

# IMPROVING STUDENTS' READING COMPREHENSION THROUGH COMIC STRIPS AT JUNIOR HIGH SCHOOL

## THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirement to obtain  
a Bachelor's Degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Language Program



**Fitrotul Qomariyah**

SRN: T20196065

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION LANGUAGE PROGRAM  
2023

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THROUGH COMIC STRIPS AT JUNIOR HIGH SCHOOL**

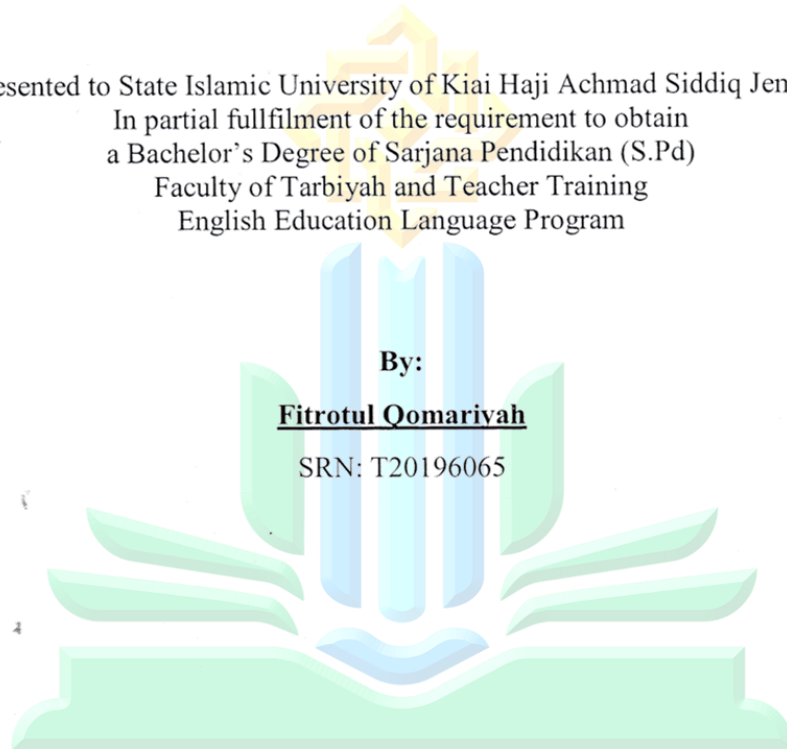
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**By:**

**Fitrotul Qomariyah**

SRN: T20196065



Approval by Advisor

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JEMBER

**Febrina Rizky Agustina, M. Pd.**

**NIP: 199502212019032011**

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**THESIS**

Has been examined and approved as the requirement to obtain a teachers' degree of Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic Studies and English Education Department  
English Education Study Program

Day : Thursday

Date : 07<sup>th</sup> Desember 2023

The Board of Examiners

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NIP. 197901272007102003

**Secretary**



**Zahratul Maujudatul Mufidah, M.Pd.**  
NIP.199201222019032009

Members

1. H. Moch. Imam Machfudi, Ph.D. (  )

2. Febrina Rizky Agustina, M.Pd (  )

Approved by  
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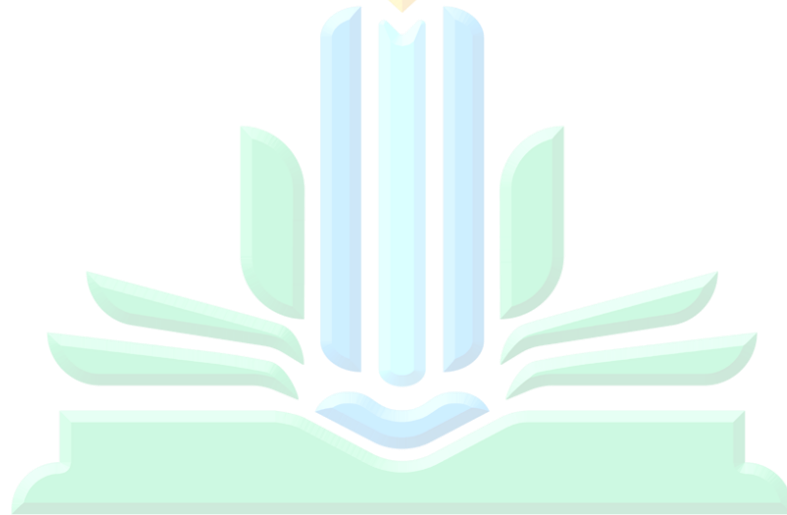
**Dr. H. Abdul Mu'is, S.Ag., M.Si**  
NIP. 1973042420000031005

## MOTTO

أَفْرَأُ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأُ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ  
بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen. Taught man that which he knew not.

(Q.S. Surat al-Alaq:1-5)<sup>1</sup>



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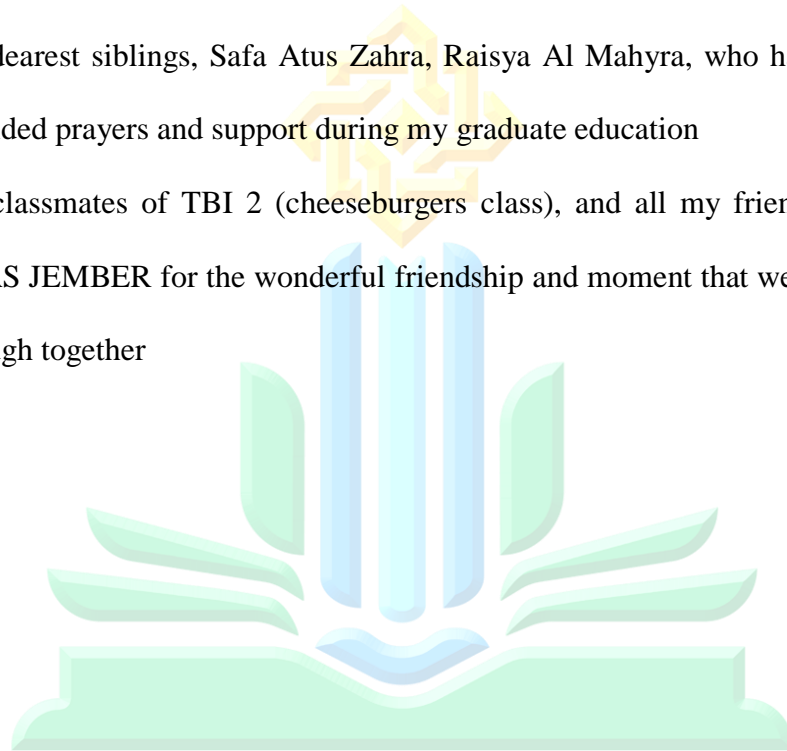
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<sup>1</sup> [https://quranenc.com/id/browse/english\\_saheeh/96](https://quranenc.com/id/browse/english_saheeh/96)

## DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, my dad Imam Jazuli and my mom Siti Khodayah who have tirelessly supported all decisions and choices in my life and have never stopped praying for me.
2. My dearest siblings, Safa Atus Zahra, Raisya Al Mahyra, who have always provided prayers and support during my graduate education
3. My classmates of TBI 2 (cheeseburgers class), and all my friends in UIN KHAS JEMBER for the wonderful friendship and moment that we have been through together



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## ABSTRACT

**Fitrotul Qomariyah, 2023.** *Improving students' reading comprehension through comic strips at junior high school.*

**Keywords:** Reading comprehension, Comic strips media

Reading is the process of comprehending a text. In the contexts of students' ability, reading is understanding the meaning of text that they are reading. Reading with comprehension means one will recognize the purpose and the important points of the text besides understanding the surface meaning of the text there fore, there are five reading aspects which help the students comprehend the English text well, namely: main idea, specific information, reference, inference, and vocabulary. This research was focus on reading comprehension. It is related to the problem identification that students difficult to find aspect such us making inference, finding the main idea of the text, finding specific information, and also vocabulary that the students don't understand, and the students also find it difficulty when working on question about reading text English. The teacher rarely used media in classroom which made students bored.

This research was conducted to investigate "How can comic strips media to improve students reading comprehension". This research aim to improve the use of comic strips media on solving the problem of the students' reading comprehension. This research objective to improve students' in reading comprehension through comic strips media

This research employed the four-steps of Classroom Action Research (CAR) approach reposed by Kemmis and McTaggart which entailed planning, acting, observing, and reflecting. This research conducted one cycle consisted of six meetings include pre-test and post-test. To collect the data, the researcher used the student's reading comprehension test pre-test and post-test, field notes, interview, and questionnaire.

The result of this research was indicated that there were improvements of students' reading comprehension. It was proven by the data showed that there were 86% of the students who scored equal to or higher than the Minimum Passing Score (KKM 60) and most students gave a positive response to the use of comic strips. Therefore, it is suggested for English teachers to implement comic strips as a media in instructional process especially in improving students' reading comprehension.

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KHAS Jember. The undergraduate thesis entitled "Improving students' reading comprehension through comic strips at junior high school".

I also fully aware that the undergraduate thesis could never finished without helping from others during the process of writing. Therefore, in this occasion the writer express appreciation to honorable:

1. Prof. Dr. H. Hepni, S.Ag., M.M as a rector of UIN KHAS Jember who has given opportunity to study in this institute.
2. Dr. H. Abdul Mu'is, S.Ag.,M.Si. as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Nuruddin, M. Pd.I, as the head of Islamic Studies and Language Education program.
4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English Department.
5. Febrina Rizky Agustina M.Pd as my advisor, completing this thesis is definitely not an easy moment that I have to go through as a student university . Thank you, ma'am, for taking the time to help me make it all happen.

6. Dwi Yunita Kurnia, S.Pd. as the teacher of 9a class who has given me the trust and support to conduct research in class 9a
7. My beloved lecturer who have been giving me valuable knowledge, lessons and guidance during my academic year.
8. The headmaster and the teachers of MTs Al Firdaus Pantl who allowed me to do my research.
9. My beloved students of 9a at MTs Al Firdaus Pantl who helped me to accomplish the process of the research
10. All my friends (Khusnul, Hanim, Alfi, Ifa) who are always there to help me. I can't even explain how grateful I am to have you all in my life.

I wish Allah SWT gives His blessing to all of you. However, the writer realizes that this thesis is far from perfection. Therefore, suggestions and constructive criticism are expected for the sake of perfection of this final report. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researcher who need it.

