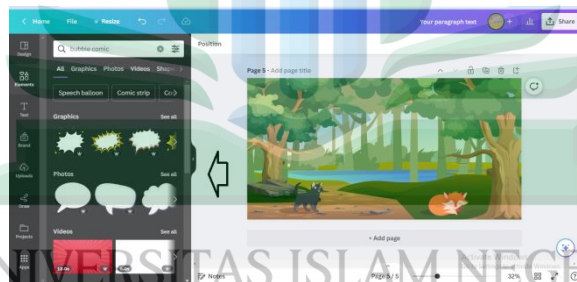
Picture 4.41 Scene 2

- Adding narration and conversation bubbles

The third process in creating comic strips is adding narration and conversation bubbles. The addition of narration aims to provide a non-dialogue narrative explanation of the story of the Cat and the Fox, while the process of adding conversation bubbles is to present the thoughts of The Fox and the Cat story characters which include fox, cat and dogs.

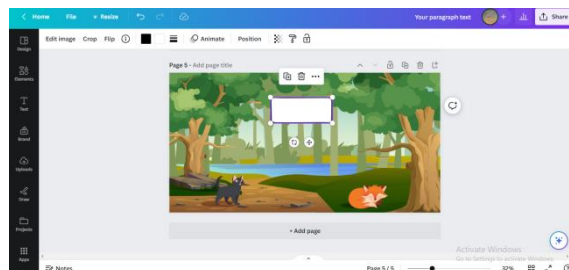
Process of adding narration and bubbles conversation is to make it easier for students to read the characters and explain the scene well. The step of adding narration and conversation bubbles those are:

- a) Selected elements section with the keyword ‘bubble comic’



Picture 4.42

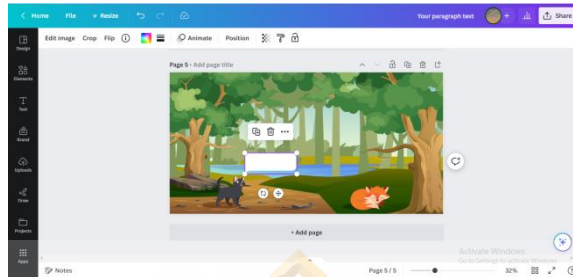
- b) Chose a rectangular bubble for writing narration



Picture 4.43

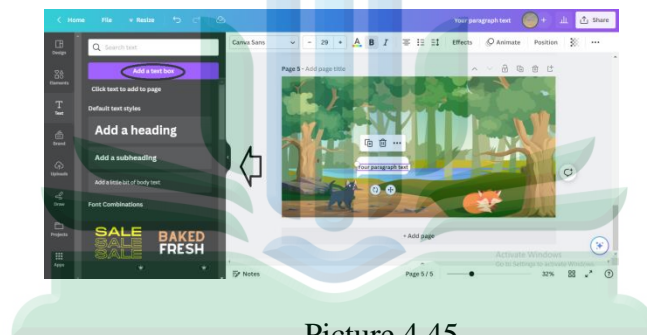


- c) Chose a rectangle with a tail at the end that leads to the mouth of a character in dialogue for dialogue



Picture 4.44

- d) Created text that can be selected in the 'text' section of the Canva application



Picture 4.45

Adding narration and bubbles conversation of the story of The Fox and The Cat as below:



Picture 4.46 Panel 1



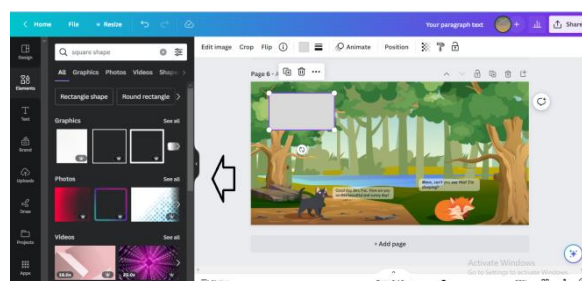
Picture 4.47 Panel 2

- Adding mini vocabulary

The next step is to add mini vocabulary to panels that contain vocabulary that is unfamiliar to students. The purpose of adding mini vocabulary to this comic strip is to provide convenience and facilitate students who are not familiar with the words in the story of The Fox and the Cat in the comic strip, so that students immediately check the meaning and also learnt about vocabulary that they did not know.

The step of adding mini vocabulary those are:

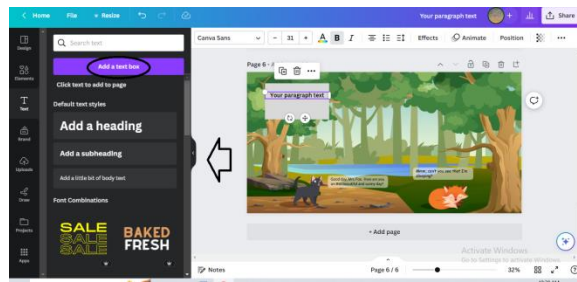
- a) Selected the square shape in the element section in the Canva application



Picture 4.48

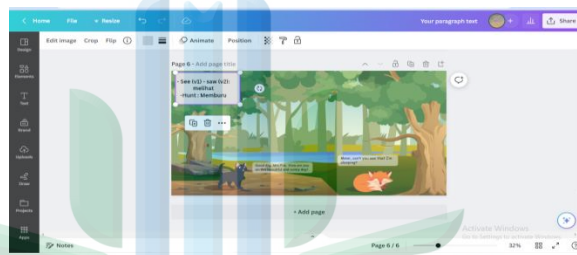
- b) Selected the text in the 'text' section





Picture 4.49

- c) And placed the square box that had been filled with vocabulary to adjust the empty layout and on the panel that needed to be filled with mini vocabulary



Picture 4.50

- d) The last downloaded the result of comic strip in the 'download' section in the Canva application



Picture 4.51

Adding mini vocabulary of the story of The Fox and the Cat as below:



Picture 4.52 Panel 1



Picture 4.53 Panel 5

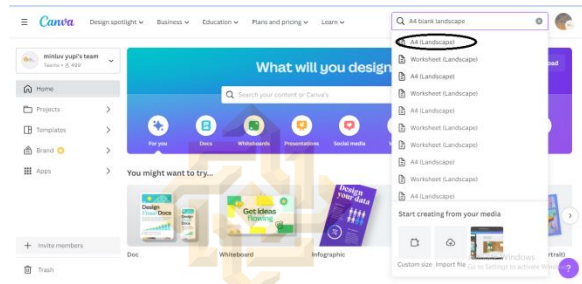
- Combining each panels into one page

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The final process in creating a comic strip is to combine each panel into one page. In this step is the process of combining 2 - 6 panels into one page. This process is indeed characteristic of comic strips where one page consists of several panels. The aim is to make some of the panels that have been made by researchers into comic strips. In this The Fox and the Cat story, researchers combine 4 panels into one page. The story of The Fox and the Cat has 12 panels made into 3 pages.

The steps of combining several panels into one page hose are:

- a) Chose A4 blank landscape in the template option in the Canva application



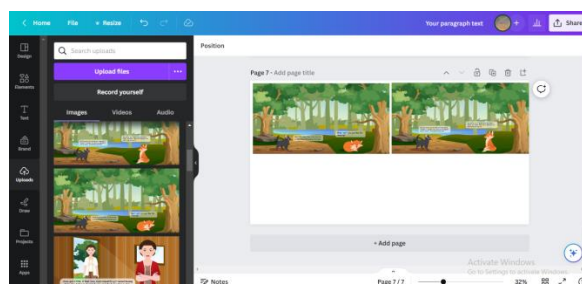
Picture 4.54

- b) Explored 4 panels that had been downloaded in previous step that become page 1 on the comic strip



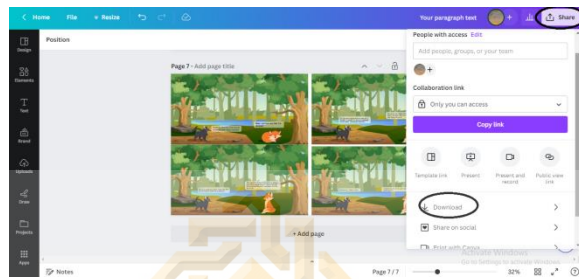
Picture 4.55

- c) Arranged in the form of 2 panels on top and 2 panels at the bottom



Picture 4.56

d) The last downloaded the result of comic strip in the 'download' section in the Canva application



Picture 4.57

Combining each panel into a one page story of The Fox and The Cat as below:



Picture 4.58 Page 1



Picture 4.59 Page 2

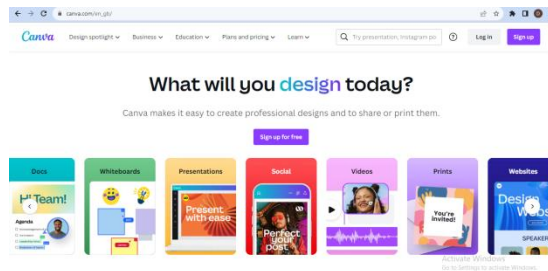
b. Liveworksheets.com production

Liveworksheets.com is one platform that can help teachers create e-worksheets or LKPD. These liveworksheets make it easier for teachers and students to do lesson practice questions. One of the advantages of teachers in using liveworksheets is that teachers do not need to correct student worksheets, because in liveworksheets the score will appear directly when students finish them. For students, doing worksheet with this platform is fun, because the worksheet are in digital form and also the score appear immediately without waiting from the teacher which can take days.

In the development of liveworksheets.com, the developer created a template first and then uploaded it to the liveworksheets.com web. The template that was uploaded was made using the Canva application, the developer used the features provided by Canva in creating an attractive template, starting from the background theme, image, and font. The template that the developer made contained comic strips about narrative text, and questions to test student understanding. After that, the developer uploaded it to the web to be able to set the correct answer so that when students finish the answer they can find out the score they got. The steps for creating a template using the application are as follows:

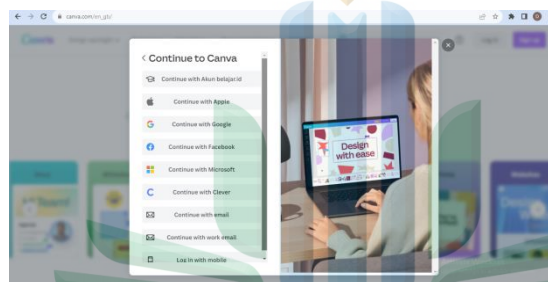


- 1) Visit [www.canva.com](http://www.canva.com) site



Picture 4.60

- 2) Choose to sign up according to your wishes by email, Facebook, or Google



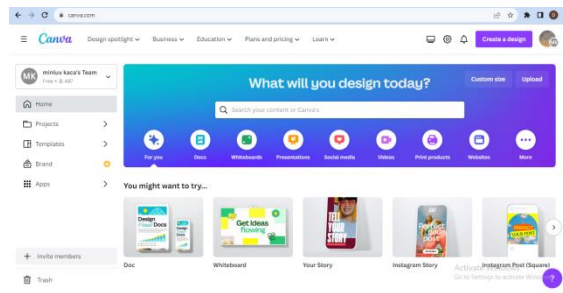
Picture 4.61

- 3) Enter your full name, email, and password if you signed up with email, If signing up with Facebook or Google, do authorize access



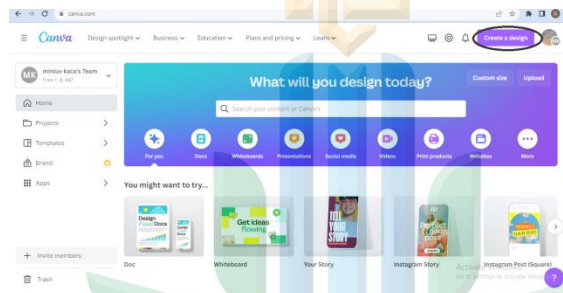
Picture 4.62

- 4) After the data is filled in, click sign up and you already have a Canva account



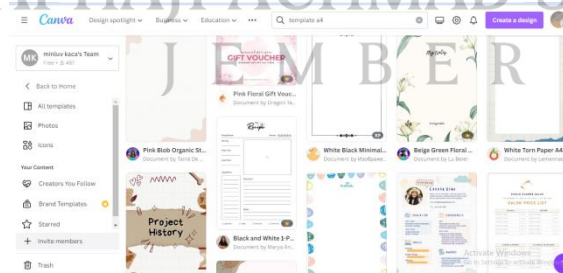
Picture 4.63

- 5) After logging in, you will be faced with a display like this, then click the 'create design' button



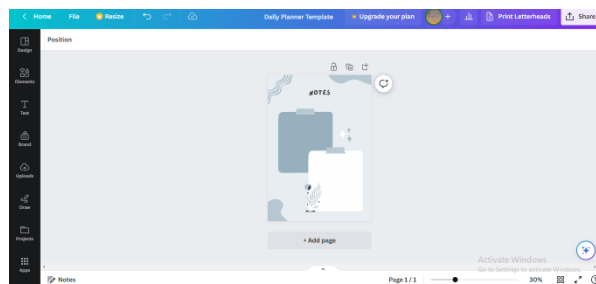
Picture 4.64

- 6) After that, select the A4 document, then there will be a display with a variety of A4 templates that you can use as your reference material in creating your liveworksheet template



Picture 4.65

- 7) Choose the template you like, then create a liverwoksheet template according to your own creation



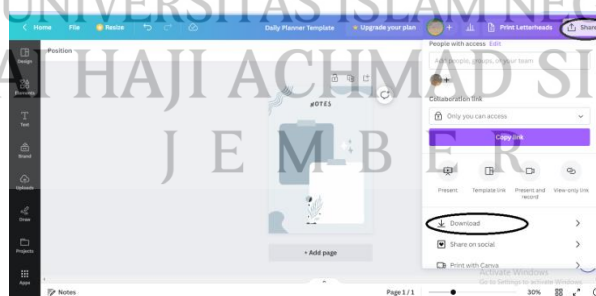
Picture 4.66

- 8) On the left side, there are various features that you can use to make your template more attractive



Picture 4.67

- 9) After everything is done, you can download your work in the file format you want



Picture 4.68

The appearance of the template before uploading to liveworksheets.com as below:





Picture 4.69 Template in Canva app

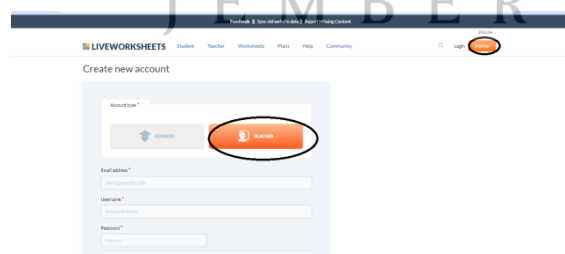
After finishing making the template, then the next step is to upload the template made on the liveworksheets.com website, as for the steps as follows:

- 1) Visit <https://www.liveworksheets.com/> site



Picture 4.70

- 2) Click sign up on the top right and then click 'Teacher Access'



Picture 4.71

- 3) Complete the register form according to your data. Then click ‘Create New Account’

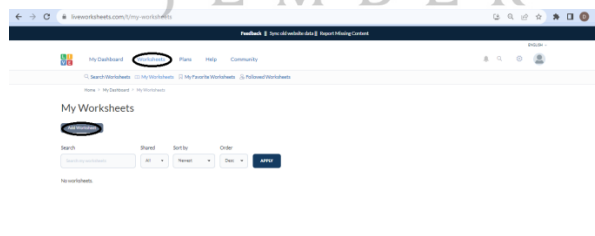
Picture 4.72

- 4) Log in to the email you registered earlier and open the incoming email from Live Worksheet. Click on the activation link and you already in your account automatically



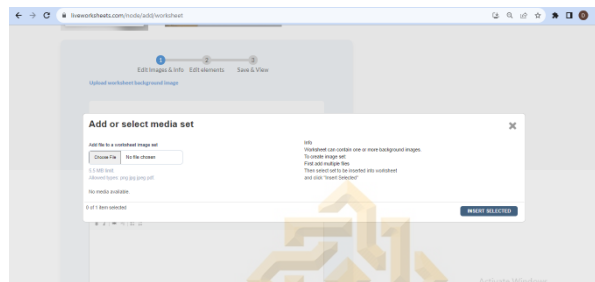
Picture 4.73

- 5) Click ‘worksheet’ in the menu section and then click ‘add worksheet’



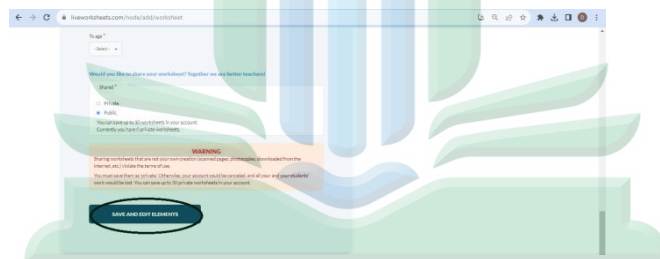
Picture 4.74

- 6) Upload the template, click 'add media' and then choose file but before uploading it must be converted to pdf or jpg. Max file size 5,5 MB



Picture 4.75

- 7) Modify the description of your worksheet and the click 'save and edit elements'



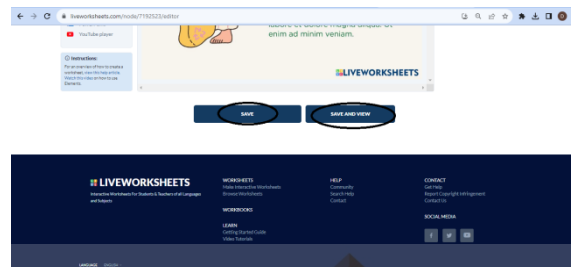
Picture 4.76

- 8) On the left side, there is various features that you can use to make your template more attractive



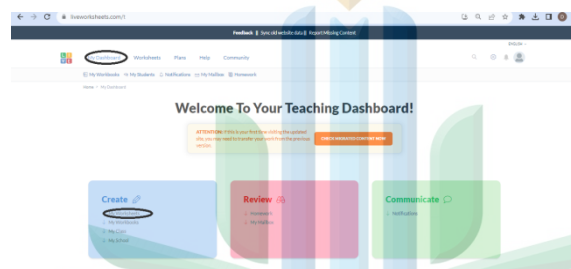
Picture 4.77

- 9) After your creation is finish, the next step is to save the file. Click 'save' or 'save an view'



Picture 4.78

- 10) After we save, click 'dashboard' and then click 'my worksheet'



Picture 4.79

- 11) Finally your worksheet has been uploaded



Picture 4.80

The appearance of the template after uploading to liveworksheets.com is as below:



Picture 4.81 View on liveworksheet.com

#### 4. Validating

During the validation stage, the researcher employed the strategy of providing validation paper and comic strips to the expert and English teacher for comments and suggestions. At this step, the researcher employs both external and internal validation, with the results explained below.