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Jember, 2023  
The Researcher  
**Fitrotul Qomariyah**  
**NIM. T20196065**

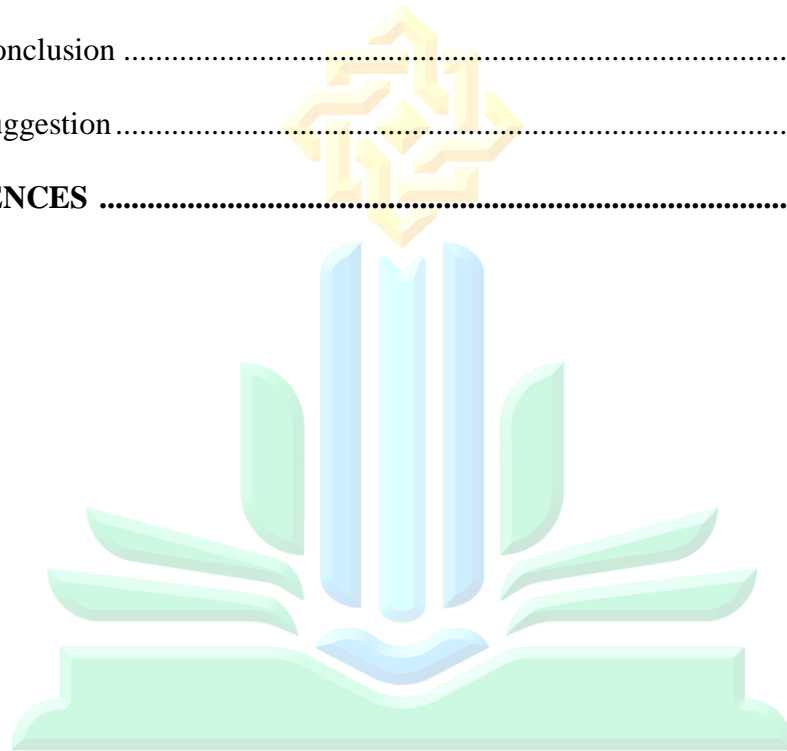


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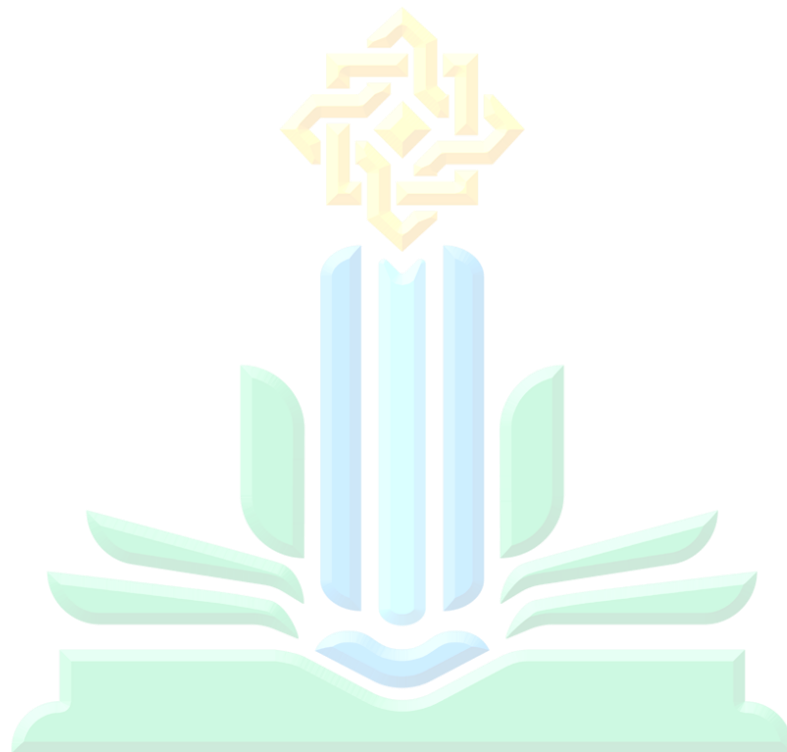
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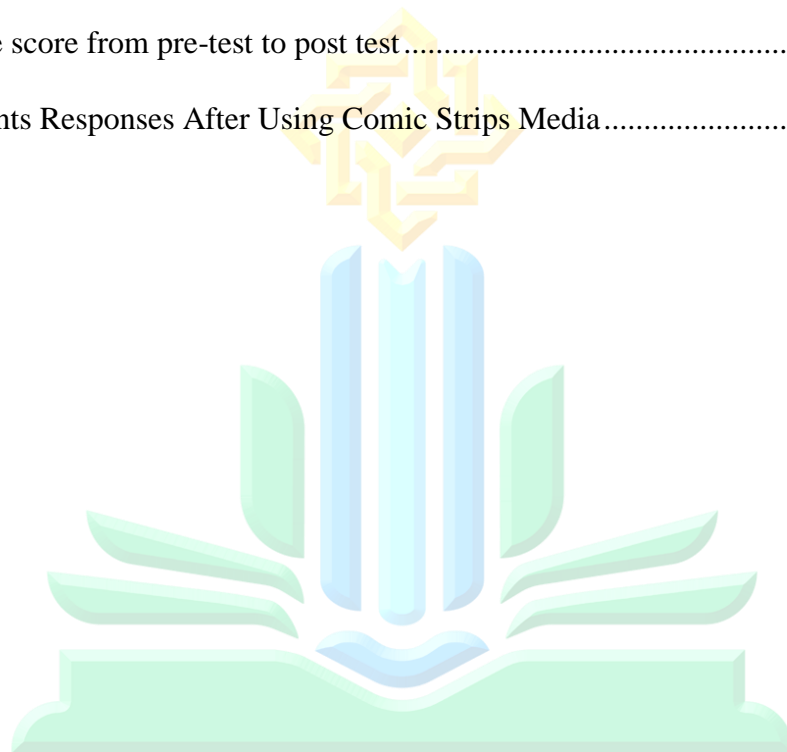
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# CHAPTER I

## INTRODUCTION

### A. Research Background

Learning to read is an important educational goal. Pang et al cited in Julian states that for both children and adults, the ability to read opens up new worlds and opportunities.<sup>2</sup> Reading enables readers to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspaper, job listings, instructional manuals, maps and so on. In the context of educational goal for students have the ability to understand written text.

Reading is also the process of comprehending a text. In the contexts of students ability, reading is understanding the meaning of the text that they are reading. This is in line with Grabe and Stoller that reading is the ability of drawing meaning and interpreting information in the printed page appropriately.<sup>3</sup> Moreover, Silbestein defines “reading as an active cognitive process of interacting with printed symbol to establish meaning”.<sup>4</sup> Reading is the instantaneous association of printed or written symbols with existing knowledge and understanding of the information or ideas being communicated. Thus, students should be able to acquire idea from the texts they read to understand all the information contained in the reading text to

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<sup>2</sup> Julian Bamford dan Richard R. Day, “Teaching Reading,” *Annual Review of Applied Linguistics*, 18 (1998), 124–41 <<https://doi.org/10.1017/s0267190500003512>>.

<sup>3</sup> William Grabe, *Reading in a second language: Moving from theory to practice* (Cambridge university press, 2008).

<sup>4</sup> Sandra Silberstein, “Let’s take another look at reading: Twenty-five years of reading instruction,” in *English Teaching Forum*, 1987, xxv, 28–35.

develop the readers comprehend. For example, when the students read the text in the workbook. They need good reading comprehension.

Reading comprehension is the ultimate goal of learning to read and it is the foundations for education. Moreover, reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. Comprehending a text is an interactive process between the readers' background knowledge and the text itself. Bondaza et al who argues that reading comprehension refers to the act of thinking or processing in which the reader construct meaning before, during, after reading by incorporating the text information with the prior knowledge.<sup>5</sup> Therefore, without reading comprehension, students gain no meaning from what they read. Reading comprehension requires several aspects, thus, reading comprehension aspect are used to increase students understanding of the text to help them become active readers by engaging with the text.

According to Nuttall, there are five reading aspects which help the students to comprehend the English text well, they are: main idea, references, inference, specific information and vocabulary.<sup>6</sup> Main idea is a point or topic sentence in every paragraph. Finding the main idea is a key to understand the whole paragraph. The main idea usually located in the first paragraph but also it can be in the middle or last paragraph that can be a little tricky for students

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<sup>5</sup> et al Bondanza, "Means of improving reading comprehension," *Available through E-Subscribe*, 1998.

<sup>6</sup> Nuttall, Christine, London: Heinemann Educational Books, 1982, xi+233 pp, (Practical Language Teaching No.9).," *System* (ERIC, 1984), 188–90 <[https://doi.org/10.1016/0346-251X\(84\)90031-9](https://doi.org/10.1016/0346-251X(84)90031-9)>.



to get the point. Reference is words or phrases used to prevent words repetition in the sentence. Word usually used is pronoun as a signal to the reader to find the meaning. Beside pronoun, vocabulary is also used as reference especially in a question. To find reference of the text needs thoroughly in reading the text. In reading drawing conclusion refer to information that is implied. Inference in other words is conclusion or judgment of a reader of the text. Detail information in reading is almost the same with inference, but detail information in here the information directly stated in the text. According to William and Mary cited in Aston understanding the nature of vocabulary is important for the learner, choose the proper instructional in the vocabulary will enable students to understand the whole context.<sup>7</sup> Vocabulary has strongly affected in reading ability of the reader.

These five aspects must all be conveyed by the teacher in the instructional process. Therefore, the objective of teaching reading comprehension according to curriculum 2013 is to understand the meaning of the text in a simple interpersonal and transactional written discourse. However, in reality not every teachers conduct reading comprehension teaching based on the 2013 curriculum, for example in the school that will be researched by researcher. Based on the observation of researcher in class VIII A MTs Al Firdaus Panti. The researcher found that the problem of students' reading comprehension. First, students found it difficult to understand of the

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<sup>7</sup> W. G. Aston, "Chapter Ii," *A History of Japanese Literature*, 2014, 2015, 224–66  
<<https://doi.org/10.1017/cbo9781316145500.020>>.

text, as proven by interviews results with students is students difficult to comprehend meaning of the text.

In addition to interview result when researchers observe that they seem to depend on Google Translate, as proven when the students did their homework. Then, students feel bored when the reading material is delivered by the teacher, this was proven when the researchers observed, during their reading lessons there were people who were engrossed in talking with their desk mates. Then, they scores very low on reading comprehension material, this is proven by students score, Meanwhile, 60 score KKM minimum. From the observations, the researcher found the external factors from class IX A MTs Al Firdaus Panti. First, the lack of motivation due to fear of the teacher was evidenced during interviews with students. Second, the teacher when teaching only used the conventional method using the work book provided by the school, it was confirmed by the teacher, she really only used the work book. Third, lack of interesting reading material exposure, because they only use students' work book during learning, there's not interesting at all because, in students work book there is only black and white writing, and there are also no pictures.

Then the researcher made observation again in the new semester, the researcher found the internal factors, that many students liked English and also reading lessons but they had difficulty understanding the material the teacher gave the students in the previous semester. And to understand story texts in English, the find it difficult to find aspects such as making inference, finding

the main idea of the story, finding information specification, and also vocabulary that they don't understand, and they also find it difficulty when working on questions about reading text in English.

Related to the above issues and factors, the students' reading comprehension is not yet optimized in the instructional process. In order to be successful in maximizing the students' comprehension in reading. The teacher needs to consider external and internal factors which are possible to affect the reading comprehension learning process. The external factor is related to some components that are crucial to support the reading learning process such as the motivation to learn, the facility to learn and the class interaction. Besides, teacher should realize that "Readers who use effective reading strategies while reading demonstrate greater success in reading comprehension and improve as readers".<sup>8</sup> Problems on external factors generally come from outside, Parents should encourage their children to learn either by the availability of facilities for students in the learning and teaching process, or through student participation in the classroom.<sup>9</sup> Then the internal aspect has to do with comprehension and recognizing words. While, problems on internal factors such as Word recognition and comprehension are areas where students struggle with word identification, word identification speed, word recognition accuracy, and word recognition fluency. Fluent word identification does

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<sup>8</sup> M A Arianto, "Critical Reading Strategy in Terms of Gender Used by the Four Graduate Students in the ELT Program of Universitas Negeri Malang," *Disertasi dan Tesis Program Pascasarjana UM*, 2017.

<sup>9</sup> Yondrizal Maulana dan Fitrawati, "Teaching Reading By Using Comic Strips To Improve Junior High School Students' Comprehension," *Journal of English Language Teaching*, 6.1 (2018), 12–13 <<http://ejournal.unp.ac.id/index.php/jelt>>.

indeed seem to be a requirement for text comprehension. The memory and focus required for comprehension are taxed if a reader slowly studies many of the words in a text.

The purpose of media is to facilitate between communication and learning, and to make the learning process easier. Sometimes teacher do not use the interesting and stimulating variation or innovation to the teaching learning process in the classroom so that students often feeling bored or uninterested to the teaching and learning process in the classroom. As the result, they are not to learn reading comprehension seriously. The purpose of media in helping to overcome internal factors is to help students word recognition and comprehension are areas where students struggle. According to Arsyad the word “media” refers to a graphic, photographic, or electrical device used to record, process, or arrange verbal or visual communication.<sup>10</sup> As the result, the students can be helped to comprehend reading by the use of media during teaching and learning. In other words, English teacher should be able to find the appropriate media in process of teaching and learning the reading. One of the most suitable media in teaching reading and able to overcome both problems is comic. Rokhayati and Utari stated that examine the efficacy of using comic strips as a method for teaching English to junior high school learners.<sup>11</sup> As the result, comic strips effective understanding the expression delivered by the characters in comics. Thus, comic strips as the

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<sup>10</sup> AzharArsyad, 4. 2003. *Media Pembelajaran*. Jakarta: Rajawali Press.

<sup>11</sup> Atik Rokhayani, Aisyah Ririn, dan Perwikasih Utari, “The Use of Comic Strips As an English Teaching Media for Junior High School Students,” *LANGUAGE CIRCLE Journal of Language and Literature*, VIII.2 (2014), 143.

media in teaching students' reading comprehension should be implemented in the English classroom.

The comic strip has the different characteristics by a comic book. Butler stated that a comic book is a short novel that includes story, but a comic strip is formed into one or three panels that appear daily in newspapers or magazines.<sup>12</sup> Meanwhile, Liu underlines that A comic strip is a group of pictures packaged together to convey a story.<sup>13</sup> In other words, a comic strip is a type of comic created by strategically placing the words and images.

Comic strips is media can be the effective media in increasing students' reading comprehension, as are the media which used by the researcher to help students' reading comprehension. Through story and picture, comic strips transmit messages. The use of comic strips in the classroom can help students better understand the text's content, develop their ideas, and develop a passion for reading. Carry state that readability criteria in comics are based not just on words but also on images.<sup>14</sup> Here, pictures help the words to make the textual material more understandable. As Liu states in order to make reading more fun and understandable, EFL and ESL teachers frequently give students reading materials with visuals like photos, cartoons, or comic strips.<sup>15</sup> It is supported by Rokhayati and Utari stated that the

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<sup>12</sup> Zul Aini Rengur dan Sugirin, "The Effectiveness Of Using Comic Strips To Increase Students' Reading Comprehension For The Eight Grade Of SMPN 1 Pundong," 330.Iceri 2018 (2019), 239–43 <<https://doi.org/10.2991/icosce-icsmc-18.2019.24>>.

<sup>13</sup> Ali Merc, "The Effect of Comic Strips on EFL Reading Comprehension," *International Journal on New Trends in Education and Their Implications (IJONTE)*, 4.4 (2013), 54–64.

<sup>14</sup> Stephen Cary, *Going graphic: Comics at work in the multilingual classroom* (Heinemann Portsmouth, NH, 2004), CH.

<sup>15</sup> Jun Liu, "Effects of comic strips on L2 learners' reading comprehension," *TESOL quarterly*, 38.2 (2004), 225–43.

communication of materials from the teacher to the learners can be facilitated by the visualization through images and text.<sup>16</sup> Meanwhile, Mahir, et al. claim that comic strip makes people laugh or enjoy it, which will greatly help draw students' attention to learning activities.

According to Cary adds that comic strip can be employed as a tool to help learners deal with issues in complex language or in language learning especially.<sup>17</sup> There are five major functions of using contextual visuals in combination with written text: 1) Representation: Visuals can greatly overlap or replicate the substance of words. 2) Organization: Visuals improve the coherence of the text. 3) Interpretation: Visuals give the reader knowledge that is more specific. 4) Recoding: Visuals recode important textual information into a more remembered manner. 5) Decoration: Images are included to add attractiveness or to stimulate readers' attention in the text.<sup>18</sup> Meanwhile Mahir, et al. Comic strips are a great tool for English language learners to convey their ideas visually and to make comprehending discussions easier.<sup>19</sup> While Csabay explains how comic strips prepare students for spoken and even conversational English and keep them from sounding "bookish," as they could if they only experienced written, formal language.<sup>20</sup> In other word, Wright and Sherman argue that using comic strips as a teaching tool can result in lessons

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<sup>16</sup> Rokhayani, Ririn, dan Utari.

<sup>17</sup> Cary, CII.

<sup>18</sup> Liu.

<sup>19</sup> Mahir, Ali, dan Amin.

<sup>20</sup> Noémi Csabay, "Using Comic Strips in Language Classes," *English Teaching Forum*, 44.1 PG-24–26 (2006), 24–26 <<https://search.proquest.com/docview/1826538962?accountid=10673> NS - >.

that stimulate and interest students' mental processes.<sup>21</sup> According to research Butler, comic strips enable children to comprehend and reread the text quickly while also introducing them to a variety of literary genres and facilitating thorough cognitive processing of the words and pictures.<sup>22</sup> So, comic strips are very helpful in students' learning because they can stimulate their cognitive learning as well.

Based on the information above, the researcher is interested in using comic strips as a media to solve the reading comprehension problem. By using comic strips as media students are expected to enjoy and be more involved in learning reading comprehension. Students are expected more interested in reading so that it can increase their understanding of reading as a whole. The author intends to address this problem through a paper entitled: **“IMPROVING STUDENTS' READING COMPREHENSION THROUGH COMIC STRIPS AT JUNIOR HIGH SCHOOL”**. This research will be conduct at MTS AL FIRDAUS PANTI as a location for observation because the students has less ability in the English language.

#### **B. Identification of Study**

1. The students have internal and external factors in reading comprehension.
2. The students like English but they get low scores on reading comprehension.

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<sup>21</sup> Rengur dan Sugirin.

<sup>22</sup> Rengur dan Sugirin.

### **C. Research Question**

1. How can comic strips media improve students' reading comprehension?

### **D. Research Objective**

1. To improve students' in reading comprehension through comic strips media

### **E. Limitation of Study**

To provide a clear scope of discussion, then this research is limited by:

1. The research subject were class VIII A students' at MTS AL FIRDAUS PANTI
2. The material being taught is Recount Text
3. The improvement of students' reading comprehension taught by comic strips
4. The implementation of comic strips in the class in improving students' reading comprehension

### **F. Significance of Study**

The results of this study are expected to give both theoretical and practical benefits as follows:

1. Theoretical Significance

The result of this study is expected to make a new way to create fun learning in teaching English so the students will be motivated to read and pay attention to the material.



## 2. Practical Significance

### a. The Teacher

The teacher will have a new media to teach reading comprehension by using comic strip. Beside of that, the teacher can make this media to be an interesting media in other the students easy to understand in learning reading comprehension.

### b. The Students

The students will be easier to understand the text, it will improve the student's ability in reading comprehension. The students also will be more interesting to read an English text.

### c. Other Researchers

The result of this study can be used as a reference. It is hoped can give more information and contributes the knowledge about comic strips as a media to teach reading comprehension.

## G. Definition of Key Term

### 1. Reading Comprehension

Reading comprehension in this research relates to understanding and thinking process to get the message from the reading material. There are five aspects used in this research, such as identifying main idea, find specific information, understanding the meaning of word, identify reference, and making inference. According to Nuttal, there are five reading aspects which help the students to comprehend the English text

well, they are: main idea, references, inference, specific information and vocabulary.<sup>23</sup>

The reading material used in this study is recount text. From this text, the students' are able to mention five components of reading comprehension that have been mentioned above.

## 2. Comic Strips

Comic strip is a sequence of pictures which has the meaningful message conveyed in some words related to the theme of the graphic. In this research comic strip is defined as a series of pictures inside boxes that tell a story. This research uses comic strips according to Saraceni, in comics have several components: panels, gutters, balloons and captions: (1)The panels: Each page is normally composed of a number of rectangular frames named panels,(2)The gutter: Each panel is separated from the others by a blank space called the gutter,(3)The balloon: The use of balloons, in which text is inserted and imposed into the panel which contains the pictures, is one of the principal characteristics of comics. (4) The caption: The caption is not inside the panel, but is always a separate entity, at the top or bottom of the panel. The text in the caption represents the narrator's voice and adds information to the dialogues in the balloons.

## 3. Junior high school

Junior high school is a school intermediate between an elementary school and a high school, generally for children in the seventh, eighth, and

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<sup>23</sup> Nuttall, Christine, London: Heinemann Educational Books, 1982, xi+233 pp, (Practical Language Teaching No.9).," *System* (ERIC, 1984), 188–90 <[https://doi.org/10.1016/0346-251X\(84\)90031-9](https://doi.org/10.1016/0346-251X(84)90031-9)>.

ninth grades. One year at the school level there are two semesters, the first semester is usually called the odd semester, and for the second semester it is usually called the even semester. The junior high school referred to in this study is to use grade IX in the first semester.



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

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

The objective of previous study is to identify comparisons ideas to avoid similarities for future research. The researcher lists the many findings of the past study relevant to the investigation in this part. There are the following previous studies related to this research are follows:

1. The first research conducted by Juliana (2021), a experimental teaching, 21 students of Al-Manar Modern Islamic Boarding School Banda Aceh, entitled “The Effect of Using Comic Strips On Students’ Motivation In Mastering Vocabulary”. The research was conducted to investigate whether it is effective to increase students’ motivation in mastering vocabulary by using comic strips and to find out the obstacles faced by the students in using them. The result of this research is it was effective in increasing their motivation in mastering vocabulary by using comic strips. Although some obstacles found during the teaching learning process, but it can be overcome during the time of study. It makes them more spirit and the classroom are more alive during teaching learning.<sup>24</sup>
2. The second conducted by Nurul Istig’faroh (2020), a quasi-experimental, 56 fifth-grade students consisting of 27 students as an experimental group and 29 students as a control group at two Indonesian public elementary

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<sup>24</sup> Nursing Kesdam, Iskandar Muda, dan Banda Aceh, “THE EFFECT OF USING COMIC STRIPS ON STUDENTS ’ MOTIVATION IN,” 2020, 65–71.

schools in the first semester during the academic year 2019/2020 entitled “Improving elementary school students’ creativity and writing skills through digital comics”. The research was conducted develop and investigate the effect of digital comics in improving fifth-grade students’ creativity and writing skills. The results of the research, the study shows that fifth-grade students in the experimental group are more dominant in acquiring creativity and writing skills. There was an improvement in the mean score of pre-test to post-test between students in both groups in favor of experimental group students. Statistically, the scores of creativity and writing skills in experimental group students are higher than conventional group students after using digital comics. It can be concluded that digital comics are effective in enhancing elementary school students’ creativity and writing skills.<sup>25</sup>

3. The third conducted by Dias Tiara Putri Utomo, Finanty Ahsanah (2020), an action research, 36 nursing college students of a university in Lamongan, entitled “Utilizing Digital Comics in College Students’ Grammar Class”. The research was conducted to investigating the utilization of digital comics in college students’ online grammar class as well as students’ responses. The result of the research that the research resulted in the conclusions drawn as follows. First, there are four major steps in utilizing digital comics. First, lecturer presents digital comics to provide general depiction of the topic. Second, students explore the theme

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<sup>25</sup> Nurul Istiq’faroh, Suhardi, dan Ali Mustadi, “Improving elementary school students’ creativity and writing skills through digital comics,” *Elementary Education Online*, 19.2 (2020), 426–35 <<https://doi.org/10.17051/ilkonline.2020.689661>>.

of humor to build a positive learning atmosphere. Third, students focus on the target grammar. Fourth, students make digital comics in group as their project. Second, the students showed positive responses to the utilization of digital comics in learning English grammar. The statement is supported by the results of questionnaire.<sup>26</sup>

4. The fourth conducted by Nur M. Djauhan Fastaghfirullah (2020), an experimental study the eighth grade students of MTs NU 05 Sunan Katong Kaliwungu Kendal entitled “Teaching Writing of Descriptive Text Using Comic Strip”. The research was conducted to explain the effectiveness of using comic strips in teaching writing of descriptive. The result of the research is students’ writing ability of descriptive text in experimental class after being taught by using comic strip were higher than the result of control class. It was shown by the posttest score of the control class which was 55.64 and of the experimental class which was 65.38. There were significant differences of score between experimental and control classes.<sup>27</sup>

5. The fifth conducted by Ruth Natasya E. Selong, Sanerita T. Olih, M.Hum, Aloysius Rettob (2020), a quantitative research and the descriptive method, 42-seventh students English Education Department which consist of 27 students from class A and 15 students from class E, entitled “Students’ Perception On The Use Of Comic Strips In Creative Writing”.