##### a. Internal validating (Expert)

##### 1) Expert Content

##### a) Media Aspect

Table 4.3 Result of media aspect scores from the content test  
(Pinter: 2006, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	Appropriateness between comic strip and indicators				√		Please, add clear direction/instruction
2	Appropriateness between comic strip and students' need				√		
3	Appropriateness between comic strip and students acquisitions level				√		
4	The comic strip encourage students to learn to comprehend the text					√	
5	The comic strip are related to daily life				√		
Total Score		21					
Percentage		84 %					

The results of the content expert validation assessment of the media aspect section in the table above, a percentage of 84 % was obtained. Calculated with the following formula:

$$\begin{aligned} \text{NA} &= \frac{PS}{SM} \times (100 \%) \\ &= \frac{21}{25} \times (100 \%) \\ &= 84 \% \end{aligned}$$

Based on the validation of content experts related to the media aspect, it is categorized as very good. However, there are revisions from content experts that need to be revised by researchers is content experts asking researchers to add clear direction or instruction to the liveworksheets.com section so that students understand the commands they do in the process of reading comic strips and exercises.

b) Activities Aspect

Table 4.4 Result of activities aspect scores from the content test  
(Cameroon: 2001, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The activity of reading mini vocabulary encourage students to learn to comprehend the text					√	
2	The activity of reading through pictures are interesting					√	
3	The reading activity of comic strip are based on the topic					√	
4	The activities understanding in certain				√		

language function						
Total Score	19					
Percentage	95 %					

The results of the content expert validation assessment of the activities aspect section in the table above, a percentage of 95 % was obtained. Calculated with the following formula:

$$\begin{aligned}
 NA &= \frac{PS}{SM} \times (100 \%) \\
 &= \frac{19}{20} \times (100 \%) \\
 &= 95 \%
 \end{aligned}$$

Based on the content expert validation regarding the percentage of the activities aspect, it indicates that this media activity is very good and there are no revisions. It can be concluded that this comic strip media activity is interesting and well organized.

#### c) Setting Aspect

Table 4.5 Result of setting aspect scores from the content test  
(Hadfield: 1999, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The comic strip cover several setting (place and time)				√		
2	The comic strip encourage students to be independent or cooperative				√		Please add the clear direction that show independent or cooperative
3	The comic strip are able to increase students' comprehension competence				√		

Total Score	12	
Percentage	80 %	

The results of the content expert validation assessment of the setting aspect section in the table above, a percentage of 80 % was obtained. Calculated with the following formula:

$$\begin{aligned}
 NA &= \frac{PS}{SM} \times (100 \%) \\
 &= \frac{12}{15} \times (100 \%) \\
 &= 80 \%
 \end{aligned}$$

Based on the validation of content experts related to media aspects, it is categorized as good. However, there are revisions from content experts that need to be revised by researchers, namely content experts asking researchers to add directions or instructions that show independent or cooperative student activities.

#### d) Layout Aspect

Table 4.6 Result of layout aspect scores from the content test  
(Brewster: 2002, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The comic strip and liveworksheets.com are arranged orderly				√		Add direction
2	The material in the comic strip are well organized and easy to understand					√	
3	The comic strip and liveworksheets.com are interesting					√	
4	The size and font of the			√			Please, make size



	comic strip and liveworksheets.com are readable						bigger
5	The color of comic strip and liveworksheets.com are interesting					√	
Total Score		22					
Percentage		88 %					

The results of the content expert validation assessment of the layout aspect section in the table above, a percentage of 88 % was obtained. Calculated with the following formula:

$$\begin{aligned}
 NA &= \frac{PS}{SM} \times (100 \%) \\
 &= \frac{22}{25} \times (100 \%) \\
 &= 88 \%
 \end{aligned}$$

According to the validation of content experts related to the layout aspect, it is categorized as very good. However, there are several revisions from content experts that need to be

revised, including researchers being asked to add direction and there are also revisions to the font size of comic strips and liveworksheets.com to make it bigger.

## 2) Expert Media

### a) Design Aspect

Table 4.7 Result of design aspect scores from the expert media  
(Brewster: 2002, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The choice of comic strip characters according to the story					√	

2	The choice of color comic strip characters according to the story					√	Need introduction of characters
3	The choice of characters' size of the comic strip					√	
4	The choice of font of the liveworksheet.com				√		Font size need to be increased
5	The choice of color of the liveworksheet.com					√	
6	The choice of picture size of the liveworksheet.com					√	
7	The quality of the comic strip					√	
8	The quality of the liveworksheets.com					√	
Total Score						39	
Percentage						97,5 %	

The results of the media expert validation assessment of the design aspect section in the table above, a percentage of 97,5 % was obtained. Calculated with the following formula:

$$NA = \frac{PS}{SM} \times (100 \%)$$

$$= \frac{39}{40} \times (100 \%)$$

$$= 97,5 \%$$

Based on validation from media experts, the learning media design using comic strips is very good. However, there are some parts that must be revised according to the evaluation of the media expert. There are two revisions in this design aspect, among them in the comic strip section it is suggested to provide an introduction of character, and in the font size section liveworksheets.com is made bigger.

## b) Development Aspect

Table 4.8 Result of development aspect scores from the expert media  
(Brewster: 2002, Hayuningtyas and Humairoh: 2020)

No	Aspect	Score					Note
		1	2	3	4	5	
1	The element of comic strip media (panels, speech bubbles, text, and characters)				√		Bubbles according to expression
2	The development of characters in the story					√	
3	Text used in comic strip, and liveworksheet.com (the choice of fonts and the size of fonts)				√		Must be increased
4	The arrangement of characters and texts					√	
Total Score		18					
Percentage		90 %					

The results of the content expert validation assessment of the development aspect section in the table above, a percentage of 90 % was obtained. Calculated with the

following formula:

$$\begin{aligned}
 NA &= \frac{PS}{SM} \times (100 \%) \\
 &= \frac{18}{20} \times (100 \%) \\
 &= 90 \%
 \end{aligned}$$

Based on validation from media experts related to the development aspect, it is categorized as very good. However, there are several revisions from media experts that need to be revised, including revisions to the speech bubble, researchers are asked to revise the speech bubble according to the

expression displayed by the character, and there are also revisions in the font size of comic strips and liveworksheets.com to make it bigger.

### b. External validating (English Teacher)

#### 1) Language

Table 4.9 Result of language aspect scores from the English teacher

No	Aspect	Score					Note
		1	2	3	4	5	
1	The language used in comic strips is easy to understand					√	
2	The language used is in accordance with the language features in the narrative text					√	
3	The language used is appropriate to the high school level				√		
4	The language used is the language that is often used in everyday life					√	
5	The language used is the language that is familiar at the high school level					√	
Total Score		24					
Percentage		96					

The results of the English teacher validation assessment of the language section in the table above, a percentage of 96 % was obtained. Calculated with the following formula:

$$NA = \frac{PS}{SM} \times (100 \%)$$

$$= \frac{24}{25} \times (100 \%)$$

$$= 96 \%$$

Based on the validation of the English teacher regarding the percentage of the language aspect, it shows that the language used in this media is very good and there are no revisions. It can be concluded that the use of language in comic strip media is in accordance with the syllabus and student acquisition level.

## 2) Material

Table 4.10 Result of material aspect scores from the English teacher

No	Aspect	Score					Note
		1	2	3	4	5	
1	The narrative text material in comic strips with liveworksheet.com is in accordance with the learning material for class X MA. Sunan Ampel				√		
2	The material provided is easy to understand					√	
3	The contents of the material presented are in accordance with the theme of narrative text					√	
4	Narrative text material according to the syllabus for tenth grade					√	
5	The content of the material is in accordance with the generic structure of narrative text					√	
Total Score		24					
Percentage		96 %					

The results of the English teacher validation assessment of the material section in the table above, a percentage of 96 % was obtained. Calculated with the following formula:

$$\begin{aligned}
 NA &= \frac{PS}{SM} \times (100 \%) \\
 &= \frac{24}{25} \times (100 \%) \\
 &= 96 \%
 \end{aligned}$$

Based on the validation of the English teacher regarding the percentage of material aspects, it shows that the material used in this media is very good and there are no revisions. It can be concluded that the use of material in comic strip media is in accordance with the syllabus and students' acquisition level.

### 3) Design Comic Strips Media

Table 4.11 Result of design aspect scores from the English teacher

No	Aspect	Score					Note
		1	2	3	4	5	
1	The images used in the comic strips are in accordance with the text					√	
2	The colors used in comic strips match the characters				√		
3	The plot in comic strips according to the text				√		
4	Comic strip media is an interesting media for students				√		
5	Comic strip media is an easy media for learning narrative text in reading comprehension					√	
Total Score		22					
Percentage		88 %					

The results of the English teacher validation assessment of the design section in the table above, a percentage of 88 % was obtained. Calculated with the following formula:

$$\begin{aligned}
 NA &= \frac{PS}{SM} \times (100 \%) \\
 &= \frac{22}{25} \times (100 \%) \\
 &= 88 \%
 \end{aligned}$$

Based on the validation of the English teacher regarding the percentage of material aspects, it shows that the material used in this media is very good and there are no revisions. It can be concluded that the design of comic strip media as learning media on reading comprehension skills is very interesting and well organized.

The result of the media validation sheet is shown below.

Table 4.12 Validator assessment result score

<b>Validators</b>	<b>Indicators</b>	<b>Percentage</b>
Expert Media	Media Aspect	84 %
	Activities Aspect	95 %
	Setting Aspect	80 %
	Layout Aspect	88 %
Expert Content	Design Aspect	97,5 %
	Development Aspect	90 %
English teacher	Language	96 %
	Material	96 %
	Design Comic Strip	88 %
<b>Mean</b>		<b>89 %</b>

According to the validation sheet media results, the average score on the validation sheet comic strip media is 89%. As a result, the score is classified as very high based on the measuring criteria. Thus, it can be stated that comic strips are an ideal medium that should be used in narrative text learning that focuses on developing

students' reading skills in tenth grade of senior high school, subject to several adjustments based on expert reviews.

## **B. Product Revision**

After getting the evaluation results from the experts, then this media was developed following the suggestions given by the experts. There are several improvements that must be made by researchers on comic strip media and liveworksheet.com.

### **1. Media**

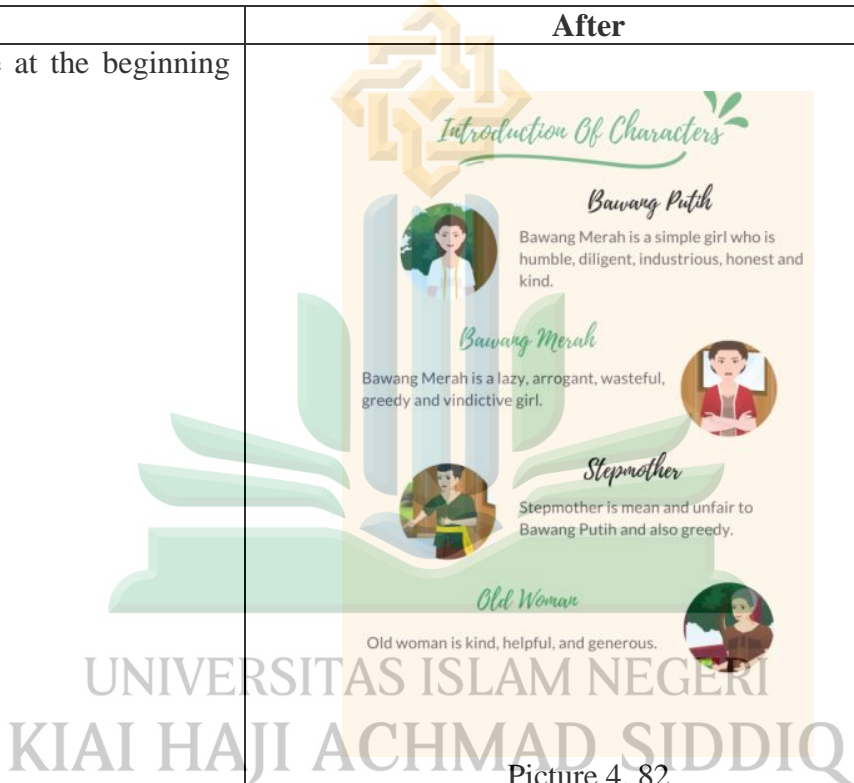
The media expert stated that there are several things that must be revised in this media, the first is the bubble conversation. The media expert gave advice related to bubble conversation to be changed according to the character's expression in the story. By adjusting the character's expression, the comic strip looked more interesting to read. The second is that the font size in comic strips and liveworksheet.com needs to be enlarged, so that when students read there is no need to zoom the image. The last is that the media expert gives advice that at the beginning of the story in the comic strip to give an introduction of character, the goal is for students to understand more about the story they are reading and increase students' interest in reading the story.

The results of media revisions from media experts that have been developed by researchers are as follows:



a. Bawang Merah and Bawang Putih

Table 4.13 Suggestions and Results of Revisions Bawang Merah and Bawang Putih by Media Experts

Before	After	Note
<p>No character introduction image at the beginning of the comic strip</p>	 <p style="text-align: center;">UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p> <p style="text-align: center;">Picture 4. 82 Introduction of characters Bawang Merah and Bawang Putih</p>	<p>Added Introduction of characters section at the beginning of Bawang Merah and Bawang Putih comic strip</p>



Picture 4.83  
Revision of bubbles conversation of Bawang Merah and Bawang Putih



Picture 4.84  
Revision result of bubbles conversation of Bawang Merah and Bawang Putih

Bubbles conversation according to characters expression of Bawang Merah and Bawang Putih

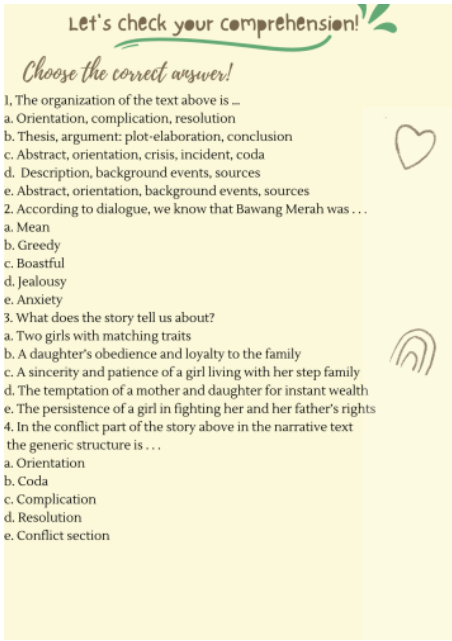


Picture 4.85  
Revision of font size comic strip of Bawang Merah and Bawang Putih



Picture 4.86  
Revision result of font size comic strip of Bawang Merah and Bawang Putih

Increase font size on Bawang Merah and Bawang Putih comic strip

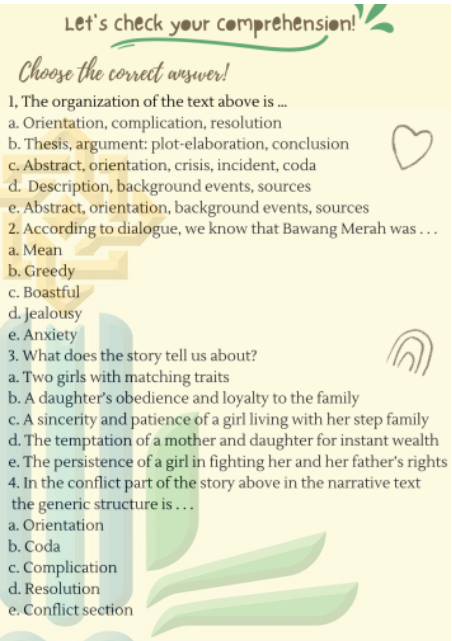


Let's check your comprehension!