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<sup>26</sup> Dias Tiara Putri Utomo dan Finaty Ahsanah, “Utilizing Digital Comics in College Students’ Grammar Class,” *Journal of English Language Teaching and Linguistics*, 5.3 (2020), 393 <<https://doi.org/10.21462/jeltl.v5i3.449>>.

<sup>27</sup> N U R M Djauhan Fastaghfirullah, “Teaching Writing of Descriptive Text Using Comic Strip Education and Teacher Training Faculty Walisongo State Islamic University,” 2020.

The researcher was conducted to reveal students' perception on the use of comic strips in creative writing. The result of the research is most of the respondents have such a good perception on the use of comic strips in their creative writing in the way what the effect of comic strips in their writing skill and also what they feel although there are small number of students who do not perceive the same experience as most of them have.<sup>28</sup>

Table 2.1  
Similarities and Differences of the Studies

No.	Previous Studies (Researcher, Year, Type, Title)	Similarities	Differences	
			Previous research	This research
1.	Juliana (2021), experimental teaching entitled "The Effect of Using Comic Strips On Students' Motivation In Mastering Vocabulary"	a. Using media comic strips	<p>a. The objective of this research is to investigate whether it is effective to increase students' motivation in mastering vocabulary by using comic strips and to find out the obstacles faced by the students in using them.</p> <p>b. Held in Al-Manar Modern Islamic Boarding School Banda Aceh</p> <p>c. Using experimental teaching</p> <p>d. Focus on mastering vocabulary</p>	<p>a. The research objective is to know students' improvement in reading comprehension through comic strips</p> <ul style="list-style-type: none"> <li>- To know comic strips improve students' reading comprehension in identifying main idea, in find specific information, in understanding vocabulary, in identifying reference, and in making inference.</li> </ul> <p>b. Will be held in Mts Al Firdaus Panti</p> <p>c. Using classroom action research</p>

<sup>28</sup> Ruth Natasya Selong, Sanerita T. Olli, dan Aloysius Rettob, "Students' Perception on the Use of Comic Strips in Creative Writing," *Journal of English Language and Literature Teaching*, 5.2 (2021), 79–85 <<https://doi.org/10.36412/jellt.v5i2.2458>>.

2.	Nurul Istig'faroh (2020), a quasi-experimental entitled "Improving elementary school students' creativity and writing skills through digital comics"	<p>a. Using Comic digital</p> <p>b. Using narrative as the material</p>	<p>a. The objective of this study to develop and investigate the effect of digital comics in improving fifth-grade students' creativity and writing skills.</p> <p>b. Held in two Indonesian public elementary school</p> <p>c. Using a quasi-experimental</p> <p>d. Focus on creativity and writing skill</p>	<p>a. The research objective is to know students' improvement in reading comprehension through comic strips</p> <ul style="list-style-type: none"> <li>• To know comic strips improve students' reading comprehension in identifying main idea, in find specific information, in understanding vocabulary, in identifying reference, and in making inference.</li> </ul> <p>b. will be held in Mts Al Firdaus Panti</p> <p>c. Using classroom action research</p>
3.	Dias Tiara Putri Utomo, Finanty Ahsanah (2020), an action research entitled "Utilizinng Digital Comics in College Students' Grammar Class".	<p>a. Using digital comic as media</p> <p>b. Using classroom action research (online)</p>	<p>a. The objective of this research is to investigating the utilization of digital comics in college students' online grammar class as well as students' responses</p> <p>b. Held in university in Lamongan</p> <p>c. Focus on learning Grammar</p>	<p>a. The research objective is to know students' improvement in reading comprehension through comic strips</p> <ul style="list-style-type: none"> <li>• To know comic strips improve students' reading comprehension in identifying main idea, in find specific information, in understanding vocabulary, in identifying reference, and in making inference.</li> </ul> <p>b. Will be held in Mts Al Firdaus Panti</p> <p>c. Using classroom</p>



				action research
4.	Nur M. Djauhan Fastaghfirullah (2020), an experimental study entitled "Teaching Writing of Descriptive Text Using Comic Strip".	a.The use of the same media, namely comic strips	a. The objective of this research is to explain the effectiveness of using comic strips in teaching writing of descriptive text. b. Focus on teaching writing of descriptive text material c. Using experimental study d. Held in MTs NU 05 Sunan Katong Kaliwungu Kendal	a. The research objective is to know students' improvement in reading comprehension through comic strips <ul style="list-style-type: none"> <li>To know comic strips improve students' reading comprehension in identifying main idea, in find specific information, in understanding vocabulary, in identifying reference, and in making inference.</li> </ul> b.Focus on reading comprehension and narrative text material c.Using classroom action research d.Will be held in MTS Al Firdaus Panti
5.	Ruth Natasya E. Selong, Sanerita T. Olii, M.Hum, Aloysius Rettob (2020), a quantitative research and the descriptive method entitled "Students' Perception On The Use Of Comic Strips In Creative Writing".	a. Using the same media is comic strips	a. The objective this research is to reveal students' perception on the use of comic strips in creative writing b. Using quantitative research and descriptive method c. Held in Universitas Negri Manado d. Focus on creative writing	a. The research objective is to know students' improvement in reading comprehension through comic strips <ul style="list-style-type: none"> <li>To know comic strips improve students' reading comprehension in identifying main idea, in find specific information, in understanding vocabulary, in identifying reference, and in making inference</li> </ul> b. Using comic strips as

				a media c. Using classroom action research d. Will be held in MTs Al Firdaus Pant
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Based on the explanation of previous research above, showed that the similarities of the research are focus on comic strips as a media in teaching reading comprehension. While the differences focus on the research subject and research objective.

## B. Theoretical framework

### 1. Reading

#### a. Definition of reading

Reading can be viewed as an interactive process between a reader and a text. In which the reader interacts dynamically with the text to get the meaning of the text. Several definitions of reading were employed in this research based on the opinions of some expertise.

Ziauddin Khand stated that reading is the process of recognizing, interpreting, and perceiving written or printed materials.

Reading ability is crucial for effectively and efficiently interpreting a written statement.<sup>29</sup> Anderson proposed that reading is an active

activity in which the readers interact with the text in order to construct meaning based on prior knowledge and experience.<sup>30</sup> According to

Christine Nuttal, reading is an interaction between the writer's and

<sup>29</sup>Ziauddin Khand, "Teaching reading skills: problems and suggestions," *Journal of Research (Faculty of Languages and Islamic Studies)*, 5 (2004), 43–56.

<sup>30</sup>Richard C Anderson et al., "Becoming a nation of readers: The report of the commission on reading Washington," *DC: National Institute of Education*, 1985.

reader's minds, which the reader attempts to understand the writer's message or main point. During this process, the reader attempts to build the meanings designed by the writer.<sup>31</sup> Other definition is from Grabe cited from Gilakjani, he stated that reading is described as an interactive process between readers and texts that results in fluency in reading. Readers engage with texts to interpret meaning through the knowledge of reading process bottom-up and top-down processing.

Based on some of the theories described above, it can be concluded that reading is an activity that is usually carried out to obtain information or knowledge contained in the text. During the reading process, the reader interacts between their background knowledge and the text to create the main point that includes in the text.

#### b. Model of reading

According to Brown, there are three model of reading to decode the meaning of text.<sup>32</sup>

##### 1) Bottom-up model

In bottom-up reading model the reader must perceive a variety of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical clues, discourse makers) then use their linguistic data-processing processes in order to understand the text meaning.

<sup>31</sup>Christine Nuttall, *Teaching reading skills in a foreign language* (ERIC, 1996).

<sup>32</sup>H.Douglas Brown, "[H.\_Douglas\_Brown]\_Teaching\_by\_Principles,\_Second\_(BookFi.org).pdf," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000, hal. 491.

2) Top down model

In top-down model the reader use their knowledge and experience to comprehend the text. In other words, top-down processing occurs when the reader uses their world knowledge to understand the text.

3) The interactive model

In interactive model the reader constantly shifts from one focus to another, in this case which the top-down and bottom-up process interconnected. A top-down approach is used to predict the probable of the message, then a bottom-up approach is used to check if it is really what the author said.

c. Types of reading

According to brown, there are four types of reading.<sup>33</sup>

a) Perceptive reading

Perceptive reading is a reading that attends to the component of broader stretches of discourse such as; letters, words, punctuation, and other graphemic symbols. The reading processing used is bottom-up.

b) Selective

Selective reading is a reading recognition of lexical, grammatical or discourse features of language within a very

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<sup>33</sup>H Douglas Brown dan Priyanvada Abeywickrama, "Language assessment," *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004.

short stretch of language. The reading processing used is combination of bottom-up and top-down.

c) Interactive

Interactive reading is a process of negotiate meaning, in which the reader focus on identifying relevant features (lexical, symbolic, grammatical, and discourse) of the texts. The reading processing used is top-down, but some instances used bottom-up for the necessary performance.

d) Extensive

Extensive reading is reading a longer text than a page, with longer stretches of discourse, such as long articles, essay, technical reports, short story and books. The reading processing is assumed to use top-down process.

d. The purpose of reading

According to Wolley the purpose of reading is to get information

and an understanding of the entire contents of the text. This required the students to move from understanding the vocabulary and individual statements to building their reading comprehension.<sup>34</sup> Therefore, Grabe and Stoller believe that reading purpose, namely:<sup>35</sup>

<sup>34</sup>Gary Woolley, "Reading comprehension," in *Reading comprehension* (Springer, 2011), hal. 15–34.

<sup>35</sup> William Grabe dan Fredricka L Stoller, *Teaching and researching reading* (Routledge, 2019).

### 1) Reading to search for simple information

Reading to search for simple information is used so often in reading, and especially in digital reading, that it needs to be classified as a type of reading ability. In reading to search, we typically scan the text or a digital screen for a specific word, a specific piece of information, or a few representative phrases. As an example, we usually search through a Google results page to find key information, either in a title or a source header. In prose texts, we sometimes slow down to process the meaning of a sentence or a phrase in search of clues to indicate that we are at the right page, section, or chapter.