Choose the correct answer!

- The organization of the text above is ...
  - Orientation, complication, resolution
  - Thesis, argument: plot-elaboration, conclusion
  - Abstract, orientation, crisis, incident, coda
  - Description, background events, sources
  - Abstract, orientation, background events, sources
- According to dialogue, we know that Bawang Merah was ...
  - Mean
  - Greedy
  - Boastful
  - Jealousy
  - Anxiety
- What does the story tell us about?
  - Two girls with matching traits
  - A daughter's obedience and loyalty to the family
  - A sincerity and patience of a girl living with her step family
  - The temptation of a mother and daughter for instant wealth
  - The persistence of a girl in fighting her and her father's rights
- In the conflict part of the story above in the narrative text the generic structure is ...
  - Orientation
  - Coda
  - Complication
  - Resolution
  - Conflict section

Picture 4.87  
Revision of font size Liveworksheet of Bawang Merah and Bawang Putih



Let's check your comprehension!

Choose the correct answer!

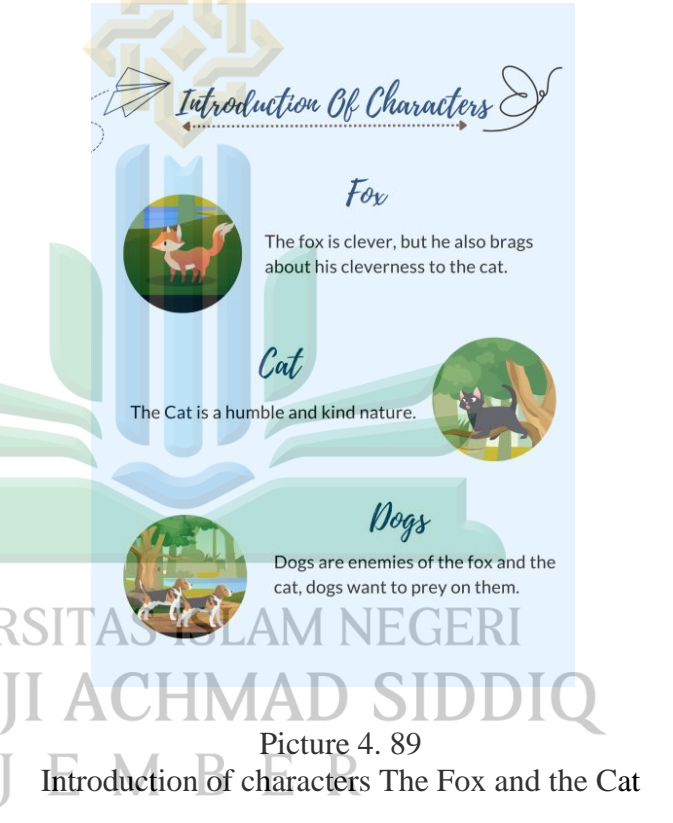
- The organization of the text above is ...
  - Orientation, complication, resolution
  - Thesis, argument: plot-elaboration, conclusion
  - Abstract, orientation, crisis, incident, coda
  - Description, background events, sources
  - Abstract, orientation, background events, sources
- According to dialogue, we know that Bawang Merah was ...
  - Mean
  - Greedy
  - Boastful
  - Jealousy
  - Anxiety
- What does the story tell us about?
  - Two girls with matching traits
  - A daughter's obedience and loyalty to the family
  - A sincerity and patience of a girl living with her step family
  - The temptation of a mother and daughter for instant wealth
  - The persistence of a girl in fighting her and her father's rights
- In the conflict part of the story above in the narrative text the generic structure is ...
  - Orientation
  - Coda
  - Complication
  - Resolution
  - Conflict section

Picture 4.88  
Revision result of font size Liveworksheet of Bawang Merah and Bawang Putih

Increase font size on Bawang Merah and Bawang Putih Liveworksheet

b. The Fox and the Cat

Table 4.14 Suggestions and Results of Revisions the Fox and the Cat by Experts Media

Before	After	Note
<p>No character introduction image at the beginning of the comic strip</p>	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p> <p>Picture 4. 89 Introduction of characters The Fox and the Cat</p>	<p>Added Introduction of characters section at the beginning of comic strip The Fox and the Cat</p>



Picture 4.90

Revision of bubbles conversation of The Fox and the Cat



Picture 4.91

Revision result of bubbles conversation of The Fox and the Cat

Bubbles conversation according to characters expression of The Fox and the Cat



Picture 4.92

Revision of font size comic strip of The Fox and the Cat

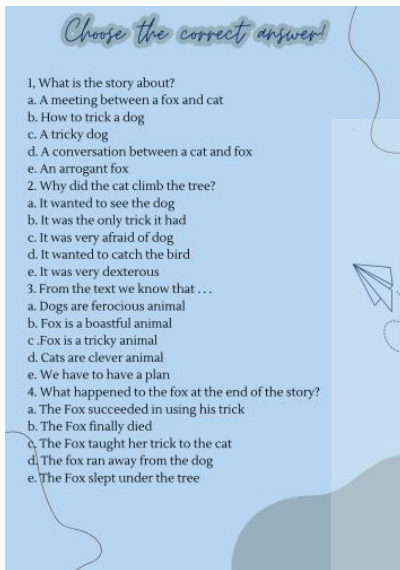


Picture 4.93

Revision result of font size comic strip of The Fox and the Cat

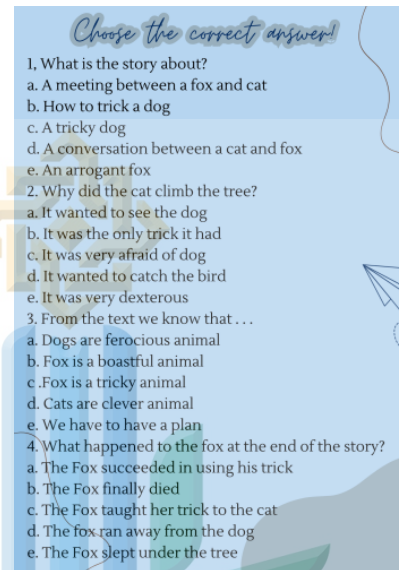
Increase font size on The Fox and the Cat comic strip





Picture 4.94

Revision of font size Liveworksheet of The Fox  
and the Cat



Picture 4.95

Revision result of font size Liveworksheet of The  
Fox and the Cat

Increase font size on The  
Fox and the Cat  
Liveworksheet

## 2. Content

Content experts stated that there are two parts that must be revised in the development of comic strip media, including direction/instruction on liveworksheet.com. Content experts provide suggestions at the beginning of comic strip reading activities to provide clear instructions that indicate independent or cooperative activities so that students understand the activities they do, and media experts provide suggestions regarding the font size on comic strips and liveworksheet.com, that content experts suggest that the font size be bigger.





Content experts stated that the content of the media that had been developed by researchers was in accordance with the 10th grade high school syllabus, and regarding the grammar used was good and suitable for application to tenth grade students.

The results of media revisions from content experts that have been developed by researchers are as follows:

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

a. Bawang Merah and Bawang Putih

Table 4.15 Suggestions and Results of Revisions Bawang Merah and Bawang Putih by Experts Content



Before	After	Note
 <p>Picture 4.96 No clear instruction at the beginning of the Liveworksheet reading activity</p>	 <p>Picture 4.97 There is clear instruction at the beginning of the Liveworksheet reading activity</p>	<p>Added instructions at the beginning of the Liveworksheet reading activity</p>
 <p>Picture 4.98 Revision of font size comic strip of Bawang Merah and Bawang Putih</p>	 <p>Picture 4.99 Revision result of font size comic strip of Bawang Merah and Bawang Putih</p>	<p>Increase font size on Bawang Merah and Bawang Putih comic strip</p>



Let's check your comprehension!

Choose the correct answer!

- The organization of the text above is ...
  - Orientation, complication, resolution
  - Thesis, argument: plot-elaboration, conclusion
  - Abstract, orientation, crisis, incident, coda
  - Description, background events, sources
  - Abstract, orientation, background events, sources
- According to dialogue, we know that Bawang Merah was ...
  - Mean
  - Greedy
  - Boastful
  - Jealousy
  - Anxiety
- What does the story tell us about?
  - Two girls with matching traits
  - A daughter's obedience and loyalty to the family
  - A sincerity and patience of a girl living with her step family
  - The temptation of a mother and daughter for instant wealth
  - The persistence of a girl in fighting her and her father's rights
- In the conflict part of the story above in the narrative text the generic structure is ...
  - Orientation
  - Coda
  - Complication
  - Resolution
  - Conflict section






Picture 4.100  
Revision of font size Liveworksheet of Bawang Merah and Bawang Putih

Let's check your comprehension!

Choose the correct answer!

- The organization of the text above is ...
  - Orientation, complication, resolution
  - Thesis, argument: plot-elaboration, conclusion
  - Abstract, orientation, crisis, incident, coda
  - Description, background events, sources
  - Abstract, orientation, background events, sources
- According to dialogue, we know that Bawang Merah was ...
  - Mean
  - Greedy
  - Boastful
  - Jealousy
  - Anxiety
- What does the story tell us about?
  - Two girls with matching traits
  - A daughter's obedience and loyalty to the family
  - A sincerity and patience of a girl living with her step family
  - The temptation of a mother and daughter for instant wealth
  - The persistence of a girl in fighting her and her father's rights
- In the conflict part of the story above in the narrative text the generic structure is ...
  - Orientation
  - Coda
  - Complication
  - Resolution
  - Conflict section


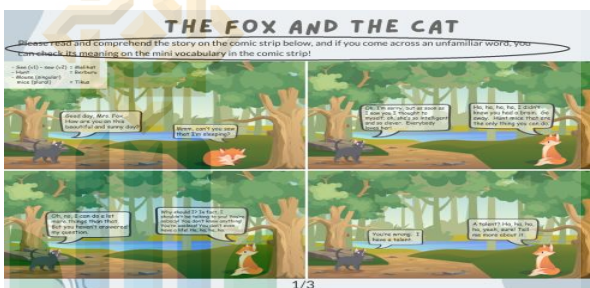





Picture 4.101  
Revision result of font size Liveworksheet of Bawang Merah and Bawang Putih

Increase font size on Bawang Merah and Bawang Putih Liveworksheet

b. The Fox and the Cat

Table 4.16 Suggestions and Results of Revisions The Fox and the Cat by Experts Content

Before	After	Note
 <p>Picture 4.102 No clear instruction at the beginning of the Liveworksheet reading activity</p>	 <p>Picture 4.103 There is clear instruction at the beginning of the Liveworksheet reading activity</p>	<p>Added instructions at the beginning of the Liveworksheet reading activity</p>
 <p>Picture 4.104 Revision on comic strip font size</p>	 <p>Picture 4.105 Revision result on comic strip font size</p>	<p>Increase font size on The Fox and the Cat comic strip</p>

*Choose the correct answer!*

1. What is the story about?
  - a. A meeting between a fox and cat
  - b. How to trick a dog
  - c. A tricky dog
  - d. A conversation between a cat and fox
  - e. An arrogant fox
2. Why did the cat climb the tree?
  - a. It wanted to see the dog
  - b. It was the only trick it had
  - c. It was very afraid of dog
  - d. It wanted to catch the bird
  - e. It was very dexterous
3. From the text we know that ...
  - a. Dogs are ferocious animal
  - b. Fox is a boastful animal
  - c. Fox is a tricky animal
  - d. Cats are clever animal
  - e. We have to have a plan
4. What happened to the fox at the end of the story?
  - a. The Fox succeeded in using his trick
  - b. The Fox finally died
  - c. The Fox taught her trick to the cat
  - d. The fox ran away from the dog
  - e. The Fox slept under the tree

Picture 4.106

Revision of font size Liveworksheet of The Fox  
and the Cat

*Choose the correct answer!*

1. What is the story about?
  - a. A meeting between a fox and cat
  - b. How to trick a dog
  - c. A tricky dog
  - d. A conversation between a cat and fox
  - e. An arrogant fox
2. Why did the cat climb the tree?
  - a. It wanted to see the dog
  - b. It was the only trick it had
  - c. It was very afraid of dog
  - d. It wanted to catch the bird
  - e. It was very dexterous
3. From the text we know that ...
  - a. Dogs are ferocious animal
  - b. Fox is a boastful animal
  - c. Fox is a tricky animal
  - d. Cats are clever animal
  - e. We have to have a plan
4. What happened to the fox at the end of the story?
  - a. The Fox succeeded in using his trick
  - b. The Fox finally died
  - c. The Fox taught her trick to the cat
  - d. The fox ran away from the dog
  - e. The Fox slept under the tree

Picture 4.107

Revision result of font size Liveworksheet of The  
Fox and the Cat

Increase font size on The  
Fox and the Cat  
Liveworksheet

### 3. English teacher

Regarding the validation from the English teacher, the learning media with comic strips in reading comprehension skills received positive comments and there were no revisions that had to change the layout of the media. English teacher at MA. Sunan Ampel stated that the material used for tenth grade English lessons was in accordance with the syllabus. English teacher also stated that this media is very interesting and able to increase students' motivation and ability in reading comprehension skills.

### C. Discussion

This media comic strip was created to help teachers and students carry out teaching and learning activities in English narrative text. Researchers conducted numerous adjustments in order to reach the best design outcomes in terms of both content and media, as well as the evaluation acquired from English teacher of MA. Sunan Ampel. This media is created to be as appealing as possible and to be suited to the syllabus and student needs, so that students will be interested, pleased, and not bored when reading content in the form of narrative text.

In the explanation in the previous chapter, the purpose of this study is to describe the designing and developing multimedia learning using comic strip in narrative text for first grade students of Senior High School. Based on the objectives of this research, the final media of this research is in the form of comic strip media in collaboration with liveworksheet.com made with the Canva application. This media has been designed and developed based on the

10th grade senior high school English syllabus. Language function used in comic strips stories and exercises on liveworksheet.com that have been adapted to the syllabus. Media in the form of comic strips in collaboration with liveworksheet.com is designed and developed for English subjects with narrative text material that focuses on improving students' abilities in reading comprehension skills. Students are found it easier to understand the story because it is equipped with visual characters in the comic strip, which makes students better at comprehending the story<sup>59</sup>.

The comic strip media collaborated with liveworksheet.com is designed and developed as interesting as possible in terms of character selection, color combinations, fonts, speech bubbles and image quality, so that students are interested in reading stories on comic strips that have been designed and developed by researchers. An appearance of this in comic strips can offer a lively atmosphere that assists students in expressing their emotions during the learning process<sup>60</sup>. Students feel happy and not easily bored in reading the story, because it is equipped with attractive images and colors. Students also find it easier to understand the story because visual on the comic strip complement words to make textual content more understandable<sup>61</sup>. The stories used are also light and interesting which relate to everyday life, so that students relax in reading the story. Exercise designed and developed by

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<sup>59</sup> Zul Aini Rengur, Sugirin, "The Effectiveness of using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong", *Advances in Social Science, Education and Humanities Research (ASSEHR)*, (2019): 129.

<sup>60</sup> Sarma, L. S., "Teaching English through Comics", *Indian Journal of Applied Research*, Vol. 6, No. 6, (2016): 283–284.

<sup>61</sup> Cary, *Going Graphic: Comic At Work In The Multilingual Classroom*, (Portsmouth Heinemann, 2004), 58.

researchers in the form of E-LKPD on the liveworksheet.com website which is equipped with attractive images and color combinations so that students relax and do not get bored easily in doing the exercise. In addition, students can immediately see the score of the exercise they are doing.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The goal of this research is to design and produce comic strip learning material for teaching English reading comprehension abilities using narrative text subjects. This study was conducted utilizing D&D research with four steps, namely planning, designing, developing, and validating. The planning resulted in narrative text content, including 15 students of tenth grade of MA. Sunan Ampel as user. The source of collecting is also determined at the planning stage. The material gathered in the planning stage is developed in the design step. During the development stage, researchers produced comic strip media learning media conceived and developed it for 3 weeks. Furthermore, validation was carried out to validate the comic strip media learning media by asking for validation from content experts, media experts, and English teachers of MA. Sunan Ampel. The validation of expert assessments results show that the average score of learning media developed by researcher using comic strips is 89%, which is classified as a very good learning media for English language learning with narrative text material that focuses on improving students' abilities in reading comprehension.

#### B. Suggestion

Based on the research that has been done, the researcher can provide the following suggestions:

1. For English Teachers

Teachers should be able to develop this comic strip media for classroom use so that students can participate in teaching and learning activities that are exciting, fun, and do not quickly bore students. It is expected that students understand the subject, particularly narrative text, by thoroughly comprehending the text and structure found in narrative text.

## 2. For other researchers

It is recommended for other researchers to conduct similar research models like this one should be carried out and improved by other researchers, because research designs like this are very beneficial for the world of education, and the use of this media can be developed for other language skills such as reading, listening, or writing. Other researchers can also use learning themes that contain Islamic history that can increase children's knowledge in religion.



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Appendix 1. Matrix of research

MATRIX OF THE RESEARCH

Title	Variables	Indicators	Data Resources	Research Method	Research Question
<p>“ Developing Comic Strip Media As A Multimedia To Facilitate Students Reading Comprehension Of Narrative Text At First Grade In Senior High School “</p>	<ol style="list-style-type: none"> <li>1. Comic strip media</li> <li>2. Reading comprehension</li> </ol>	<ol style="list-style-type: none"> <li>1. Comic strip media               <ul style="list-style-type: none"> <li>• The purpose of comic strip media</li> <li>• The text of comic strip media</li> <li>• The advantages of comic strip media</li> <li>• The disadvantages of comic strip media</li> </ul> </li> <li>2. Reading comprehension               <ul style="list-style-type: none"> <li>• The concept of reading comprehension</li> <li>• The models of reading comprehension</li> <li>• The strategies of reading comprehension</li> <li>• The measurement of reading comprehension</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Primary data               <ul style="list-style-type: none"> <li>• The english teacher</li> <li>• The students of first grade at senior high school</li> </ul> </li> <li>2. Secondary data               <ul style="list-style-type: none"> <li>• Documentation</li> <li>• Class observation</li> <li>• Interview</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research approach: Design and Development</li> <li>2. Procedure (step) DND of Rechey &amp; Klein (2007) and Alessi &amp; Trollip (2001) model:               <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Designing</li> <li>c. Developing</li> <li>d. Validating</li> </ol> </li> <li>3. Type of research: Design and development</li> <li>4. Data collection:               <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Documentation</li> <li>• Validation</li> </ul> </li> <li>5. Data analysis Mix methods: quantitative and descriptive qualitative</li> <li>6. Validity of data: Triangulation</li> </ol>	<p>How is the designing and developing multimedia learning using comic strip in narrative text for first grade students of Senior High School?</p>

## **Appendix 2.** Guide line of interviewing English teacher

### **Guided line for interviewing English teacher**

1. What kind of learning method do you use for teaching reading, especially reading a narrative text?
2. When you implement the media, is it efficient?
3. What is your opinion about using instructional media in teaching reading a narrative text?
4. So how if in your opinion, is instructional media important?
5. What kind of instructional media mostly used in teaching reading at tenth grade? Is it only picture or maybe you use another media?
6. What is your opinion about technology as instructional media in teaching reading?
7. Did you ever use technology as instructional media in teaching English?
8. What do you think, what struggles in learning narrative text
9. Did you ever design any kind of technology for teaching English?



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### **Appendix 3.** Guide line of interviewing student

#### **Guided line for interviewing Student**

1. What is your name?
2. What your English teacher's name?
3. What do you think about the way your English teacher teaches you?
4. How does your teacher teach you in reading?
5. What materials did you get in reading?
6. How about the narrative text?
7. Do you have any struggles in learning narrative text?
8. What do you think about using instructional media in English class?
9. What kind of instructional media used by your English teacher in teaching reading a narrative text?
10. What is your opinion about using technology as instructional media for learning English?
11. Do you like technology is becoming media for learning reading? Why?



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#### Appendix 4. Transcript of interviewing English teacher

Enisa Fatmawati as English teacher, *interview*, 14<sup>th</sup> June 2023

Researcher : Good afternoon Miss

Teacher : Iya, good afternoon too

Researcher : I want to ask you some question, for the first, What kind of learning method do you use for teaching reading, especially reading a narrative text?

Teacher : A . . . I use snowball throwing, can I explain the method?

Researcher : Iya Miss, boleh

Teacher : Snowball throwing itu kaya misalnya, kita memberi instruksi kepada siswa untuk maju ke depan, setelah itu guru menyuruh siswa untuk membentuk kelompok, nanti ketua kelompoknya di panggil ke depan untuk mengambil pertanyaan, setelah itu ketua kelompoknya itu explain ke kelompoknya yang yang dimaksud, setelah itu di lempar ke kelompok lain, jadi kaya gitu, like a game

Researcher : When you implement the game, is it efficient?

Teacher : Efficient, my students enjoy with the learning

Researcher : What is your opinion about using instructional media in teaching reading a narrative text?

Teacher : Instructional media ya?

Researcher : Yes Miss, biasanya menggunakan media apa dalam mengajar narrative text?

Teacher : Kalo untuk narrative text itu just using book, LKS, dan gambar biasanya

Researcher : And then, how if in your opinion, is instructional media important?

Teacher : Of course important, because make my students very excited to learn in the class, like picture or video maybe akan lebih mensupport pemahaman siswa,

Researcher : What kind of instructional media mostly used in teaching reading at tenth grade?

Teacher : Mostly I used book for teaching reading, like LKS media sometime, if event needed, jika benar – benar dibutuhkan. Media yang di butuhkan tidak sulit untuk di searching, kaya apa namanya, kaya gambar untuk iklan itu

Researcher : What is your opinion about technology as instructional media in teaching reading?



Teacher : Important, it to support kegiatan belajar mengajar, sangat penting sekali ya penggunaan teknologi untuk pembelajaran di era modern ini

Researcher : And then, when you teach student about narrative text, what the challenges?

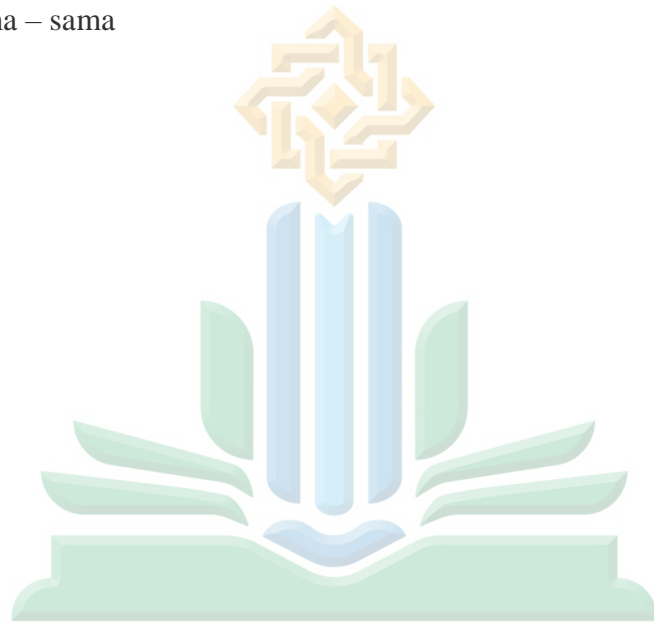
Teacher : Kesulitannya ya about understanding, understand the text, generic structure juga, kalo Cuma deskripsi, mereka paham

Researcher : Did you ever design any kind of technology for teaching English?

Teacher : Never

Researcher : Oke Miss, Thank you

Teacher : Iya sama – sama



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## Appendix 5. Transcript of interviewing student A

Student A, interview, 14<sup>th</sup> June 2023

Researcher : Good afternoon

Student : Good afternoon too, Miss

Researcher : What is your name?

Student : My name is Abel

Researcher : What your English teacher's name?

Student : She's name is Miss Enis

Researcher : What do you think about the way your English teacher teaches you?

Student : His way of teaching is relaxed, but easy to understand and patient

Researcher : And then, how does your teacher teach you in reading?

Student : By spelling English, vocabulary, and spelling letters of alphabets

Researcher : Hm, oke. And then, what materials did you get in reading?

Student : Materials about sentence and speaking

Researcher : How about narrative text? Do you get the material in reading?

Student : I know, the narrative text is a type of text that tells a series of event with chronological

Researcher : Do you get the material in your class?

Student : Iya, saya dapat pebelajaran itu di kelas

Researcher : Do you have any struggles in learning narrative text?

Student : A little difficulty, how to arrange vocabulary

Researcher : And then, what do you think about using instructional media in learning English?

Student : The media is inadequate and incomplete

Researcher : What kind of instructional media used by your English teacher in teaching reading a narrative text?

Student : LCD, using package book, or LKS book, menggunakan gambar juga

Researcher : That's it? Never using picture or video maybe?

Student : Ya bisa pakai video atau semacam itulah

Researcher : Your English teacher ever use in the class?

Student : Pernah, Pernah. Kaya gambar dan video bahasa inggris lainnya

Researcher : Do you enjoy with that?

Student : Enjoy dan senang

Researcher : Easy to understand?

Student : Iya

Researcher : What is your opinion about using technology as instructional media for learning English?

Student : Very helpful in learning English

Researcher : Do you like it?

Student : Yes, I like it

Researcher : Why?

Student : Sangat membantu untuk apa ya . . . mencari kosakata yang sulit untuk di pahami

Researcher : Thank you for your participant, Abel

Student : Iya Miss



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## Appendix 6. Transcript of interviewing student B

Student B, interview, 14<sup>th</sup> June 2023

Researcher : Good afternoon

Student : Good afternoon, Miss

Researcher : What is your name?

Student : My name is Ulma

Researcher : What your English teacher's name?

Student : Enisa Fatmawati

Researcher : You call her Miss Enis, right?

Student : Yes Miss

Researcher : What do you think about the way your English teacher teaches you?

Student : Enak, sabar, gampang di mengerti, bahasanya baku, dan mudah di pahami

Researcher : And then, how does your teacher teach you in reading?

Student : Enjoy, mudah di mengerti juga dengan cara mengeja, dengan cara mengenal huruf alphabet

Researcher : What materials did you get in reading?

Student : Dapat narrative text, descriptive text, procedure text, dan yang lainnya

Researcher : How about the narrative text?

Student : Dengan materi dan juga membaca

Researcher : Do you have any struggles in learning narrative text?

Student : Kurang memahami, cara memahami teksnya bak

Researcher : Gimana dengan ide pokoknya?

Student : Gapaham juga

Researcher : What do you think about using instructional media for learning English?

Student : Saya lebih paham Miss Enis membawa media ke dalam kelas, tidak hanya menjelaskan saja

Researcher : What kind of instructional media used by your English teacher in teaching reading a narrative text?

Student : LCD, Buku paket, papan tulis, dan juga menggunakan LKS

Researcher : How about the picture or video?

Student : Pernah, tapi seringnya hanya memakai buku saja

Researcher : What is your opinion about using technology as instructional media for learning English?

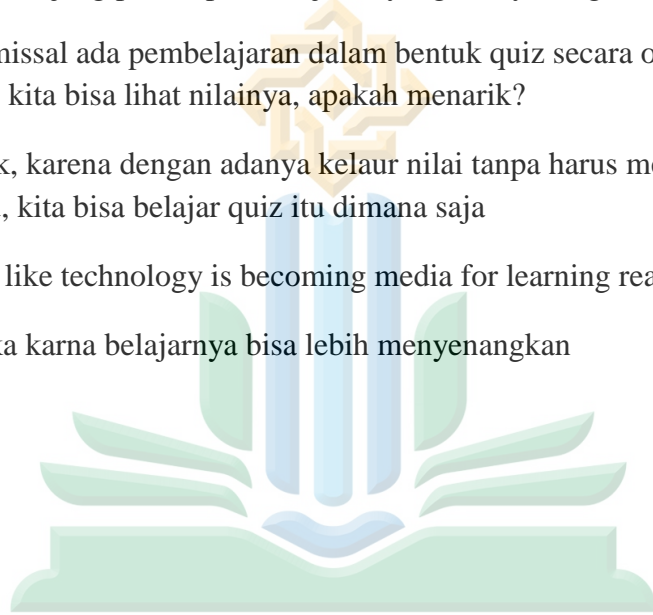
Student : Saya setuju, karena menurut saya media dari teknologi sangat membantu untuk menunjang proses pembelajaran yang menyenangkan

Researcher : Kalau misal ada pembelajaran dalam bentuk quiz secara online dan itu langsung kita bisa lihat nilainya, apakah menarik?

Student : Menarik, karena dengan adanya kelaur nilai tanpa harus menunggu koreksi dari guru, kita bisa belajar quiz itu dimana saja

Researcher : Do you like technology is becoming media for learning reading? Why?

Student : Iya, suka karna belajarnya bisa lebih menyenangkan



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## Appendix 7. Transcript of interviewing student C

Student C, interview, 14<sup>th</sup> June 2023

Researcher : Good afternoon

Student : Good afternoon, Miss

Researcher : What is your name?

Student : My name is Ulma

Researcher : What your English teacher's name?

Student : Miss Enis

Researcher : What do you think about the way your English teacher teaches you?

Student : Santai, mudah di pahami, mudah dimengerti

Researcher : How does your teacher teach you in reading?

Student : Menjelaskan di papan itu, mengeja huruf alphabet

Researcher : What materials did you get in reading?

Student : Narrative text, descriptive text, dan lain – lain Miss

Researcher : How about the narrative text?

Student : Miss Enis menggunakan gambar dan video

Researcher : Do you have any struggles in learning narrative text?

Student : Susahnya memahami isi dari text text jika tidak ada gambar sama sekali hanya menggunakan LKS saja

Researcher : What do you think about using instructional media in English class?

Student : Iya, lebih mudah jika Miss Enis membawa media ke dalam kelas, karena mudah di pahami dan juga jika hanya mendengarkan saja. Saya cepat mengantuk Miss

Researcher : What kind of instructional media used by your English teacher in teaching reading a narrative text?

Student : Menggunakan gambar, tapi lebih sering pakai LKS dan papan tulis

Researcher : What is your opinion about using technology as instructional media for learning English?

Student : Saya setuju, karena teknologi bisa membantu kita untuk mensupport belajar kita

Researcher : Do you like technology is becoming media for learning reading?

Student : Iya, I like it Miss

Researcher : Thanks you Kud

Student : Sama – sama Miss



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## Appendix 8. Lesson Plan Of Narrative Text

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA. Sunan Ampel
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Genap
Materi	: Teks Narrative (folktale)
Alokasi Waktu	: 4 X 40 menit ( 2 Pertemuan)

#### A. Kompetensi Inti

**KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

**KI-3** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

**KI-4** mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>folktale</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (folktale) lisan dan tulis pendek dan sederhana. 3.7.2 Menganalisis teks naratif lisan pendek dan sederhana berbentuk folktale terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>Folktale</i>	4.7.1 Mengkomunikasikan teks narrative berbentuk <i>folktale</i> dengan pengucapan dan intonasi yang tepat.

### C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (folktale) lisan dan tulis pendek dan sederhana setelah menyimak penjelasan guru dan melihat tayangan video.
2. Peserta didik dapat menganalisis teks naratif lisan pendek dan sederhana berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan Setelah melihat tayangan video.
3. Peserta didik dapat menampilkan (to perform) teks narrative berbentuk *folktale* dengan pengucapan dan intonasi yang tepat setelah berdiskusi dengan kelompok

### D. Penguatan Pendidikan Karakter (PPK)

1. Religius
2. Nasionalisme
3. Kedisiplinan
4. Kemandirian

### E. Metode Pembelajaran

1. Model : *Problem Based Learning*
2. Pendekatan : *Scientific-TPACK*
3. Metode : Ceramah , Tanya Jawab, Diskusi, dan Presentasi.