### 2) Reading to skim quickly

Reading to skim quickly is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important

information might be located in the text and then using basic reading comprehension skills (and background knowledge) on those text segments until a general idea is formed.

### 3) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Often there is an assigned task that directs the reader's goals. It requires abilities to

remember main ideas as well as details that elaborate the main and supporting ideas in the text, recognize or build relevant rhetorical frames that organize the information in the text, link the text strongly to the reader's knowledge base, take a learner's stance or a critical evaluative stance. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge

4) Reading to integrate information, write, critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. In these circumstances, a more critical

set of goals must be established for an effective synthesis: the reader needs to remember points of comparison or opposition, assess the relative importance of the information, construct a framework in which the information will be organized, and establish the main themes. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to

write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to select, critique, and compose information from a text. The increasing uses of digital media for information greatly expand the importance of these specific abilities (and others). Both of the latter purposes also represent common academic and professional tasks that call upon the reading abilities needed to integrate information

#### 5) Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

## 2. Reading Comprehension

### a. Definition reading comprehension

Reading comprehension is a crucial factor in determining a student's academic performance and an important skill to develop while learning languages, especially in second and foreign-language learning contexts. Reading comprehension strategies are tools that use by



proficient learners to overcome their comprehension troubles.<sup>36</sup> According to Block reading comprehension is a complex process in which readers play a significant part in extracting meaning from text by applying prior knowledge.<sup>37</sup> Meanwhile, Pressley proposed that reading comprehension is defined as the ability to acquire meaning from text. In which, reading comprehension necessitates some abilities in order to gain information from the text, such as word recognition, fluency, lexical knowledge, and pre-existing information.<sup>38</sup> Koda also stated there is a variety of variables that influence learners' reading comprehension, such as vocabulary knowledge, prior knowledge, metacognitive information, and reading strategies.<sup>39</sup> Based on the above definition, the researcher concludes that reading comprehension is a reading activity in which the reader interacts with the text to get the main point or message that is included in the text. As a result, to avoid misunderstandings and easily comprehend the meaning of the text, the reader must activate their background knowledge about the aspect and components of language.

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<sup>36</sup>Judi. Moreillon, *Collaborative strategies for teaching reading comprehension : maximizing your impact*, 2007.

<sup>37</sup>Cathy Collins Block, *Teaching comprehension: The comprehension process approach* (Allyn & Bacon, 2004).

<sup>38</sup>Michael Pressley, "Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon.," *Reading online*, 5.2 (2001), n2.

<sup>39</sup>Abbas Pourhosein Gilakjani dan Narjes Banou Sabouri, "A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement," *International journal of English linguistics*, 6.5 (2016), 180–87.

b. Micro skills of reading comprehension

Adapted from Brown theory, there are some microskills for reading comprehension that offered the students to become efficient readers:<sup>40</sup>

- 1) Using prior knowledge, infer context that is not expressed. Simply stated, after reading the whole text, readers should be able to determine the main idea based on their understanding. It's in the first, middle, or last paragraph.
- 2) Recognize written text's communicative function in terms of its form and purpose. It requires readers to scan certain parts of the text. It is commonly combined with a guessing question word. Finding specific information may contain specifics such as a person, location, event, or time.
- 3) Recognize that particular meaning may be expressed in different grammatical form. That way can help the reader to comprehend the meaning of words in the paragraph or sentence they have read.
- 4) Recognize word classes, systems, patterns, rules, and elliptical forms in grammatical contexts. It means that the reader can identify references throughout the paragraph to help them understand the reading text.
- 5) Recognize written text's rhetorical types based on form and function. In other words, readers can determine the structure of the text and purpose of each section of the text.

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<sup>40</sup>H.Douglas Brown. , "Language assessment," *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004.

6) Make an inference, infer links and connections between events and ideas, deduce causes and consequences, and recognize such relationships as primary concept, supporting idea, new information, given information, generalization, and exemplification. It is intended to make it easier for readers to understand the message conveyed in a text.

### 3. Comic strips

#### a. Definition of comic strips

Cartoons and comic strips are two powerful teaching tools that can be used in the classroom with students of all grade levels. They are successful because they involve students in worthwhile learning activities that provide them the chance to practice important abilities like writing, reading, speaking, and communicating. Described as "an open-ended dramatic tale about a recurring cast of characters recounted in a sequence of drawings, frequently containing dialogue in balloons and a narrative text, published serially in newspapers," a comic strip is by definition.<sup>41</sup>

This study defines a comic strip as a collection of images enclosed in a box that conveys a narrative. Comic strips are one of the visual genres that attracts the attention of many scholars because they mix aesthetic perception with intellectual pursuit and are communicative, popular,

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<sup>41</sup> Eldon E Snyder, "Teaching the sociology of sport: using a comic strip in the classroom," *Teaching Sociology*, 25.3 (1997), 239–43.

accessible, and readable.<sup>42</sup> Both verbal and nonverbal cues are equally significant in a comic strip. Illustrations' hints aid in conveying implicit messages. The adage "a picture is worth a thousand words" perfectly describes how comic strips are made. Translators should convey both verbal and nonverbal communications accurately and appropriately since viewers of comic strips determine the true meaning by examining both the narrative and nonnarrative material. This will help the target audience understand the message more fully and effectively. Moreover, comic strips can be thought of as the condensed form of comics. To put it simply, a comic strip unifies serial comics, a fine literary work of art that uses the typical forms of verbal explanation in a predetermined order with a cartoon story as its central theme. It is typically published in a newspaper.

#### b. Principles of Comic Strips

Here are some principles of comic strip as a reasons why teacher might want to include comic strips in the classroom instruction:<sup>43</sup>

- 1) Comics are entertaining, stimulating, and energizing;
- 2) They foster a wide range of skills, including cognitive, intellectual, social, and cultural;
- 3) Can be used to teach pupils in various academic grades;
- 4) Can be used to teach various academic subjects;

<sup>42</sup> Jun Liu, "Effects of Comic Strips on L2 Learners' Reading Comprehension," in *Tesol Quarterly*, (vol. 38, no. 2/ June, 2004), p.230

<sup>43</sup> Eldon E. Snyder, *Teaching the Sociology of Sport: Using a Comic Strip in the Classroom*. Vol. 25, No. 3 (Jul., 1997), p.243

- 5) May aid kids in acquiring higher-order thinking abilities (sequencing, predicting, inferring, synthesizing, analyzing, evaluating...etc),
- 6) Increase the interaction of students with multimodal texts,
- 7) Make children aware of the variety of media used to create and transmit meaning.
- 8) Good teaching resources for a target language include:
- 9) Content that is visually depicted is considerably simpler to process, comprehend, and recall.
- 10) May be applied to the instruction of speaking, listening, writing, and reading abilities.

c. Design of Comic Strips

Some tools that can be used to the students are student-friendly and that are easy and simple to use. Panels, gutters, balloons, and captions are a few of the elements that make up a comic, according to

Saraceni<sup>44</sup>

- 1) Each page typically consists of a number of panels, which are rectangular frames.
- 2) Each panel is separated from the others by a gutter, which is a blank space.
- 3) The balloon: One of the key elements of comics is the usage of balloons, in which text is inserted and superimposed into the panel

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<sup>44</sup> Saraceni Mario, "The Language of Comics" (Routledge, LONDON and New York, 2003).

that holds the images. Although other forms of print, including children's books and advertisements, often employ words and images together, only comics make use of balloons. Although there is some actual dialogue in the balloons, a substantial chunk of it is simply narrative. It implies that a character is speaking (in the first person), which deepens the reader's connection to the narrative. Speech or thought may be reported via balloons. The figure speaking or thinking is indicated by the balloon's tail,

- 4) The caption: The caption is always a separate entity that appears at the top or bottom of the panel, not inside the panel itself. The captioned text adds details to the speech in the balloons and serves as the narrator's voice.

d. Procedure of comic strips

Comic strips have the potential to be used as instructional materials in classroom settings to pique students' interests. Comic strips are one of

the more readable, popular, accessible, and communicative visual genres. In summary, comics will be a more effective teaching and learning tool. The use of comic strips in the classroom can be done in a

variety of ways. This is a condensed collection of suggestions drawn from a variety of sources:<sup>45</sup>

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<sup>45</sup> MIFTAHUL RESKI PUTRA NASJUM, MIFTAHUL RESKI PUTRA NASJUM, "THE USE OF COMIC STRIPS TO IMPROVE THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT (An Action Research at the Seventh Grade Students of MTSN 3 Medan in Academic Year 2019/2020), 147–54.

<https://doi.org/10.1016/j.jnc.2020.125798> <https://doi.org/10.1016/j.smr.2020.02.002>

- 1) Digital storytelling: Students develop a narrative plot and use appropriate graphics to illustrate it (in small groups or individually).
  - 2) Utilize comic strips to introduce a topic and have students come up with ideas.
  - 3) Have students use comic strips to graphically retell a tale they have read.
  - 4) Employ comic books to teach grammar, communication (using language in context), writing, and reading skills to language learners
- e. The advantages and disadvantages of using comic strips

The Advantages of using comic strips are:<sup>46</sup> Help the students to understand content and context that teacher have teach easily, by using comic strips, it is hope that it can motivate students to read and pay attention to the material. It will create fun learning in English, Comic

can help the readers to get the right visualizations. Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are

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[p://www.ncbi.nlm.nih.gov/pubmed/810049](http://www.ncbi.nlm.nih.gov/pubmed/810049) [Ahttp://doi.wiley.com/10.1002/anie.197505391](http://doi.wiley.com/10.1002/anie.197505391) [Ahttp://www.sciencedirect.com/science/article/pii/B9780857090409500205](http://www.sciencedirect.com/science/article/pii/B9780857090409500205) [Ahttp://www.sciencedirect.com/science/article/pii/B9780857090409500205](http://www.sciencedirect.com/science/article/pii/B9780857090409500205)

<sup>46</sup> Bennarita Purba dan Mustika Rini, "Improving the Students' Reading Comprehension By Using Comic Strips At Smamuhammadiyah-7 Serbelawan Grade Xi," *Bilingual : Jurnal Pendidikan Bahasa Inggris*, 3.2 (2021), 64–74 <<https://doi.org/10.36985/jbl.v3i2.267>>.

un familiar, It motivates students, It improves children's creative working skills, Children are encouraged to express their creativity.

There are some disadvantages of the using comic strips:<sup>47</sup> Limited range of facial expressions, need more time to search or to make it. A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students' interest. It is better to combine the use of comic with a particular method of teaching. Therefore, the use of comic as a medium of teaching is more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students' age. In addition, a teacher should help them get broader information and knowledge from the comic.

f. Principles of teaching English using comic strips

Teaching reading can be more enjoyable and comprehended using an appropriate media which can incur an interesting learning. Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible.<sup>48</sup> Wright and Sherman claim that the use of comic strip as a media of instruction can provide instructional sessions which both stimulate and activate

<sup>47</sup> MIFTAHUL RESKI PUTRA NASJUM. "MIFTAHUL RESKI PUTRA NASJUM, "THE USE OF COMIC STRIPS TO IMPROVE THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT (An Action Research at the Seventh Grade Students of MTSN 3 Medan in Academic Year 2019/2020), 147–54.

<sup>48</sup> Grellet, F. (2003). *Developing reading skills*. Cambridge: Cambridge University Press.



students' thought processes.<sup>49</sup> William that using comic in second language classroom can guide students in hypothesizing about the cartoons' language, raise awareness of pragmatics, and emphasize language's underlying regularity.<sup>50</sup> Therefore, the use of visual media will help students easier in learning process and make them more interesting in reading activity. So, comic strip has the methodological reasons for teachers to use it in the teaching English in classroom. It is related to Oller's episode hypothesis about the text that has a story line and a logical structure is easier to remember and to recall. Comic strips provide the structure and stimulus to which students respond.<sup>51</sup> Therefore, the researcher uses comic strip as one of media in teaching reading. Then, considering the explanations above, it is clearly stated that comic strip is a sequence of pictures which has the meaningful message conveyed in some words related to the theme of the graphic. The researcher chooses comic strip as one of the media in teaching reading because it has many benefits which help students reading' comprehension.

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<sup>49</sup> Wright, G. & Sherman, R. (1999). Let's reading a comic strip. *Reading Improvement*, 36 (2), 66-72.

<sup>50</sup> Williams, N. (1995). The comic book as course book: why and how. *Proceedings of the 29th Annual TESOL Convention Long Beach*, at New York University.

<sup>51</sup> Csabay, N. (2006). Using comic strips in language classes. *English Teaching Forum Magazine*, 24-26.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Design of the study

This research applied classroom action research. According to Kemmis and McTaggart, action research is a form research reflection self that collectively do researcher in a social situation in order to improve reasoning and justice of there on social or education practice, as they writing about this practice and toward place situation do this practice.<sup>52</sup> There are four stages in this classroom action research: (1) Planning: the researcher conduct several meetings to action planning with make learning program activity. (2) Acting: the researcher did everything that had been planned. Acting means a process of activity that is done or implementation of planning, in action. (3) Observing: in this stage conduct an observation of how the learning process. (4) Reflecting: in this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. Then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

#### B. Setting and subject of the research

The location of this research was MTs AL FIRDAUS PANTI. This school is located in Jember Regency – East Java Province on Jl. Kepiring No. 01 Suci, Panti. The researcher chose the school as the location because she had

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<sup>52</sup> Effi Aswita Lubis, *Metodologi Penelitian Pendidikan*. (Bandung: IKAPI, 2015), p.147

two months of teaching experience following the introduction to the Educational Environment (PLP). As a result, the researcher was familiar with the setting of this institution and is able to recognize the challenges students face when learning English.

The subjects in this research were the students of 9A of MTs AL FIRDAUS PANTI academic year 2023-3024 that the consist of 22 students, 8 female students and 14 male students.

### **C. Research Procedure**

In this research, the researcher did the one cycle (6 meetings). The researcher did pre-test and then the first meeting the researcher gave pre-test to the students, in the second meeting the researcher explain the material, in the third meeting is explain about comic and then implementation the media in the class, the fourth meeting the researcher was gave second comic, the fifth meetings the researcher gave third comic strips, and then the sixth meetings the researcher gave them the post-test.

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The diagram below is the model that the researcher was followed according to Kemmis and McTaggart

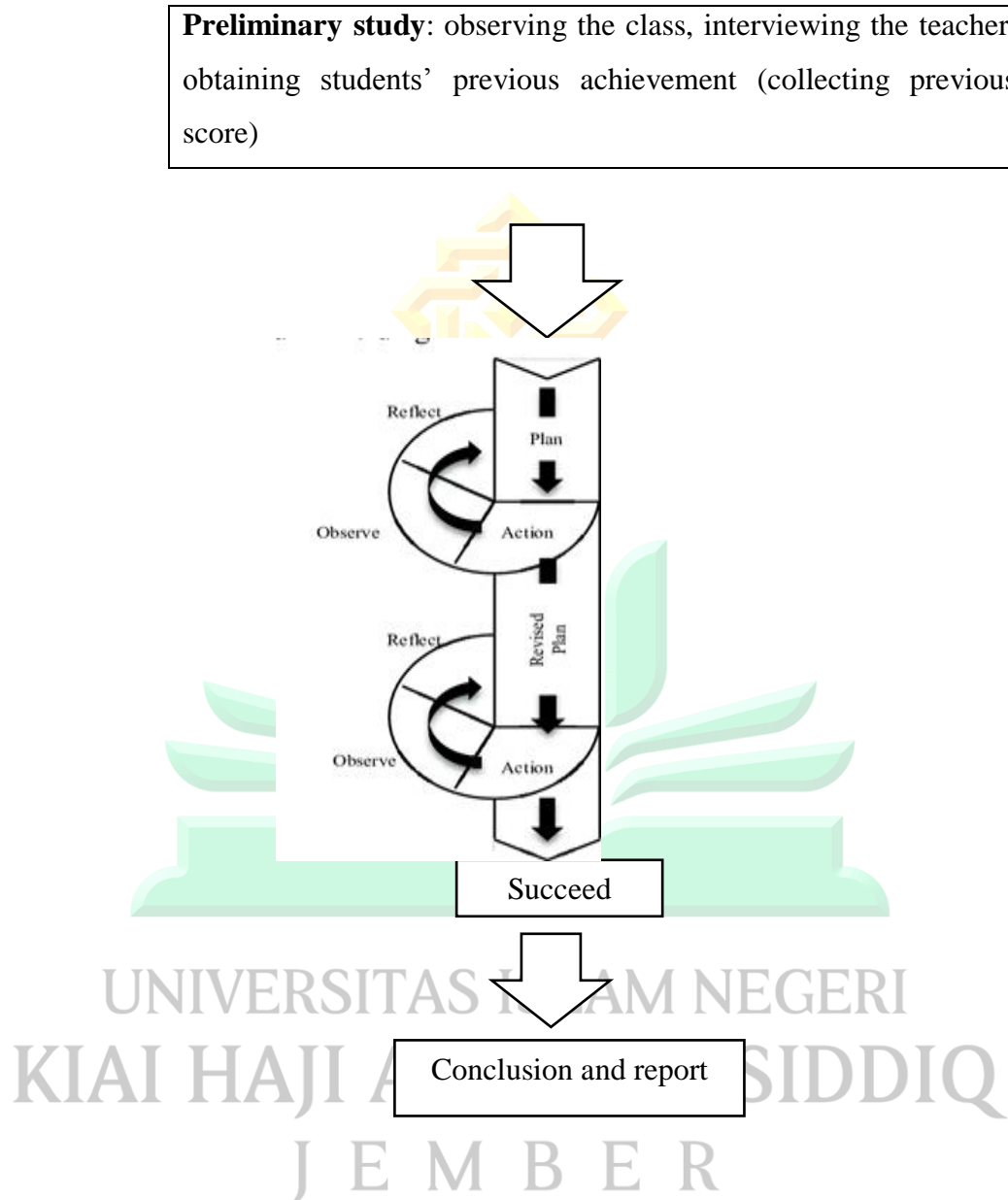


Diagram 3.1 Adopted from Kemmis and McTaggart model<sup>53</sup>

<sup>53</sup> Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005),4.

Based on the diagram above the researcher was did the follows steps:

### **Cycle 1**

#### a. Planning

The researcher prepared lesson plan instructions, media (comic strips, recount texts, pre-test, post-test) and classroom settings. At this step, the researcher created a variety of tools, such as lesson plan, instructional media, assessment and criteria of success.

##### 1) Lesson Plan

The lesson plan and that was used in cycle 1 refers to the regulation of the Minister of Education and Culture Number 103 of 2014 concerning Learning in Basic Education and Secondary Education regulates the components and systematics of lesson plans.

In the lesson plan, the duration was be last 2 x 40 minutes in each meeting and in cycle one has 4 meetings. In learning objective trough learning the scientific approach, students are expected to be

able to learn the use of simple past tense, write simple past tense in sentence appropriately, ask and answer about past experience, and arrange narrative text appropriately. The lesson plan follows takes basic competency 3.11 and 4.11 English book for class VIII SMP/MTs even semester English subject with theme recount text.

a) Basic competency 3.11: compare the social function, text structure, and linguistic elements several oral and written personal recount texts by giving and asking for relevant

information personal experience in the past, short and simple, according to the context of its use.

- b) Basic competency 4.11.1: capture meaning contextual related social function, text structure, and linguistic elements of oral and written recount text, very short and simple, related personal experience in the past (personal recount)

## 2) Instructional media

The researcher used comic strips media follows Saraceni<sup>54</sup> in this research. Comic strips in this research have panels, gutters, balloons, caption, colourful, read from left to right because of reading habits, contains a personal recount story. In this research, the researcher used three comic strips in this research, all of them used English as the main language, the titles are “traditional dance competition”, “study tour in Yogyakarta”, and “birthday preparation”, the language grammar used simple past tense.

**(Comic strips can be seen in appendix 2, 3, and 4)**

## 3) Assessment

### a) Reading Comprehension Assessment

- Pre-test

The researcher was conducted a pre-test where students were asked to read a recount text and also to check their reading comprehension, students were asked to answer the

<sup>54</sup> Frank Nuessel, “Mario Saraceni. The Language of Comics” (Walter de Gruyter, 2004).

multiple-choice questions provided. In this pre-test assessment, the researcher rounded the scores.

- Post-test

The researcher gave a post-test after the treatment was carried out. Students were asked to read recount texts to check their reading comprehension, students were asked to answer multiple-choice questions that were already available. The questions contained in the post-test are made the same as the pre-test. In this post-test assessment, the researcher rounded the scores.

b) Students Response

- Questionnaire

The researcher gave a questionnaire after the implementation of comic strips and post-test was carried out. Students are asked to fill out a questionnaire to find out

how they respond to the use of comic strips as a media for learning reading comprehension.

4) Criteria of Success

Measures that indicate whether or not a research project was effective were called success criteria. In order to accomplish research and learning goals, teachers must create indicators for success. There are 2 criteria of success, namely:

- a) The first criteria of success that achieved an increase in scores from pre-test to post-test.
- b) The second criteria of success that 85% of the students must be received a minimum score 60 on the post-test.

5) Acting

The researcher conducted the planning and implement the media in the classroom. First, the pre-test was conducted after observing the classroom situation and the student reading comprehension based on answers in the questionnaire, and first meeting was implemented the comic strips number one, and the second meetings was implemented the comic strips number two, the third meetings was implemented the comic strips number three, and the last, the researcher was conducted the post-test.

6) Observing

At this stage, the researcher used field notes to see the details of important events that occurred in the classroom related to media implementation, student responses during media implementation using video recordings, pre-test and post-test score to see the results of students' reading comprehension scores, documentation using video, photos and questionnaires to see response student after the implementation.



#### 7) Reflecting

The researcher reflected on the activities she did. At this stage the researcher found things that are in accordance with the design and things that are not suitable so that there is a need for improvement. Post-test results, problems that arise, and causes of problems provide feedback to researcher about the learning process and reading comprehension. If the results have not met the criteria of success, the researcher decides to continue the second cycle of research, but if the results have or then met the criteria of success then the research will be stop.

#### **D. Instruments of the Research**

1. Observation: A technique for gathering data on the activities of researcher and students throughout the teaching and learning process. The researcher will use interview to observe teacher and the questionnaire instrument to observe reading comprehension student using field notes and video.
2. Interview: The researcher interview the teacher to ask for information about what teaching difficulties were experienced during learning, how the teacher teach students in learning English reading comprehension, the strategies used by the teacher and the researcher also interviewed students to ask how the teacher was teaching, what activities they were doing during learning. In addition, researchers when conducting observations to teachers. The teacher said that the minimum score or KKM from the school was 75, but according to the teacher's consideration based on the

students' scores which were still very low and also the scores of English which still needed to be controlled, the teacher suggested lowering the minimum score. Based on this statement, the researcher made a minimum score of 60 in this study. researchers made a minimum score of 60 based on considerations such as student scores that were still very low, scores that were still being upgraded, students who were not interested in learning English, students were difficult when working on English questions.