### F. Media, Alat dan Bahan Pembelajaran

1. Media
  - Worksheet atau lembar kerja (siswa)
  - Power Point
  - Video Teks naratif lisan (folktale)
2. Alat/Bahan
  - Laptop & infocus
  - Speaker

### G. Sumber Belajar


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- ✓ <https://www.youtube.com/watch?v=Bc17SdVd5h0>



## H. Kegiatan Pembelajaran

### Pertemuan 1 ( 2 x 40 Menit)

Kegiatan	Deskripsi Kegiatan	Karakter/4c / literasi
<b>Kegiatan Pendahuluan (10 Menit)</b>		
<b>1. Orientasi</b>	<ul style="list-style-type: none"> <li>Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>Guru menanyakan kabar, dan mengecek kerapian pakaian peserta dan kondisi kebersihan di kelas</li> <li>Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> <li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> </ul>	<p><i>Religius</i></p> <p><i>Disiplin</i></p>
<b>2. Apersepsi</b>	<ul style="list-style-type: none"> <li>Guru mengajukan pertanyaan kepada peserta didik terkait materi minggu lalu. <i>Do you remember about the last meeting?</i></li> <li>Guru Mengajukan pertanyaan Pemantik :               <ol style="list-style-type: none"> <li><i>When you were a child, did your parents tell you stories?</i></li> <li><i>What story did you like most?</i></li> <li><i>Now, do you like reading stories or watching movies?</i></li> <li><i>What was the last story you read?</i></li> <li><i>Do you enjoy reading the stories or watching the movies?</i></li> </ol> </li> </ul>	<p><i>Communication</i></p>
<b>3. Motivasi</b>	<ul style="list-style-type: none"> <li>Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>Menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung.</li> </ul>	<p><i>Critical Thinking</i></p>
<b>4. Pemberian Acuan</b>	<ul style="list-style-type: none"> <li>Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.</li> <li>Guru menjelaskan mekanisme pelaksanaan pengalaman belajar yaitu setelah pembentukan kelompok, peserta didik akan diberikan gambar untuk didiskusikan secara kelompok, mempresentasikan hasil diskusi, menarik kesimpulan dari apa yang didiskusikan, dan penilaian dengan kuis.</li> </ul>	

<b>Kegiatan Inti ( 60 Menit )</b>	
<b>Tahap 1: Orientasi peserta didik pada masalah</b>	
<p>1. Guru mengarahkan peserta didik untuk mengamati gambar yang ditayangkan di <i>powerpoint</i>.</p> <p>2. Guru menampilkan gambar <i>fairytale</i></p>  <p>3. Guru memberi pertanyaan kepada peserta didik:</p> <ol style="list-style-type: none"> <li>1. <i>Do you know what is the picture?</i></li> <li>2. <i>What do you think about learning English story?</i></li> <li>3. <i>What is favourite story?</i></li> </ol> <p>4. Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>5. Peserta didik menyimak penjelasan guru mengenai materi narrative text (<i>folktale</i>) melalui tayangan <i>powerpoint</i>.</p>	<p>Literasi</p> <p>(<i>TPACK</i>)</p> <p><i>Critical Thinking</i></p> <p>(<i>TPACK</i>)</p>
<b>Tahap 2: Mengorganisasikan peserta didik belajar</b>	
<p>4. Guru membagikan worksheet lalu menayangkan video (Bawang Merah and Bawang Putih)</p> <p>5. Guru memberi pertanyaan kepada peserta didik “<i>Do you remember one sentence in this video?</i>”</p> <p>6. Peserta didik menjawab pertanyaan yang diberikan guru.</p> <p>7. Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks dari video yang di tampilkan</p> <p>8. Peserta didik bersama kelompok menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari video 1 dan video 2</p>	<p><i>Collaboration</i></p> <p><i>TPACK</i></p> <p><i>Critical Thinking</i></p> <p><i>Critical Thinking</i></p> <p><i>Collaboration</i></p>
<b>Tahap 3: Membimbing penyelidikan individu dan kelompok.</b>	
<p>10. Guru berkeliling untuk membimbing dan memantau siswa mengerjakan LKPD</p> <p>11. Selama proses pengerjaan, peserta didik dapat bertanya kepada guru tentang yang belum dipahaminya.</p>	<p><i>Communication</i></p>
<b>Tahap 4: Mengembangkan dan menyajikan hasil karya</b>	
<p>12. Peserta didik menyiapkan hasil yang telah dikerjakan</p> <p>13. Guru meminta peserta didik menjelaskan di depan kelas mengenai hasil yang mereka kerjakan</p> <p>14. Peserta didik mempresentasikan hasil pekerjaannya di depan kelas dan guru memberikan reward serta penguatan disetiap presentasi Peserta didik.</p>	<p><i>Inisiatif Sendiri</i></p> <p><i>Disiplin</i></p> <p><i>Tanggung Jawab</i></p> <p><i>Percaya Diri</i></p>

<b>Tahap 5: Menganalisa dan mengevaluasi proses pemecahan masalah.</b>	
15. Guru melakukan penilaian dari presentasi setiap kelompok	( <i>Colaboration</i> )
16. Siswa dan guru bersama-sama membuat kesimpulan mengenai apa yang telah dipelajari	
<b>Penutup (10 menit)</b>	
17. Guru meminta peserta didik melakukan <b>refleksi kesimpulan</b> kegiatan hari ini. Kegiatan refleksi berikut ini : <i>What have you learned today?</i> <i>What did you like about today's lesson?</i> <i>What did you not understand in today's lesson?</i>	<i>Collaboration</i>
15. Guru meminta peserta didik untuk mencari teks narrative sederhana tentang folktale	
16. Guru mempersilahkan peserta didik untuk berdoa dan mensyukuri segala nikmat yang diberikan Tuhan YME.	<i>PPK (religius)</i>
17. Guru mengucapkan salam perpisahan	

### Pertemuan Ke -2 (2x40 menit)

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Karakter/4 c/ literasi</b>
<b>Kegiatan Pendahuluan (10 Menit)</b>		
<b>1. Orientasi</b>	<ul style="list-style-type: none"> <li>Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>Guru menanyakan kabar, dan mengecek kerapian pakaian peserta dan kondisi kebersihan di kelas</li> <li>Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> <li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> </ul>	<i>Religius</i>  <i>Disiplin</i>
<b>4. Apersepsi</b>	<ul style="list-style-type: none"> <li>Guru mereview materi pertemuan sebelumnya.</li> <li>Guru mengajukan pertanyaan kepada peserta didik <i>Do you remember about the last meeting?</i></li> </ul>	<i>Communication</i>
<b>3. Motivasi</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li><input type="checkbox"/> Menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung.</li> </ul>	<i>Communication</i>  <i>Critical Thinking</i>

<b>1. Pemberian Acuan</b>	<ul style="list-style-type: none"> <li>Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.</li> <li>Guru menjelaskan mekanisme pelaksanaan pengalaman belajar yaitu setelah pembentukan kelompok, peserta didik akan diberikan gambar untuk didiskusikan secara kelompok, mempresentasikan hasil diskusi, menarik kesimpulan dari apa yang didiskusikan, dan penilaian dengan kuis.</li> </ul>	
<b>Kegiatan Inti ( 60 Menit )</b>		
<b>Tahap 1: Orientasi peserta didik pada masalah</b>		
1. Peserta didik mengamati video yang diberikan oleh guru tentang Bawang Merah and Bawang Putih 2. Guru memberikan pertanyaan kepada siswa : <ol style="list-style-type: none"> <li><i>What is the title of the story?</i></li> <li><i>How many characters are there in the story?</i></li> <li><i>Who is the main character in the story?</i></li> </ol> 3. Peserta didik menjawab pertanyaan yang diberikan oleh guru	<i>Literasi</i>  <i>(TPACK)</i>  <i>Critical Thinking</i>	
<b>Tahap 2: Mengorganisasikan peserta didik belajar</b>		
2. Peserta didik dikelompokkan dalam kelompok diskusi, masing- masing kelompok terdiri dari 4-5 orang dengan kemampuan heterogen. Peserta didik menempatkan diri sesuai kelompok yang telah ditentukan. 3. Guru memberikan contoh cara membaca teks narrative berbentuk <i>folktale</i> tentang Bawang Merah and Bawang Putih dan peserta didik mengikuti 4. Peserta didik mengkomunikasikan teks narrative berbentuk <i>folktale</i> dengan pengucapan dan intonasi yang tepat	<i>Collaboration</i>	
<b>Tahap 3: Membimbing penyelidikan individu dan kelompok.</b>		
5. Guru berkeliling untuk membimbing dan memantau kelompok dalam Mengkomunikasikan teks narrative berbentuk <i>folktale</i> dengan pengucapan dan intonasi yang tepat	<i>Communication</i>	
<b>Tahap 4: Mengembangkan dan menyajikan hasil karya</b>		
6. Peserta didik menyiapkan laporan hasil diskusi kelompok secara rapi, rinci, dan sistematis. 7. Peserta didik mempresentasikan hasil pekerjaannya di depan kelas dan guru memberikan reward serta penguatan disetiap presentasi Peserta didik.	<i>Inisiatif Sendiri</i> <i>Disiplin</i> <i>Tanggung Jawab</i>  <i>Percaya Diri</i>	
<b>Tahap 5: Menganalisa dan mengevaluasi proses pemecahan masalah.</b>		
8. Peserta didik diminta menyimpulkan informasi rinci dari teks <i>narrative</i> berbentuk <i>folktale</i> . 9. Guru memberikan penguatan materi kepada peserta didik dengan menayangkan <i>Power Point</i> (PPT)	<i>Communication</i>  <i>(TPACK)</i>	



Penutup (10 menit)	
<p><b>10.</b> Guru meminta peserta didik melakukan <b>refleksi kesimpulan</b> kegiatan hari ini.            Kegiatan refleksi berikut ini :  <i>What have you learned today?</i>  <i>What did you like about today's lesson?</i>  <i>What did you not understand in today's lesson?</i></p> <p><b>11.</b>Guru menyampaikan materi yang akan di pelajari di pertemuan selanjutnya  <b>12.</b>Guru mempersilahkan peserta didik untuk berdoa dan mensyukuri segala nikmat yang diberikan Tuhan YME  <b>13.</b>Guru mengucapkan salam perpisahan</p>	<p><i>Collaboration</i></p> <p><i>PPK (religius)</i></p>

### I. Penilaian Hasil Pembelajaran

1. Penilaian sikap spiritual dan sosial
  - a. Instrumen penilaian sikap (lembar pengamatan terlampir)
2. Penilaian pengetahuan dilakukan dengan :
  - a. Penilaian kemampuan menulis (lembar penilaian terlampir)
  - b. Penilaian Presentasi (lembar penilaian terlampir)

### J. Program Tindak Lanjut

#### 1. Pengayaan

Bagi peserta didik yang mempunyai nilai diatas 77 diberi pengayaan berupa tugas untuk mencari narrative text tentang *folktale* di google yang nantinya akan dijadikan sebuah kumpulan fairy tales.

#### 2. Remedial

Peserta didik yang belum mencapai KKM 77 diberi tugas untuk mencari narrative text tentang *folktale* di google lalu di analisis fungsi social, struktur text dan unsur kebahasaanya.

Suboh, 15 Juni 2023

Mengetahui,

Kepala Sekolah MA. Sunan Ampel

Guru Mata Pelajaran Bahasa Inggris

Nurul Qomariyah, S. Pd

Enisa Fatmawati, S. Pd



## Materi Ajar Narrative text

### A. Material

#### 1. The Definition of Narrative Text

Descriptive text is a text that tells about sequence of events in the past.

#### 2. The Purpose of Descriptive Text

To entertain the reader with the story which can be fiction or non – fiction.

#### 3. The Generic Structure of Descriptive Text

- Orientation: The narrator tells the audience about who is in the story, when the story.
- Complication: Sets of a chain of events that influences what will happen in the story
- Resolution: The characters solved the problem created in the complication.

#### 4. Language feature:

- Past tense (killed, drunken, etc.)
- Adverb of time (Once upon a time, one day, etc.)
- Time conjunction (when, then, suddenly, etc.)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc.)
- Action verbs. A verb that shows an action. (Killed, dug, walked, etc.)
- Direct speech. It is to make the story lively. (Snow White said, “My name is Snow White). The direct speech uses present tense.

#### 5. Types of narrative text

- Fairy tale: a fairy tale with the genre of fantasy or unreal story, example Snow White, Timun Mas, and Cinderella
- Folktale: a folk story that is passed down from generation to generation, example Malin Kundang
- Legend: a story that comes from a combination of fairy tale and folktale, example Sory of Lake Toba
- Fable: stories or tales whose main characters are animals, example The Fox and the Cat
- Romance: a story that contains the main character’s love struggle, example Romeo and Juliet
- Myth: a mythical story that is believed to be true by the community, example Dewata Cengkar.

### B. Text of narrative text

#### 1. Bawang Merah and Bawang Putih story

##### Bawang Merah and Bawang Putih

Once upon a time, in East Java, lived a beautiful girl named Bawang Putih. Her father had passed away, and she lived with her stepmother and stepsister. Before her father passed away, her stepmother and stepsister were very kind to her. But, two days after her father passed away, they

treated her badly.

“Bawang Putih, from this moment, you have to clean the house, guard the house, wash the clothes, and cook delicious meals. Ha ha ha”

“But mother...”

“No but! You must obey my rule! What do you think? I love you?? Oh... No... No... No... I hate you! Why must I kind to my stepdaughter, ha!?”

“Pity you, how poor you are” said her stepsister with a sly smile. Her stepsister was Bawang Merah. She was very lazy, and she always got dresses every time. But, Bawang Putih was more beautiful than her.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her sister's clothes were washed away by the river. She was really worried so she walked along the riverside to find the clothes.

“Ooh my Gosh! My sister dress were washed away by the river, i must find it immediately,” Said her anxiously.

Then she went home. Unfortunately, she could not find the dress. At home, her sister asked her, “where is my dress? Have you washed it? “

“U...umm” Bawang putih forced to tell the truth

“Did you hear me? Where is it?” Ask Bawang Merah loudly.

“Y...your clothes were washed away,” said Bawang Putih.

“Whaaattt, you lost it? It's expensive you know, Mother!” said Bawang Merah angrily.

“Bawang Putih washed my dress, and she lost it,” Bawang Merah said to her mother.

“Whaaat? You lost the dress? It's so expensive, you know. Now you have to find it or you won't have dinner tonight,” Her stepmother was mad at Bawang Putih

Bawang Putih was so sad. She started walked along the river to search her sister dress, suddenly she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do her house work. After that, Bawang Putih helped the old woman to do all house work for her. After everything was finished, the old woman returned the clothes.

“Thank you so much for helping me out, Bawang Putih. As a reward, let me offer my pumpkin. There are small one and a bigger one, which one do you want?” Ask the old woman.

“I...i think the small pumpkin is enough for me, Thank you for your kindness, Old woman,” said Bawang Putih thanking the old woman.

“Anytime, Sweetheart,” answered the old woman.

After thanking the old woman, Bawang Putih then went home. When she arrived home, her stepmother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the

pumpkin they found jewelries.

“Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin. So we will be rich! hahaha,” the stepmother asked Bawang Merah to do exactly the same as Bawang Putih's experience.

Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. “What are you doing right there?” asked the old woman

“I am looking for my dress,” replied Bawang Merah

“I kept your dress, but if you want me to return it. You have to do the house work for me,” said the old woman.

“You are a thief old woman! Give me back my dress!” She screamed.

“Sorry young lady, i didn't mean to steal your dress, i just keeping it. I just an old woman,” said the old woman.

“Oh don't make a sad story, now because of your fault; you have to give me the big, big, big pumpkin!” Bawang merah pushed the old woman

The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them.

“Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn't like that. We have to apologize to Bawang Putih,” cried Bawang Merah.

“You're right! We should apologize to Bawang Putih,” her mother agreed.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives. They will live happily ever after.

## 2. The Cat and the Fox story

### The Cat and the Fox

A cat walks in the forest. He sees a fox sleeping under a tree

Cat : Good day, Mrs. Fox. How are you on this beautiful and sunny day?

Fox : Mmm, can't you see that I'm sleeping? (The Fox pens her eyes)

Cat : Oh, I'm sorry, but as soon as I saw you I thought to myself; oh, she's so intelligent and so clever. Everybody loves her!

Fox : Ha, ha, ha, ha, I didn't know you had a brain. Go away. Hunt mice that are the only thing you can do. (The fox stands up and looks at the cat from bottom to top)

Cat : Oh, no, I can do a lot more things than that. But you haven't answered my question.

Fox : Why should I? In fact, I shouldn't be talking to you! You're nobody! You don't know anything! You're useless! You don't even have a life! Ha, ha, ha, ha.

Cat : You're wrong. I have a talent.

Fox : A talent? Ha, ha, ha, ha, yeah, sure! Tell me more about it.

Cat : Well, when I see a bunch of dogs, I can climb up the trees and save my life.

Fox : Is that all?

Cat : Yes. What about you?

Fox : Well, I have a bag of tricks, and I really feel sorry for you. Come with me, I'll show you how to get rid of the dogs.

They hear some dogs barking.

Cat : Wait a minute. Did you hear that?

Fox : Don't tell me you're afraid of those barking dogs?

Cat : Sure I am! (The cat climbs a tree)

Fox : Ha, ha, ha, ha. Now I can see your talent in action!

Cat : Come on Mrs. Fox. What are you going to do? Open up your bag of tricks. Hurry up, they are almost here!

Some dogs approach. They grab and take the fox away

Fox : No! No! Cat, do something!

Cat : Sorry, I can only hunt mice! Remember?

The dogs and the fox leave

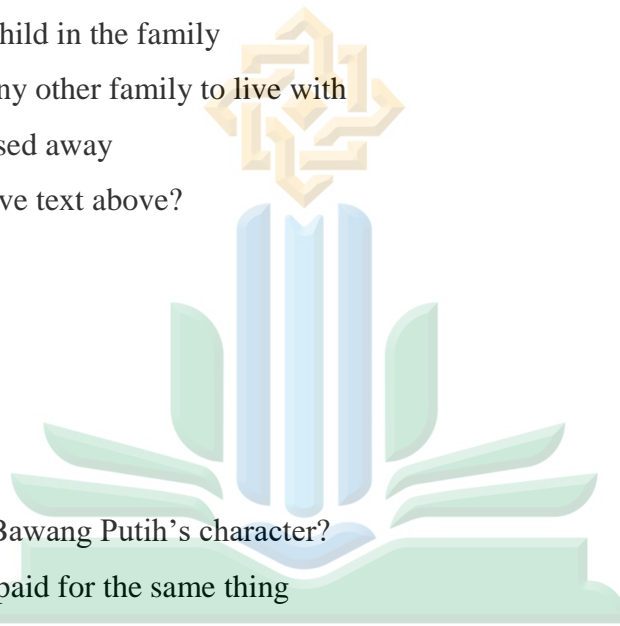
Cat : Oh, poor Mrs. Fox, your bag of tricks was empty!