3. Field notes: These were personal noted written by researcher who would be keep daily journals to find out all student's activities during the teaching, learning process and also, during the preliminary study throughout the implementation.
4. Documentation: The teaching and learning process was described in the learning documentation by utilizing photos, video recording, the syllabus, lesson plan of the teachers, score, attendance.
5. Questionnaire: A questionnaire, by definition, is a list of questions that the respondent must fill out or complete on a photocopy or printed form in order to express his or her opinion.<sup>55</sup> In this study the researcher used the questionnaire at two times, namely during the preliminary study to find out the background, abilities, perceptions or feelings about reading comprehension skills, and after implementation to see students' responses to the media implementation.

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<sup>55</sup> Siddegowda Roopa dan M S Rani, "Questionnaire designing for a survey," *Journal of Indian Orthodontic Society*, 46.4\_suppl1 (2012), 273–77.

6. Test: used collect research data. In this study, there are two tests used namely as follows:
- Before the Classroom Action Research was carried out, a pre-test was carried out
  - Following the adoption of Action Research in the Classroom, a post-test was administered (CAR)

### E. Technique of Collecting Data

This study applied qualitative and quantitative data. The qualitative data was taken from interview result from the teacher, observation through fields notes.

The quantitative data is analysed from uses:

- score of pre-test and post-test of cycle 1 using following the formula:<sup>56</sup>

$$\text{Skor} = \frac{B}{N} \times 100$$

Symbol description:

*B*: many questions were answered correctly

*N*: many question

- Percentage of students who reached minimum score (KKM 60), employed

the formula:

$$P = \frac{F}{N} \times 100\%$$

Symbol description:

*P*: the class percentage

*F*: total percentage score

*N*: number of students

<sup>56</sup> Indrapangastuti, Dewi, "Teknik penyekoran."

### 3. Percentage of diagram response students to comic strips

$$\frac{\text{Total rating}}{\text{Total students}} \times 100 \%$$

Total students

## F. Validity of Research Instrument

The most crucial principle in establishing a test's efficacy standards was validity. It basically indicates that a test is valid if it measures the things that should be measured. It means that if a test or set of data could be proven, it could be said to be valid. Validity should be assessed before employing a test to achieve a goal.<sup>57</sup> According to Heaton, there are three types of validity: construct, content, and criterion validity.<sup>58</sup> The researcher in this study was used content validity. According to Brown, if a test requires the test-taker to exhibit the behavior that is being measured, such behavior really samples the subject matter from which inferences can be formed. It made the argument that there was content-related proof of validity, sometimes known as content validity. The test's content was discussed solely in terms of content validity.

The exam that would be administered to the students must be created by experts or those who are knowledgeable about the test and should be based on the curriculum and the subject matter, then the researcher made a reading comprehension question (instrument) with validity from a reading lecturer Mr. Sandi Ferdiansyah Ferdiansyah, M.Pd.

## G. Validity of Research Data

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<sup>57</sup> H Douglas Brown and Priyanvada Abeywickrama, 'Language Assessment', Principles and Classroom Practices. White Plains, NY: Pearson Education, 2004.

<sup>58</sup> J B Heaton, 'Writing English Language Tests' (Beijing: Foreign Language Teaching and Research Press, 2000).

Sugiyono cited in Andarusni et al. technical triangulation is used to test the trustworthiness of data by finding out and verifying data on the same source through different techniques.<sup>59</sup> This means that researchers use different data collection techniques to get data from the same source. In this case, researchers can combine observation, interview and documentation techniques which are then combined into one to get a conclusion. Sugiyono cited in Andarusni et al. Triangulation of techniques, means using different data collection to get data from the same data source.<sup>60</sup> In this research, researcher used classroom observation of reading comprehension learning using video recording, interviews with teachers and students, and also used documentation in that video recording and photos to obtain qualitative research data.



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<sup>59</sup> Andarusni Alfansyur dan Mariyani, "Seni Mengelola Data : Penerapan Triangulasi Teknik , Sumber Dan Waktu pada Penelitian Pendidikan Sosial," *HISTORIS: Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, 5.2 (2020), 146–50.

<sup>60</sup> Alfansyur dan Mariyani.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter contains the research finding and discussion, the results of the classroom action research implementation, which highlights the media used to improve students' reading comprehension. The researcher only conducted one cycle of classroom action research in the current study.

#### **A. Research Finding**

This phase wraps up all teaching and learning activities conducted as part of the classroom action research from the first to the last meeting. This research was conducted at MTs Al Firdaus PANTI in the academic 2023/2024 from August 03 until August 31 2023. This classroom action research was conducted 6 in meetings which consist of one meeting for pre-test, four meetings for media implementation, one meeting for post-test. More elaborate explanation can be perceived as follow:

##### **1. Acting**

At this stage, the researcher acted as a classroom teacher and implemented the cycle of classroom action research in order to student of MTs Al Firdaus PANTI in class 9a to improve students' reading comprehension.

Opening activities, core activities, and closing activities were the three categories of activity sequences to be implemented during the implementation. The activities carried out in the classroom while using comic strips media are described here.

a. First meeting

In this meeting, the researcher distributed pre-test question to the students. This session took place on Thursday 3<sup>rd</sup> august 2023 at 11.10 – 12.15 WIB. The researcher started by saying greetings, invited the students to pray together, and checked the students' attendance list. Then the researcher explained to the students' that they would do a reading comprehension test with a duration of 50 minutes. The researcher distributed pre-test questions to students. During the pre-test most students showed their lack of confidence then they had to read the text in English. When they were given the pre-test paper and many said *“saya gak bisa ngerjainnya miss”, “bagaimana mengerjakannya miss”, “saya gak ngerti artinya miss”*. There were some students who were reluctant to work and some waited for their friend to finish, then they copied their friends' answers despite the researcher tried to convince them to answer according to their knowledge. In the results of the pre-test of the initial session, there are still many students who still make mistakes answering questions.

b. Second meeting

In this meeting, the researcher gave material recount text to the students. The second meeting took place on Friday 4<sup>th</sup> august 2023, from 09.45 – 10.55 WIB. Before the start of the session, the researcher brought the media and carried out the methods to be used in the learning process to help the students with reading comprehension. The

researcher selected the recount text material based on the syllabus found in the basic competencies 3.11 and 4.11. The material explained the objectives of learning the use of simple past tense, write simple past tense in sentence appropriately, ask and answer about past experience, and arrange recount text appropriately.

After preparing all the materials, the researcher started the lesson by saying greetings, invited the students to pray together, and checked the students' attendance list. Then, the researcher gave an apperception. Moving on to the observing stage of the core activity, the researcher gave material recount text (see **RPP point D**). After giving the material, the teacher ask students to read the material first.

Then, moved to the asking question stage, the researcher asked them after read the material "*what do you know about recount text?*" one of student hesitantly replied "*cerita yang menceritakan masa lalu miss*".

The teacher ask to answer more fully, but no one wanted to answer,

then the teacher convinced them to try to answer. One of the students answered by reading the material "*teks yang menceritakan kembali peristiwa atau pengalaman di masa lampau*". When the students

answered the researcher while writing their answers on the whiteboard.

Then, the researcher asked the next question "*how many struktur kebahasaan of recount text*" and also "*name the struktur kebahasaan of recount text*" one of the students raised his hand and answered "*there are three miss, yaitu orientation, events dan re-orientation*". Then, the



researcher asked the last question *“who can mention atau menyebutkan what are unsur kebahasaan dari recount text”*, but no one wanted to answer. Then the researcher convinced students to answer by reading the material. After a while there was one student who wanted to answer *“menggunakan simple past tense, menggunakan adverbial dan frasa preposisional penunjuk waktu seperti yes-ter-day, las-mon, an-hour-ago dan sebagainya, dan yang terakhir menggunakan adverbial penghubung waktu yaitu first, then, after-that, befo-re, dan sebagainya.”*

At gathering information stages the researcher explained more detail to the students that recount text is a story to tell events in the past, and has three linguistic structures.

At the associating stage, the researcher asked the students to write simple past tense sentences related to daily life/ sentences that have been learned in the workbook. At the communicating stage, then asked

them to come forward to mention adverbial words and prepositional phrases indicating time and adverbial and time-connecting phrases on the whiteboard. The researcher gave feedback in the form of comments on students' works.

At the closing stage, the researcher gave homework to make a recount text story in Indonesian language, and informed that in the next meeting students will use comic strip media recount text. And all students are asked to learn to read at least one comic. The students

attended the material lesson at this second meeting very enthusiastically, many answered when the researcher asked about the material, even though they answered by reading their notes on the material.

c. Third meeting

In this meeting, the researcher gave the first comic strips as a media to the students. The third meeting took place on Thursday 10<sup>th</sup> august 2023, from 11.10 – 12.15 WIB. In third meeting the researcher started by saying greeting, and then praying together, checked the list of attendance. Then the researcher entered into main activity. At the observing stage, the researcher briefly reviewed the recount text material. Then the researcher explained the media that would be used, before that the researcher asked "*did you learn to read comics yesterday*" all students answered "*have done miss*" then the researcher asked "*how do you like reading comics*" many students liked it, but

there was one student said she was still confused about how to read because he always flipped back and forth when reading the conversation. Then, the researcher distributed comic strips entitled "*tranditional dance competition*" (see **appendix 2**) and then the researcher explained the aspects of comic strips, how to read, it is called what is in the comic.

After that, the researcher moved to the asking question stage. The researcher asked the students about what they did not know about the

comic strips. The students answered with the Indonesian language. At the information gathering stage, the researcher asked the students to join their groups, then the students asked to read the comic strips entitled "*traditional dance competition*" (see **appendix 2**). In the associating stage, the researcher asked students to make groups of two students in each group (pair). After students read the comic strips, the researcher asked questions related to the comic strips "*how many characters are there?*" Many students answer using Indonesian language, then the researcher asks to try to answer in English language. Then the researcher continued the question about the comic strips "*where was Putri rewarded for winning the dance competition*", because many students were still confused by the questions that used English language, the researcher had to translate the questions again using Indonesian language. "*when does the dance competition take place*" there are some students who is still reluctant to answer because they did not read the comic strips, because they only relied on their group mates to read for them. After that, the researcher asked each group to answer the questions provided by the researcher (see **appendix 2**). At the communicating stage, the researcher asked students to present the results of the homework that had been given in the previous meeting. Then the researcher gave feedback in the form of comments on student work.