### C. Tasks

- Task of Bawang Merah and Bawang Putih

1. The organization of the text above is ...
  - a. Orientation, complication, resolution
  - b. Thesis, argument: plot-elaboration, conclusion
  - c. Abstract, orientation, crisis, incident, coda
  - d. Description, background events, sources
  - e. Abstract, orientation, background events, sources
2. According to dialogue, we know that Bawang Merah was ...
  - a. Mean
  - b. Greedy
  - c. Boastful
  - d. Jealousy
  - e. Anxiety
3. What does the story tell us about?
  - a. Two girls with matching traits
  - b. A daughter's obedience and loyalty to the family
  - c. A sincerity and patience of a girl living with her step family

- d. The temptation of a mother and daughter for instant wealth
  - e. The persistence of a girl in fighting her and her father's rights.
4. In the conflict part of the story above in the narrative text the generic structure is . . .
- a. Orientation
  - b. Coda
  - c. Complication
  - d. Resolution
  - e. Conflict section
5. How could Bawang Putih finally live with a stepmother and stepsister?
- a. His father got into an accident
  - b. Her parents entrusted her to them
  - c. She was the only child in the family
  - d. She did not have any other family to live with
  - e. Her father had passed away
6. What is the type of narrative text above?
- a. Legend
  - b. Fairy tale
  - c. Fable
  - d. Myth
  - e. Recount
7. What did you learn from Bawang Putih's character?
- a. Kindness must be paid for the same thing
  - b. Sincerity and honesty always pay off
  - c. Whether it's right or wrong, elders must be obeyed
  - d. Whenever there is a will, there will always be a way
  - e. Someone's characters are passed down from the parents
8. "... , *she* grabbed the pumpkin and smashed it to the floor". 'She' in the sentence refers to?
- a. Bawang Merah and Bawang putih
  - b. Bawang merah
  - c. Mother
  - d. Bawang putih
  - e. Old woman
9. How could Bawang Merah and her mother get different gifts inside the pumpkin?
- a. They took a different pumpkin
  - b. They did not really lose the clothes
  - c. They did not listen to the old woman
  - d. They did not do what Bawang Putih did



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JEMBER

e. They were grumbling while finishing the work

10. “. . . , **her** mother was impatient”. ‘Her’ in the sentence refers to?

- a. Bawang Merah and Bawang putih
- b. Bawang merah
- c. Mother
- d. Bawang putih
- e. Old woman

• Task of The Fox and the Cat

1. What is the story about?

- a. A meeting between a fox and cat
- b. How to trick a dog
- c. A tricky dog
- d. A conversation between a cat and fox
- e. An arrogant fox

2. Why did the cat climb the tree?

- a. It wanted to see the dog
- b. It was the only trick it had
- c. It was very afraid of dog
- d. It wanted to catch the bird
- e. It was very dexterous

3. From the text we know that . . .

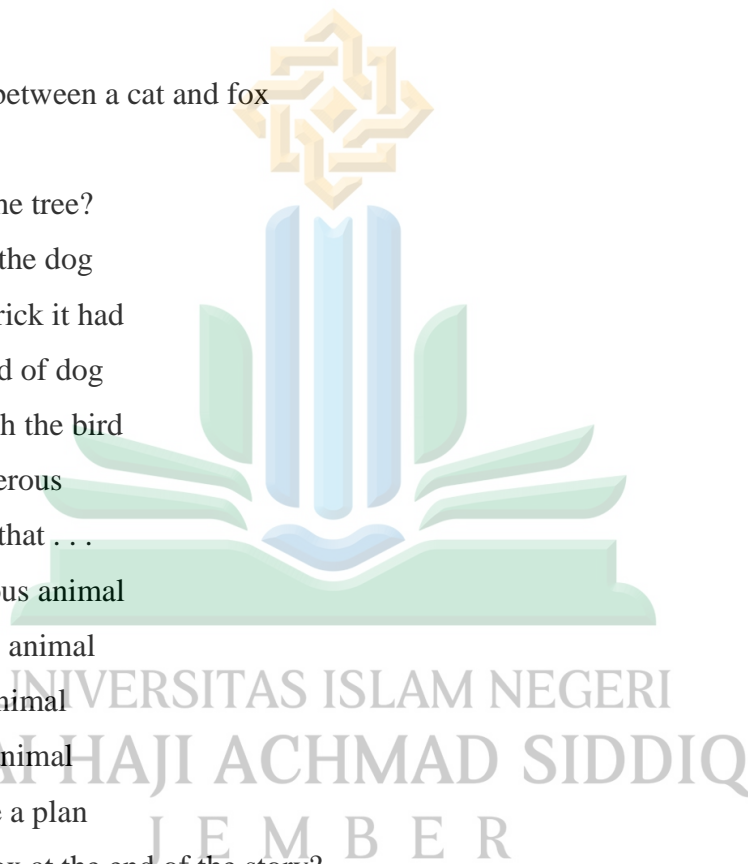
- a. Dogs are ferocious animal
- b. Fox is a boastful animal
- c. Fox is a tricky animal
- d. Cats are clever animal
- e. We have to have a plan

4. What happened to the fox at the end of the story?

- a. The Fox succeeded in using his trick
- b. The Fox finally died
- c. The Fox taught her trick to the cat
- d. The fox ran away from the dog
- e. The Fox slept under the tree

5. What we can learn from the story?

- a. A single plan that works is better than a hundred doubtful plans
- b. Be smart in every situation
- c. Be arrogant when we have many ways
- d. Be kind to others in need



- e. Be loyal to friends
6. Where the story was possibly happened?
- In the river
  - In the forest
  - In the yard
  - In the garden
  - In the farm
7. '**They** hear some dogs barking'. 'They' in the sentence refers to?
- The dogs
  - The cats
  - The cat and the dog
  - The fox and the cat
  - The foxes
8. Who were having the conversation?
- The dog and the cat
  - The fox and the dog
  - The dog and the lion
  - The cat and the lion
  - The fox and the cast
9. Who is the arrogant in the story above?
- The dog
  - The cat
  - The fox
  - The cat and the fox
  - The cat and the dog
10. "... Hurry up, **they** are almost here!". 'They' in the sentence refers to?
- The dogs
  - The cats
  - The foxes
  - The cat and the fox
  - The cat and the dog



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## Concept Analysis

No	Concept	Definition concept	Example
1	Generic structure	Orientation: The narrator tells the audience about who is in the story, when the story	Once upon a time, in East Java, lived a beautiful girl named Bawang Putih
		Complication: Sets of a chain of events that influences what will happen in the story	One morning, Bawang Putih was washing some clothes in a river. Accidentally, her sister's clothes were washed away by the river
		Resolution: The characters solved the problem created in the complication.	Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.
2	Language features	Past tense	killed, drunken
		Adverb of time	Once upon a time, one day
		Time conjunction	When, then, suddenly
		Specific character. The character of the story is specific, not general.	Cinderella, Snow White,
		Action verbs. A verb that shows an action.	Killed, dug, walked
		Direct speech. It is to make the story lively. The direct speech uses present tense.	Snow White said, "My name is Snow White"
3	Text	Fairy tale: a fairy tale with the genre of fantasy or unreal story	Snow White, Timun Mas, and Cinderella
		Folktale: a folk story that is passed down from generation to generation	Malin Kundang
		Legend: a story that comes from a combination of fairy tale and folktale	Story of Lake Toba
		Fable: stories or tales whose main characters are animals	The Fox and the Cat
		Romance: a story that contains the main character's love struggle	Romeo and Juliet
		Myth: a mythical story that is believed to be true by the community	Dewata Cengkar.

## Appendix 9. Validation sheet of media expert

### Validation Sheet

This comic strips media validation sheet is intended to obtain evaluations and suggestions from media expert regarding the quality of comic strips developed from researcher. The evaluations and suggestions about the feasibility of comic strips media is applied to two aspects; design aspect and development aspect.

The validator fills in the questionnaire by checkmarks (√) and checks the categories that have been provided by the researcher. The validation sheet is in the form of a Likert scale. The Likert scale used has five categories shown in the following table:

Category	Score
Strongly Agree	5
Agree	4
Sufficient	3
Disagree	2
Strongly Disagree	1

The validation for content experts adapted by Hayuningtyas, and Humairoh (2019) is as follows:

#### 1. Design Aspect

Table of design aspect scores from the expert media

No	Aspect	Score					Note
		1	2	3	4	5	
1	The choice of comic strip characters according to the					√	

*Handwritten signature*



	story								
2	The choice of color comic strip characters according to the story					✓		need introduction of characters	
3	The choice of characters' size of the comic strip					✓			
4	The choice of font of the liveworksheet.com					✓		font size need to be increased	
5	The choice of color of the liveworksheet.com					✓			
6	The choice of picture size of the liveworksheet.com					✓			
7	The quality of the comic strip					✓			
8	The quality of the liveworksheets.com					✓			
Total Score							39		
Percentage							97,5 %		

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2. Development Aspect


Table of development aspect scores from the expert media

No	Aspect	Score					Note
		1	2	3	4	5	
1	The element of comic strips media (panels, speech bubbles, text, and characters)				✓		bubbles access to expression
2	The development of characters in the story					✓	
3	Text used in the comic strip, and liveworksheet.com (the choice of fonts and the size of fonts)				✓	<del>✓</del>	Must be increased
4	The arrangement of characters and texts					✓	
Total Score						18	
Percentage						90%	

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JEMBER

Jember, 28 Juli 2023

Validator,

  
Nina Nurisno, M. Pd

## Appendix 10. Validation sheet of content expert

### Validation Sheet

This comic strips media validation sheet is intended to obtain evaluations and suggestions from content expert regarding the quality of comic strips developed from researcher. The evaluations and suggestions about the feasibility of comic strips media is applied to four aspects; media aspect, activities aspect, setting aspect and layout aspect.

The validator fills in the questionnaire by checkmarks (√) and checks the categories that have been provided by the researcher. The validation sheet is in the form of a Likert scale. The Likert scale used has five categories shown in the following table:

Category	Score
Strongly Agree	5
Agree	4
Sufficient	3
Disagree	2
Strongly Disagree	1

The validation table for content experts adapted by Hayuningtyas, and Humairoh (2019) is as follows:

#### 1. Media Aspect

Table of media aspect scores from the content test

No	Aspect	Score					Note
		1	2	3	4	5	
1	Appropriateness between comic strip and indicators				√		Please, add clear direction/ instruction

2	Appropriateness between comic strip and students' need				✓	
3	Appropriateness between comic strip and students acquisitions level				✓	
4	The comic strip encourage students to learn to comprehend the text				✓	
5	The comic strip are related to daily life				✓	
Total Score			21			
Percentage			84 %			

## 2. Activities Aspect

*Table of activities aspect scores from the content test*

No	Aspect	Score					Note
		1	2	3	4	5	
1	The activity of reading mini vocabulary encourage students to learn to comprehend the text					✓	
2	The activity of reading						





	through pictures are interesting				✓	
3	The reading activity of comic strips are based on the topic				✓	
4	The activities understanding in certain language function				✓	
Total Score				10		
Percentage				95 %		

### 3. Setting Aspect

Table of setting aspect scores from the content test

No	Aspect	Score					Note
		1	2	3	4	5	
1	The comic strip cover several setting (place and time)				✓		
2	The comic strip encourage students to be independent or cooperative				✓		Please add the clear direction text show independent/cooperative
3	The comic strip are able to increase students'						





comprehension competence					✓	
Total Score	12					
Percentage	80 %					

#### 4. Layout Aspect

Table of layout aspect scores from the content test

No	Aspect	Score					Note
		1	2	3	4	5	
1	The comic strip and liveworksheets.com are arranged orderly				✓	Add direction.	
2	The material in the comic strip are well organized and easy to understand				✓		
3	The comic strip and liveworksheets.com are interesting				✓		
4	The size and font of the comic strip and liveworksheets.com are readable			✓		Please, make font bigger.	
5	The color of the comic						

strip livesheets.com interesting	and are						✓	
Total Score		22						
Percentage		28 %						

Jember, 9 Agustus 2023

Validator,

  
Mega Fariziah Nur Humairoh, M. Pd



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## Appendix 11. Validation sheet of English teacher

### Validation Sheet

This comic strips media validation sheet is intended to obtain evaluations and suggestions from English teacher regarding the quality of comic strips developed from researcher. The evaluations and suggestions about the feasibility of comic strips media is applied to three aspects; language, material, and designs comic strips media.

The validator fills in the questionnaire by checkmarks(✓) and checks the categories that have been provided by the researcher. The validation sheet is in the form of a Likert scale. The Likert scale used has five categories shown in the following table:

Category	Score
Strongly Agree	5
Agree	4
Sufficient	3
Disagree	2
Strongly Disagree	1

The validation table for content experts is as follows:

#### 1. Language

No	Aspect	Score					Note
		1	2	3	4	5	
1	The language used in comic strips is easy to understand					✓	
2	The language used is in accordance with the						

	language features in the narrative text					✓
3	The language used is appropriate to the high school level					✓
4	The language used is the language that is often used in everyday life					✓
5	The language used is the language that is familiar at the high school level					✓
Total Score						24
Percentage						36 %

## 2. Material

No	Aspect	Score					Note
		1	2	3	4	5	
1	The narrative text material in comic strips with liveworksheet.com is in accordance with the learning material for tenth grade of MA. Sunan Ampel					✓	
2	The material provided is easy to understand					✓	
3	The contents of the material presented are in						

	accordance with the theme of narrative text					✓	
4	Narrative text material according to the syllabus for tenth grade					✓	
5	The content of the material is in accordance with the generic structure of narrative text					✓	
Total Score							
Percentage							24 96 %

### 3. Designs Comic Strips Media

No	Aspect	Score					Note
		1	2	3	4	5	
1	The images used in the comic strips are in accordance with the text					✓	
2	The colors used in comic strips match the characters				✓		
3	The plot in comic strips according to the text				✓		
4	Comic strip media is an interesting media for students			✓	✓		
5	Comic strip media is an easy media for learning narrative text in reading					✓	

comprehension						
Total Score	22					
Percentage	88 %					

Situbondo, 18 Juli 2023

Validator,



Enisa Fatmawati, S.Pd



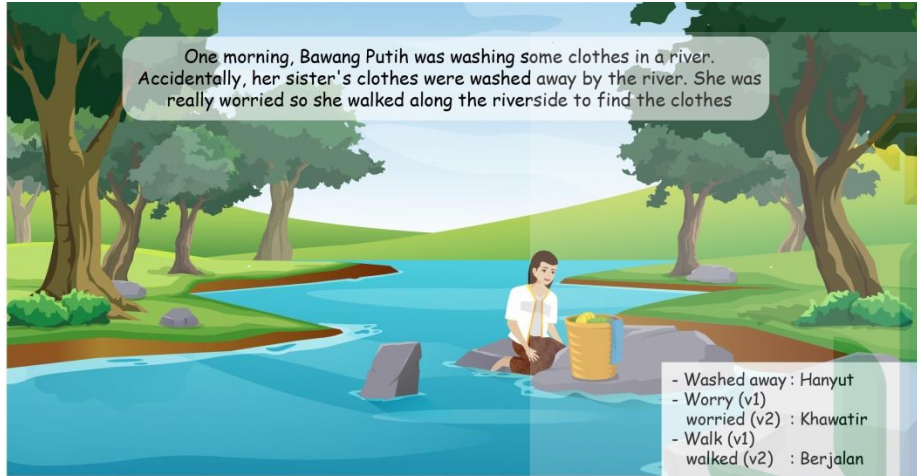
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Appendix 12. Product o comic strip media: Story of Bawang Merah and Bawang Putih



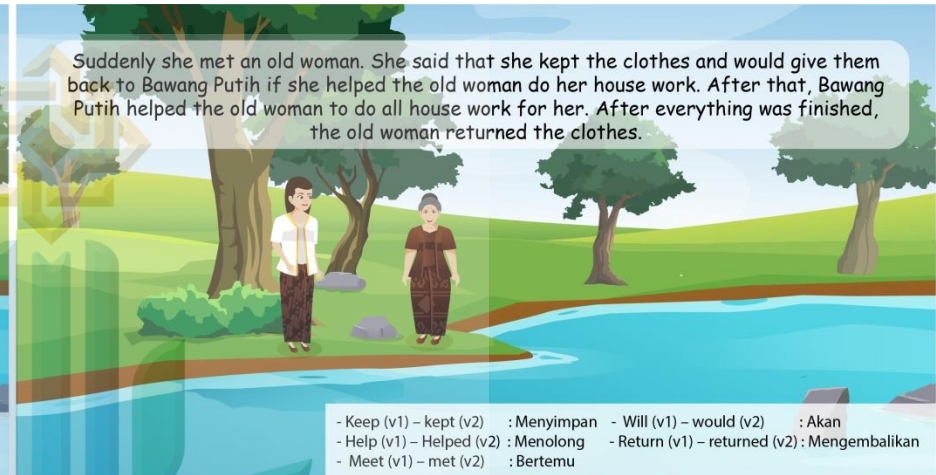
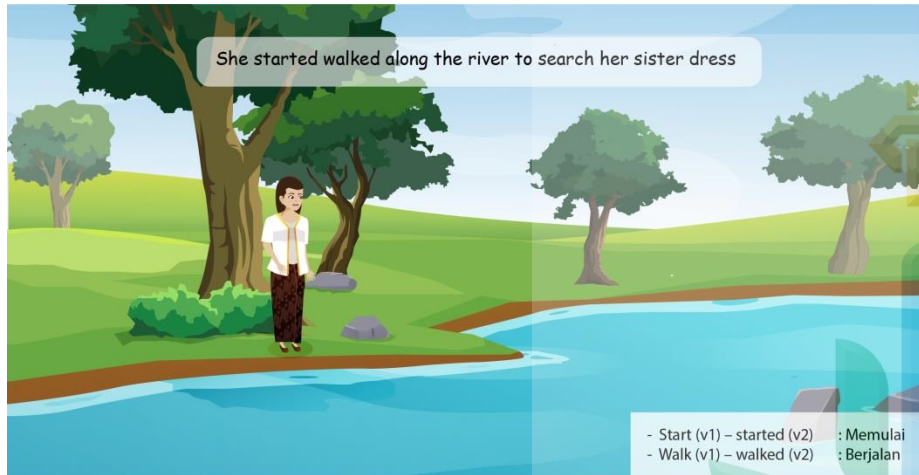






- Won't (will not) : Tidak akan





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- Go (v1) – went (v2) : Pergi
- Arrive (v1) – arrived (v2) : Sampai, tiba
- Tell (v1) – told (v2) : Memberitahu
- Grab (v1) – grabbed (v2) : Merebut
- Smash (v1) – smashed (v2) : Menghancurkan

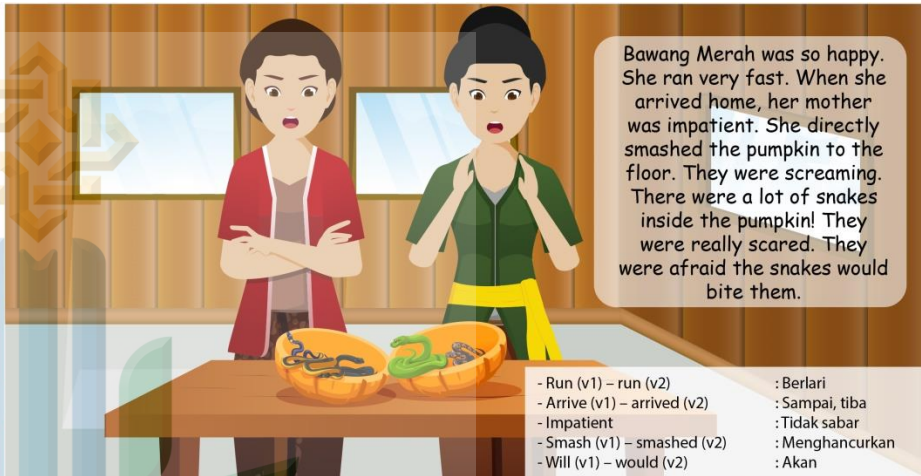






"Oh don't make a sad story, now because of your fault, you have to give me the big, big, big pumpkin!"

"Sorry young lady, i didn't mean to steal your dress, i just keeping it. I just an old woman,"



Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them.

- Run (v1) – run (v2) : Berlari
- Arrive (v1) – arrived (v2) : Sampai, tiba
- Impatient : Tidak sabar
- Smash (v1) – smashed (v2) : Menghancurkan
- Will (v1) – would (v2) : Akan



Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn't like that. We have to apologize to Bawang Putih."

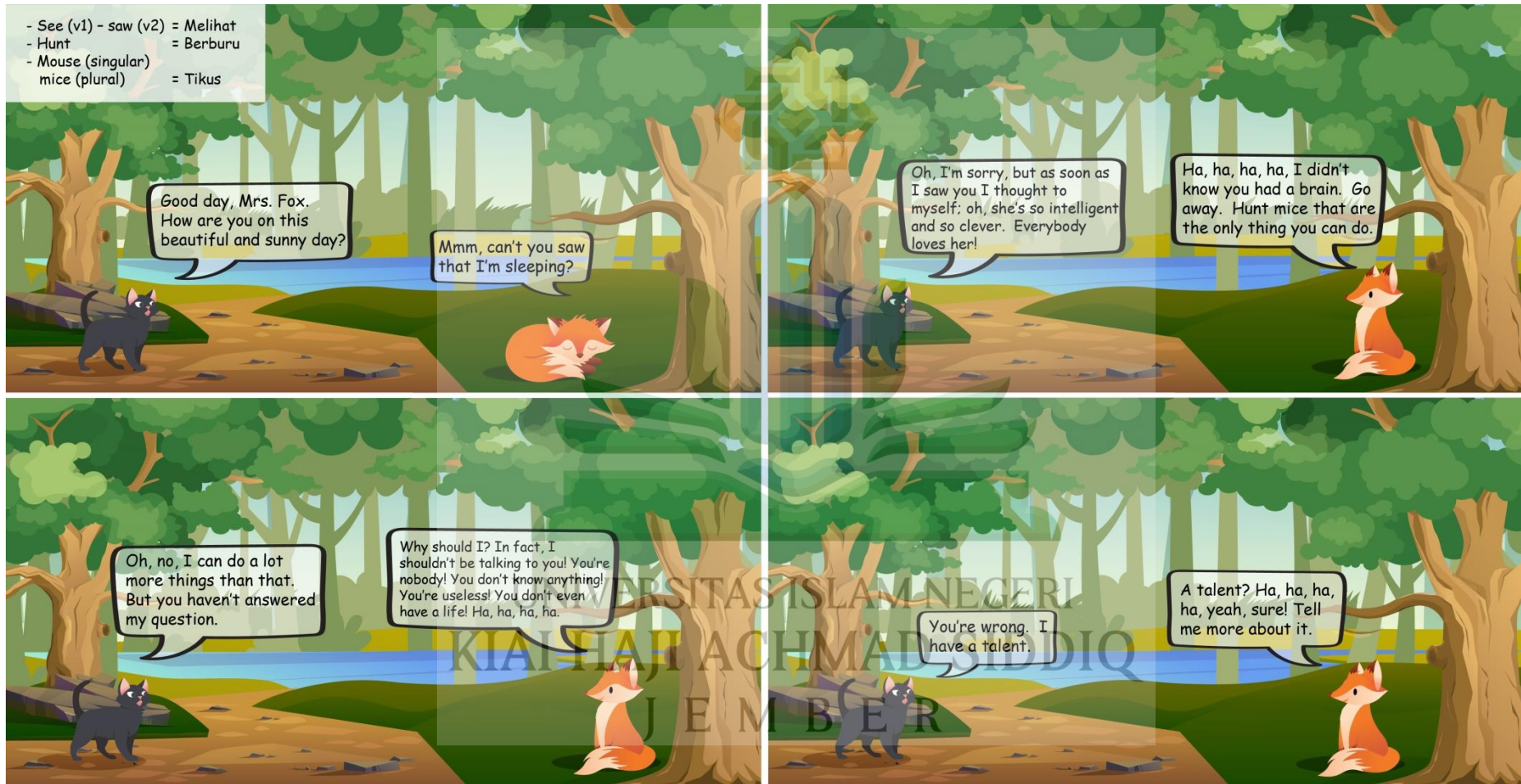
You're right! We should apologize to Bawang Putih."

- Punish (v1) – punished (v2) : Menghukum
- Do (v1) – done (v2) : Melakukan



Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives. They will live happily ever after.

Appendix 13. Product o comic strip media: Story of The Cat and the Fox





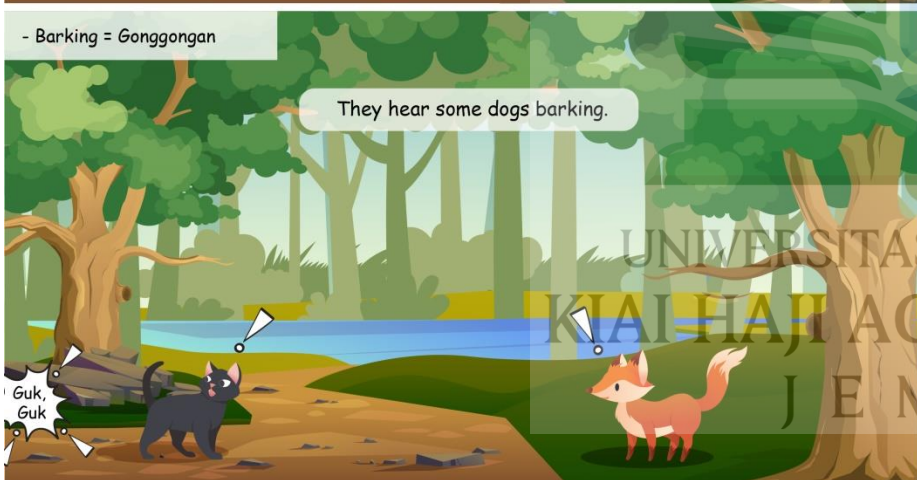
- Climb up = Memanjat  
- Bunch = Kelompok



- Get rid of = Menyingkirkan



- Barking = Gonggongan







Ha, ha, ha, ha. Now I can see your talent in action!

Sure I am!



Sorry, I can only hunt mice! Remember?

No! No! Cat, do something!

- Hunt =Berburu
- Mouse (singular) =Tikus
- mice (plural)



Come on Mrs. Fox. What are you going to do? Open up your bag of tricks. Hurry up, they are almost here!

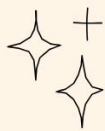


Oh, poor Mrs. Fox, your bag of tricks was empty!

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JEMBER



**LEMBAR KERJA**  
**PESERTA DIDIK**  
*CLASS X*



*Narrative Text*



*Name:*

*Class:*



## *What is narrative text?*

Narrative text is a text that tells about sequence of events in the past. The purpose is to entertain the reader with the story which can be fiction or non-fiction.

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## *Generic structure of narrative text*

- Orientation: The narrator tells the audience about who is in the story, when the story.
- Complication: Sets of a chain of events that influences what will happen in the story
- Resolution: The characters solved the problem created in the complication.





## *Types of narrative text*

- Fairy tale: a fairy tale with the genre of fantasy or unreal story, example Snow White
- Folktale: a folk story that is passed down from generation to generation, example Malin Kundang
- Legend: a story that comes from a combination of fairy tale and folktale, example Sory of Lake Toba
- Fable: stories or tales whose main characters are animals, example The Fox and the Cat
- Romance: a story that contains the main character's love struggle, example Romeo and Juliet
- Myth: a mythical story that is believed to be true by the community, example Dewata Cengkar.

# Introduction Of Characters

## Bawang Putih



Bawang Putih is a simple girl who is humble, diligent, industrious, honest and kind.

## Bawang Merah

Bawang Merah is a lazy, arrogant, wasteful, greedy and vindictive girl.



## Stepmother

Stepmother is mean and unfair to Bawang Putih and also greedy.



## Old Woman

Old woman is kind, helpful, and generous.



# Narrative Text

## "Bawang Merah & Bawang Putih"

Please read and comprehend the story on the comic strip below, and if you come across an unfamiliar word, you can check its meaning on the mini vocabulary in the comic strip!

Once upon a time, in East Java, lived a beautiful girl named Bawang Putih. Her father had passed away, and she lived with her stepmother and stepsister. Before her father passed away, her stepmother and stepsister were very kind to her. But, two days after her father passed away, they treated her badly.

- Live (v1)
- lived (v2) :Hidup
- Passed away :Wafat
- Treat (v1)
- treated (v2) :Memperlakukan

"But mother..."

"Bawang Putih, from this moment, you have to clean the house, guard the house, wash the clothes, and cook delicious meals. Ha ha ha ha"

"Pity you, how poor you are"

"No but! You must obey my rule! What do you think? I love you?? Oh... No... No... No... I hate you! Why must I kind to my stepdaughter, ha?"

Her stepsister was Bawang Merah. She was very lazy, and she always got dresses every time. But, Bawang Putih was more beautiful than her.

- Get (v1)
- got (v2) :Mendapatkan



# Narrative Text

## "Bawang Merah & Bawang Putih"



# Narrative Text

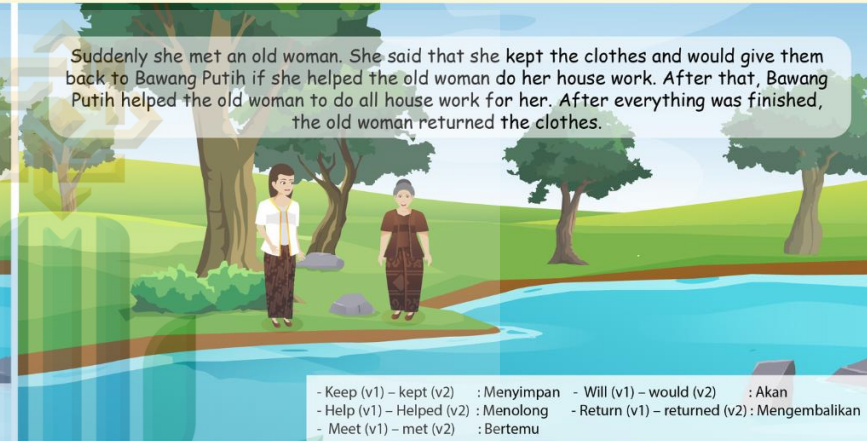
## "Bawang Merah & Bawang Putih"





# Narrative Text

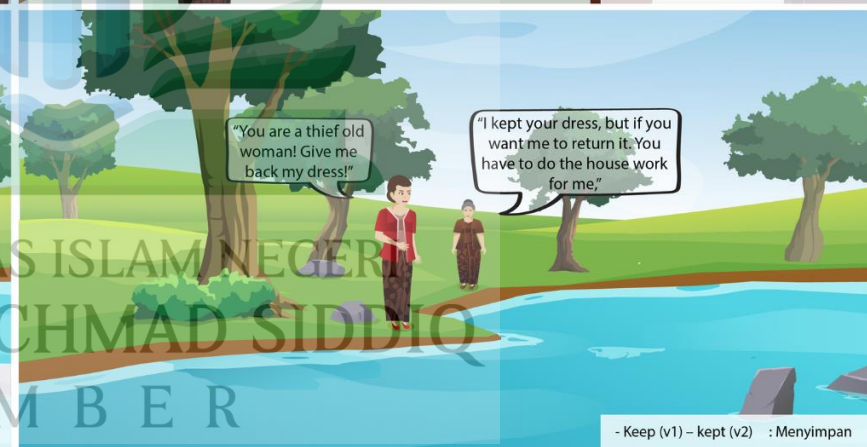
## "Bawang Merah & Bawang Putih"



# Narrative Text

## "Bawang Merah & Bawang Putih"

Go (v1) – went (v2) : Pergi  
Arrive (v1) – arrived (v2) : Sampai, tiba  
Tell (v1) – told (v2) : Memberitahu  
Grab (v1) – grabbed (v2) : Merebut  
Smash (v1) – smashed (v2) : Menghancurkan





# Narrative Text

## "Bawang Merah & Bawang Putih"



## Let's check your comprehension!

*Choose the correct answer!*

- 1, The organization of the text above is ...
  - a. Orientation, complication, resolution
  - b. Thesis, argument: plot-elaboration, conclusion
  - c. Abstract, orientation, crisis, incident, coda
  - d. Description, background events, sources
  - e. Abstract, orientation, background events, sources
2. According to dialogue, we know that Bawang Merah was ...
  - a. Mean
  - b. Greedy
  - c. Boastful
  - d. Jealousy
  - e. Anxiety
3. What does the story tell us about?
  - a. Two girls with matching traits
  - b. A daughter's obedience and loyalty to the family
  - c. A sincerity and patience of a girl living with her step family
  - d. The temptation of a mother and daughter for instant wealth
  - e. The persistence of a girl in fighting her and her father's rights
4. In the conflict part of the story above in the narrative text the generic structure is ...
  - a. Orientation
  - b. Coda
  - c. Complication
  - d. Resolution
  - e. Conflict section



Let's check your comprehension!

Choose the correct answer!

5. How could Bawang Putih finally live with a stepmother and stepsister?

- a. His father got into an accident
- b. Her parents entrusted her to them
- c. She was the only child in the family
- d. She did not have any other family to live with
- e. Her father had passed away



6. What is the type of narrative text above?

- a. Legend
- b. Fairy tale
- c. Fable
- d. Myth
- e. Recount

7. What did you learn from Bawang Putih's character?

- a. Kindness must be paid for the same thing
- b. Sincerity and honesty always pay off
- c. Whether it's right or wrong, elders must be obeyed
- d. Whenever there is a will, there will always be a way
- e. Someone's characters are passed down from the parents





Let's check your comprehension!

Choose the correct answer!

8. "... , she grabbed the pumpkin and smashed it to the floor". 'She' in the sentence refers to?

- a. Bawang Merah and Bawang putih
- b. Bawang merah
- c. Mother
- d. Bawang putih
- e. Old woman



9. How could Bawang Merah and her mother get different gifts inside the pumpkin?

- a. They took a different pumpkin
- b. They did not really lose the clothes
- c. They did not listen to the old woman
- d. They did not do what Bawang Putih did
- e. They were grumbling while finishing the work

10. "... , her mother was impatient". 'Her' in the sentence refers to?

- a. Bawang Merah and Bawang putih
- b. Bawang merah
- c. Mother
- d. Bawang putih
- e. Old woman



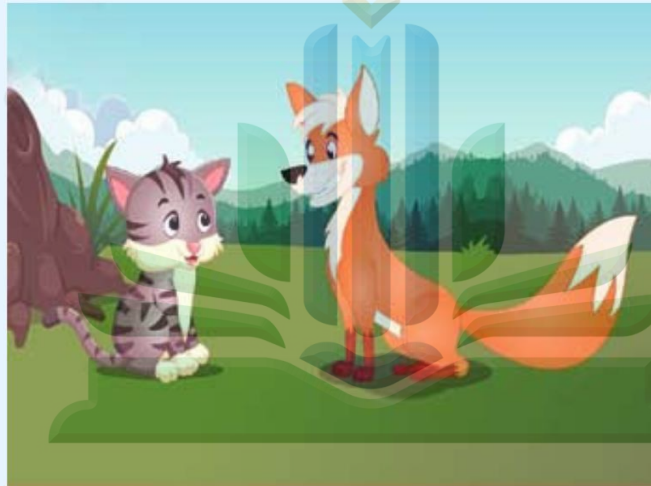
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# Lembar Kerja Peserta Didik

Class X



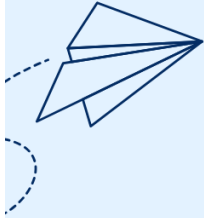
Narrative text: "The Fox and The Cat"



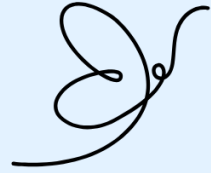
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Name	J E M B E
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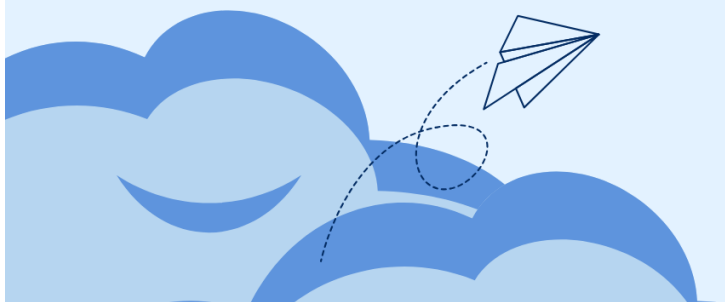
## *What is narrative text?*

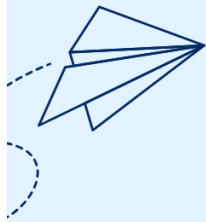


**Narrative text** is a text that tells about sequence of events in the past. **The purpose** is to entertain the reader with the story which can be fiction or non - fiction



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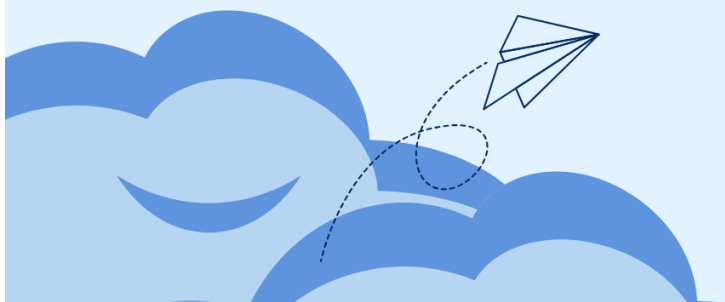


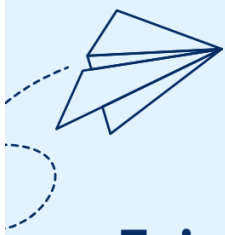
## Generic structure of narrative text



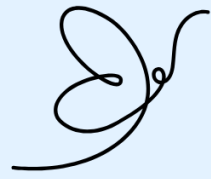
- **Orientation:** The narrator tells the audience about **who** is in the story, **when** the story.
- **Complication:** Sets of a chain of events that influences what will happen in the story
- **Resolution:** The characters solved the problem created in the complication.

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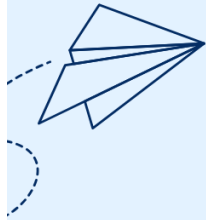




## Types of narrative text



- **Fairy tale:** a fairy tale with the genre of fantasy or unreal story, eg. **Snow White**
- **Folktale:** a folk story that is passed down from generation to generation, eg. **Malin Kundang**
- **Legend:** a story that comes from a combination of fairy tale and folktale, eg. **Story of Lake Toba**
- **Fable:** stories or tales whose main characters are animals, eg. **The Fox and the Cat**
- **Romance:** a story that contains the main character's love struggle, eg. **Romeo and Juliet**
- **Myth:** a mythical story that is believed to be true by the community, eg. **Dewata Cengkar.**



# Introduction Of Characters



*Fox*

The fox is clever, but he also brags about his cleverness to the cat.

*Cat*

The Cat is a humble and kind nature.



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*Dogs*



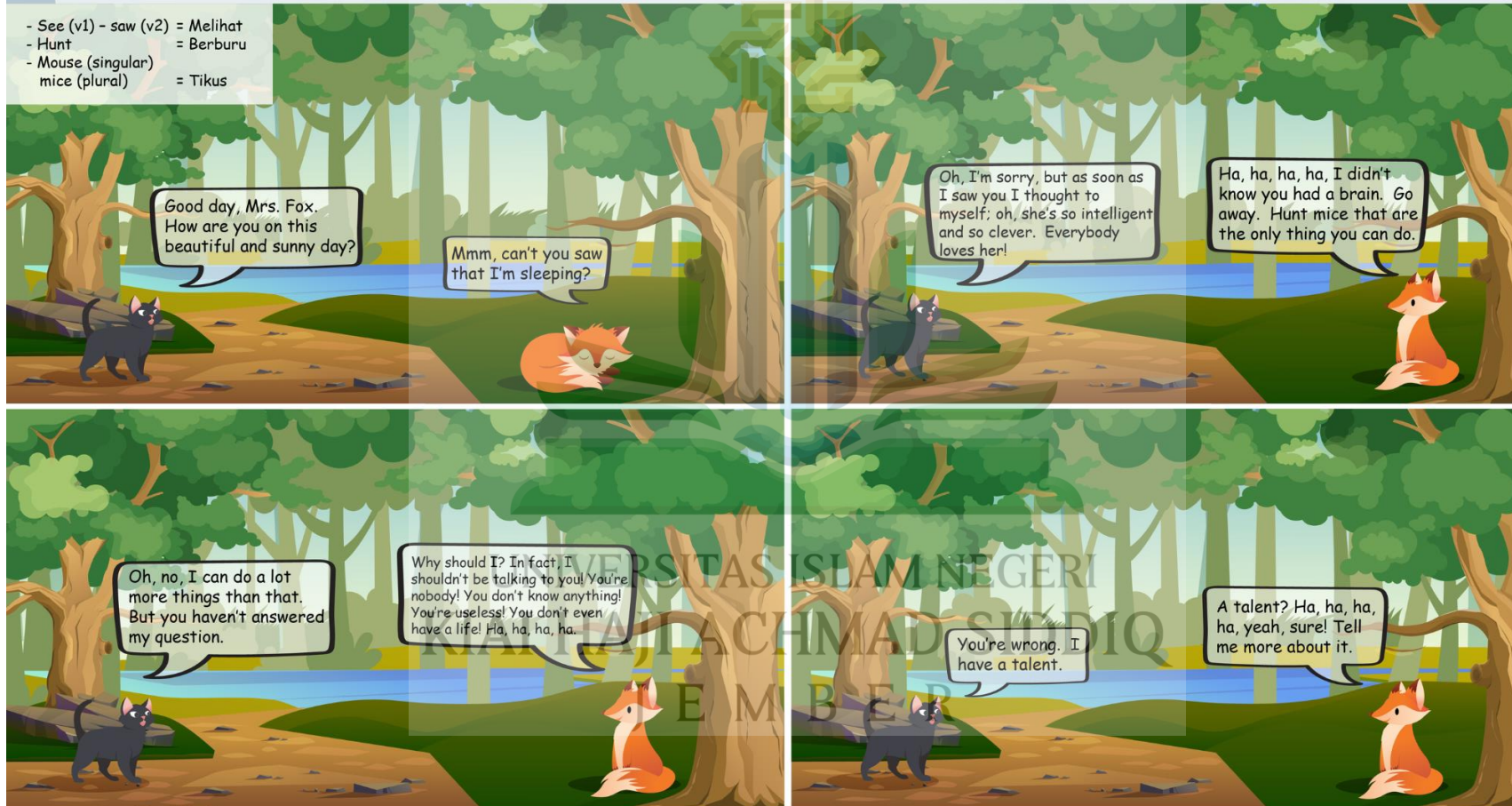
Dogs are enemies of the fox and the cat, dogs want to prey on them.



# THE FOX AND THE CAT

Please read and comprehend the story on the comic strip below, and if you come across an unfamiliar word, you can check its meaning on the mini vocabulary in the comic strip!

- See (v1) - saw (v2) = Melihat
- Hunt = Berburu
- Mouse (singular) = Tikus
- mice (plural)



# THE FOX AND THE CAT

- Climb up = Memanjat  
- Bunch = Kelompok



- Get rid of = Menyingkirkan



- Barking = Gonggongan





# THE FOX AND THE CAT



- Hunt = Berburu
- Mouse (singular) = Tikus
- mice (plural)

## Choose the correct answer!

- 1, What is the story about?
  - a. A meeting between a fox and cat
  - b. How to trick a dog
  - c. A tricky dog
  - d. A conversation between a cat and fox
  - e. An arrogant fox
2. Why did the cat climb the tree?
  - a. It wanted to see the dog
  - b. It was the only trick it had
  - c. It was very afraid of dog
  - d. It wanted to catch the bird
  - e. It was very dexterous
3. From the text we know that ...
  - a. Dogs are ferocious animal
  - b. Fox is a boastful animal
  - c. Fox is a tricky animal
  - d. Cats are clever animal
  - e. We have to have a plan
4. What happened to the fox at the end of the story?
  - a. The Fox succeeded in using his trick
  - b. The Fox finally died
  - c. The Fox taught her trick to the cat
  - d. The fox ran away from the dog
  - e. The Fox slept under the tree

*Choose the correct answer!*

5. What we can learn from the story?

- a. A single plan that works is better than a hundred doubtful plans
- b. Be smart in every situation
- c. Be arrogant when we have many ways
- d. Be kind to others in need
- e. Be loyal to friends

6. Where the story was possibly happened?

- a. In the river
- b. In the forest
- c. In the yard
- d. In the garden
- e. In the farm

7. 'They hear some dogs barking'. 'They' in the sentence refers to?

- a. The dogs
- b. The cats
- c. The cat and the dog
- d. The fox and the cat
- e. The foxes

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*Choose the correct answer!*

8. Who were having the conversation?

- a. The dog and the cat
- b. The fox and the dog
- c. The dog and the lion
- d. The cat and the lion
- e. The fox and the cast

9. Who is the arrogant in the story above?

- a. The dog
- b. The cat
- c. The fox
- d. The cat and the fox
- e. The cat and the dog

10. "... Hurry up, they are almost here!".

'They' in the sentence refers to?

- a. The dogs
- b. The cats
- c. The foxes
- d. The cat and the fox
- e. The cat and the dog

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## Appendix 16. Research permit letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

---

Nomor : B-3002/In.20/3.a/PP.009/06/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA. Sunan Ampel

Ketah, Demung

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196041  
Nama : DIANA KHOLIDAH  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Developing Comic Strip Media As A Multimedia To Facilitate Students Reading Comprehension Of Narrative Text At First Grade In Senior High School" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Nurul qomariyah, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 12 Juni 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



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JEMBER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-1011/In.20/3.a/PP.009/06/2023  
Sifat : Biasa  
Perihal : **Observasi untuk Memenuhi Tugas**  
**Mata Kuliah Magang I**

Yth. Kepala MA. Sunan Ampel  
Ketah, Demung

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196041  
Nama : DIANA KHOLIDAH  
Semester : Semester sepuluh  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Observasi selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Nurul qomariyah, S.Pd.I

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Nurul qomariyah, S.Pd.I
2. Enisa Fatmawati, S. Pd
3. Siswa Kelas 10 MA. Sunan Ampel

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 12 Juni 2023

an Dekan,

Wakil Dekan Bidang Akademik,

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JEMBER



MASHUDI

Appendix 17. Letter of completion of research



**YAYASAN PENDIDIKAN PONDOK PESANTREN NURUL HUDA**  
**MADRASAH ALIYAH SUNAN AMPEL KETAH SUBOH**  
**"TERAKREDITASI"**  
JL. SAMUDERA No.05 KETAH SUBOH SITUBONDO 68354

Nomor : 045/031/MA.SA/IX/2023  
Sifat : Penting  
Lamp : -  
Perihal : Surat Keterangan Selesai Penelitian

Kepada Yth.  
Kepala an. Dekan,  
Wakil Dekan Bidang Akademik (Mashudi)

Yang bertanda tangan di bawah ini:  
Nama : Nurul Qomariyah, S. Pd. I  
Jabatan : Kepala Sekolah  
Unit Kerja : MA. Sunan Ampel

Menerangkan bahwa:  
Nama : Diana Kholidah  
NIM : T20196041  
Program Studi : S1 – Tadris Bahasa Inggris  
Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah menyelesaikan tugas penelitian/riset skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan dengan judul "Developing Comic Strip Media As A Multimedia To Facilitate Students Reading Comprehension Of Narrative Text At First Grade In Senior High School"

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

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Suboh, 12 September 2023

Kepala Sekolah,




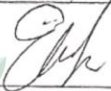





Nurul Qomariyah, S.Pd.I

**Appendix 18. Journal of research**

**Journal of Research Activity**

Location: MA. Sunan Ampel

No	Day, Date	Activities	Informant	Signature
1	Monday, 12 <sup>th</sup> June 2023	The researcher meets with principal for permission to school observation and early interview with English teacher and students at tenth grade of MA. Sunan Ampel	Nurul Qomariyah, S. Pd. I	
2	Tuesday, 13 <sup>th</sup> June 2023	The researcher meets with principal for permission to conduct research at MA. Sunan Ampel	Nurul Qomariyah, S. Pd. I	
3	Tuesday, 13 <sup>th</sup> June 2023	The researcher met with English teacher to discussed about the research	Enisa Fatmawati, S. Pd	
4	Friday, 15 <sup>th</sup> June 2023	The researcher met with English teacher to interview	Enisa Fatmawati, S. Pd	
5	Friday, 15 <sup>th</sup> June 2023	The researcher met with tenth grade students to interview	Enisa Fatmawati, S. Pd	
6	Tuesday, 18 <sup>th</sup> July 2023	The researcher met with English teacher to validation media	Enisa Fatmawati, S. Pd	
7	Tuesday, 12 <sup>th</sup> September 2023	Receiving declaration of finishing letter from MA. Sunan Ampel	Nurul Qomariyah, S. Pd. I	

KIAI HAJI ACHMAD SIDDIQ  
Suboh, 12<sup>th</sup> September 2023

The Head Master of School



Nurul Qomariyah, S. Pd. I

## Appendix 19. Declaration of originality

### DECLARATION AND AUTENTICITY

The undersigned below :

Name : Diana Kholidah

Nim : T20196041

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Stated that the thesis untitled “Developing Comic Strip Media As A Multimedia To Facilitate Students Reading Comprehension Of Narrative Text At First Grade In Senior High School” is truly my original work. It does not incorporate any material previously written by another person except those indication and bibliography. Do the fact, I am the only one who is responsible for the thesis if there is any object or claim from other.

Jember, 12<sup>th</sup> October 2023

The writer

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Diana Kholidah  
T20196041



## Appendix 21. Documentation

- Ask the English teacher for media validation



- Research Permission to the school principal



- Permission to finish research to the school principal





## Appendix 21. Curriculum vitae

### BIODATA



Name : Diana Kholidah  
Place, Date of Birth : Situbondo, 3<sup>rd</sup> July 2001  
Address : Mlandingan, Situbondo  
Email : [dianakholidah0307@gmail.com](mailto:dianakholidah0307@gmail.com)  
Study Program : English Education Program  
Faculty : Tarbiyah and Teacher Training IAIN Jember

#### Educational Background

1. MI. Islamiyah (2008 - 2013)
2. MTs. Nurul Wafa (2013 - 2016)
3. MAN 1 Situbondo (2016 - 2019)

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