At the closing stage, the researcher gave homework to create a personal experience story in English language, and informed that in the next meeting students was used comic strips with different titles as a media for recount text. Then, the researcher concluded with praying together. On the first day of implementing comic strips as a media, the students felt enthusiastic because they had learned to read comic strips at home, so that when the researcher provided them with comic strips, they felt enthusiastic about reading even though there were some students who were still confused about how to red comic strips.

d. Fourth meeting

In this meeting, the researcher gave second comic strips as a media to the students. The fourth meeting took place on Friday 11<sup>th</sup> august 2023, from 09.45 – 11.55 WIB. In the fourth meeting the researcher started by saying greetings, and then praying together, checked the list of attendance. Then the researcher entered into the main activity. At

the observing stage, the researcher gave a comic strip entitled "*study tour in Yogyakarta*" and asked to read and understand it. at the asking stage, the researcher asked the students. One student raised his hand and asked "*miss artinya g-u-i-d-e-d ini apa, saya cari di kamus tidak ada*". Then the researcher answered using Indonesian language, so that all students could understand more easily. At the information gathering stage, the researcher asked several students to read comic strips in front, but after that many said "*gak bisa bacanya miss*" "*malu miss*"

*“miss yang maju dapat nilai tambahan apa tidak”*, until several times the researcher convinced but still no one wanted to read in the front of the class, so the researcher appointed students randomly from the attendance.

At the associating stage, the researcher asked students to return to the groups like the previous meeting to read the comic strips again together with their groups. After that, the researcher asked several questions related to the comic strips entitled *"study tour in Yogyakarta"*. *“How many characters are there”*, *“Where do they go on study tours”*, *“Where have they been while in Yogyakarta”*. Many students answered but they used Indonesian language, there were only a few students who used English language, there was one student who did not answer then the researcher tried to point to him to answer, and he could answer. After that the researcher gave the questions (see **appendix 3**) to the students asked to work according to their groups, after finishing the students could immediately collect the researcher.

At the communicating stage, the researcher asked students to tell the story of the homework that had been given at the previous meeting, but because the learning time was not enough so it would be continued at the next meeting. Then the researcher gave feedback in the form of comments to students. In the closing stage, the researcher informed us that the next meeting would continue for the telling story, and informed us that in the next meeting students would use comic strips

with different titles as media for recount text. Then, the researcher closed the lesson by praying together. In the second implementation of comic strips, some students experienced confusion in the vocabulary so they asked the researcher for the meaning, besides that when the researcher asked questions related to the content of the comic strips, students answered correctly and many also answered even though they used Indonesian.

e. Fifth meeting

In this meeting, the researcher gave third comic strips as a media to the students. The fourth meeting took place on Thursday 24<sup>th</sup> august 2023, from 11.10 – 12.15 WIB. In the fourth meeting the researcher started by saying greetings, and then pray together, checked the list of attendance. Then the researcher entered into the main activity. At the observing stage, the researcher asked the students to form groups according to the groups in the previous meeting (pairs), then the researcher gave comic strips entitled "*preparation birthday*" (see **appendix 4**), then students were asked to read and also understand the story in the comic strips.

At the asking stage, the researcher asked if there was anything that had not been understood, but no students answered, then the researcher asked again about whether they really understood, There was one student who replied that his friends had all understood. Finally, the researcher proceeded to the next stage, namely the information

gathering stage. The researcher asked each group to come to the front of the class to read the conversation in the comic strips. After that many students said *“malu miss”*, *“gak bisa baca Bahasa Inggris nya miss”*, *“baca ditempat duduk aja miss”* Finally, the researcher allowed students to read in their seats as long as they read aloud. At the associating stage, the researcher asked students to read the comic strips again, while the researcher asked several questions about the comic strips story *“How many characters are there?”*, *“What Disney characters do their daughters like?”* *“how does the daughter feel because her father made her a birthday cake?”*, and all students answered the questions asked by the researcher with enthusiasm. After which the researcher gave questions to check their reading comprehension (see appendix 4). At the stage of communicating, the researcher asked the students to tell stories for those who had not come forward during the previous meeting. After finishing all the researchers gave feedback in the form of comments to students.

In the closing stage, the researcher summarized the lesson together with the students. After that the researcher will inform the students that in the next meeting there will be a test to determine students' reading comprehension. Then, the researcher closed the lesson by praying together. In this third implementation comic strips, no one asked about vocabulary or anything, they understood the contents of the comic strips because when the researcher asked questions related to the

contents of the comic strips, they answered enthusiastically and also many answered in English.

f. Sixth meeting

In this meeting, the researcher distributed post-test question to the students. This session took place on Friday 25<sup>th</sup> august 2023, from 09.45 – 10.55 WIB. In the sixth meeting the researcher started by saying greetings, and then praying together, checked the list of attendance. Then the researcher entered into the main activity. “*Do you still remember what is meant by recount text?*” “*What is included in the unsur kebahasaan recount text?*” “*Lalu, apa saja ciri dari recount teks ini*” “*masih ingat dengan rumusnya simple past tenses?*”, the students answered enthusiastically even though they were reading from their notebooks. Then the researcher gave the post-test questions in (see **appendix 1**). The researcher explained to the students that how to work on the questions was the same as when they did the questions at the beginning of the meeting. The students worked on the questions calmly, no one asked the researcher. They even collected the answers before the bell rang, after which the researcher closed the day’s learning by saying thank you and continuing with prayer together. In this last meeting, students answered enthusiastically when the researcher reviewed the recount text material. When the researcher gave the post-test paper they also immediately answered without any protest at all, they also worked quietly, no one asked the researcher.



## 2. Observing

In the observation stage, the researcher used the data from pre-test and post-test scores to find out how are comic strips implemented in the classroom to improve reading comprehension. The researcher also used a questionnaire to find out how the comic strips media can improve students' reading comprehension in the aspect of identifying main ideas, finding specific information, understanding vocabulary, identifying reference, making inference. The data is described as follows:

Table 4.1  
The pre-test result of students reading comprehension

No	Initials of Students Name	Minimum passing score $\geq 60$	
		Pre-test	Description
1	ABIM	<b>40</b>	<b>Failed</b>
2	CCS	<b>43</b>	<b>Failed</b>
3	IAS	<b>43</b>	<b>Failed</b>
4	DDS	<b>30</b>	<b>Failed</b>
5	DMP	<b>50</b>	<b>Failed</b>
6	FM	<b>47</b>	<b>Failed</b>
7	LA	<b>33</b>	<b>Failed</b>
8	MRA	<b>37</b>	<b>Failed</b>
9	MRA	<b>57</b>	<b>Failed</b>
10	MRA	<b>53</b>	<b>Failed</b>
11	MAH	<b>57</b>	<b>Failed</b>
12	MFD	60	Passed
13	MKI	<b>57</b>	<b>Failed</b>
14	MKS	<b>47</b>	<b>Failed</b>
15	MRR	<b>47</b>	<b>Failed</b>
16	NH	60	Passed
17	OZDP	<b>57</b>	<b>Failed</b>
18	RSD	<b>43</b>	<b>Failed</b>
19	RAA	63	Passed
20	RSR	63	Passed
21	RAP	<b>37</b>	<b>Failed</b>
22	PZR	63	Passed

Based on the table 4.1 above, it shows that out of 22 students, 18 students did not pass and 4 students pass the pre-test score above the minimum (KKM 60).

Table 4.2  
The post-test Result of Students Reading Comprehension

No	Initials of Students Name	Minimum passing score $\geq 60$	
		Post-test	Description
1	ABIM	77	Passed
2	CCS	73	Passed
3	IAS	80	Passed
4	DDS	70	Passed
5	DMP	80	Passed
6	FM	83	Passed
7	LA	67	Passed
8	MRA	73	Passed
9	MRA	80	Passed
10	MRA	77	Passed
11	MAH	83	Passed
12	MFD	87	Passed
13	MKI	90	Passed
14	MKS	70	Passed
15	MRR	77	Passed
16	NH	77	Passed
17	OZDP	83	Passed
18	RSD	73	Passed
19	RAA	90	Passed
20	RSR	83	Passed
21	RAP	77	Passed
22	PZR	80	Passed

Based on table 4.2 above, it shows that out of 22 students, all of students did pass the post-test. From the data, it can be concluded that here are 22 students who passed with a post-test score above the minimum (KKM 60).

Table 4.3  
Range score from pre-test to post test

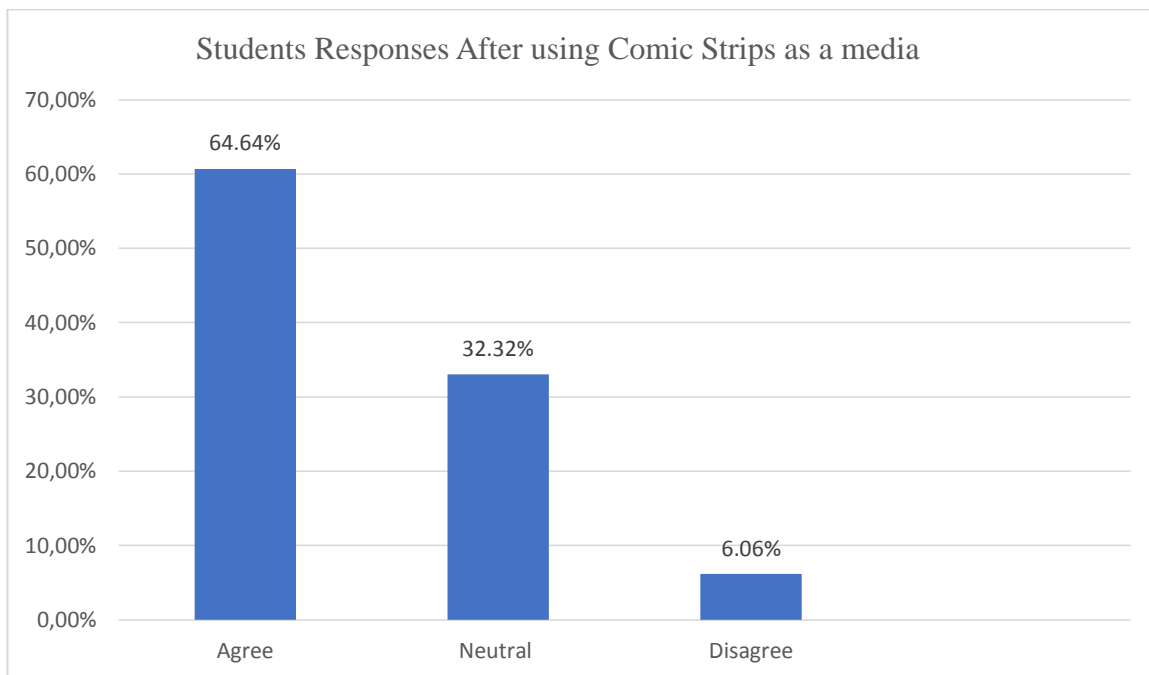
No	Initials of Students Name	Minimum passing score $\geq 60$	
		Pre-test	Post-test
1	ABIM	40	77
2	CCS	43	73
3	IAS	43	80
4	DDS	30	70
5	DMP	50	80
6	FM	47	83
7	LA	33	67
8	MRA	37	73
9	MRA	57	80
10	MRA	53	77
11	MAH	57	83
12	MFD	60	87
13	MKI	57	90
14	MKS	47	70
15	MRR	47	77
16	NH	60	77
17	OZDP	57	83
18	RSD	43	73
19	RAA	67	90
20	RSR	63	83
21	RAP	37	77
22	PZR	63	80

In addition, the researcher also used a questionnaire to find out how students respond to the comic strips media and the media can improve the students' reading comprehension in the aspects of identifying the main idea, finding specific information, understanding vocabulary, identifying reference, making inference. The data is described as follows:

Table 4.4  
Students Responses After using Comic Strips media

No.	Statements	Rating			Total students
		Agree	Neutral	Disagree	
1	I like reading using comic strips	17	4	1	22
2	I feel interested in reading English using comic strips	10	8	4	22
3	I don't feel stressed out when reading English using comic strips	7	15	0	22
4	I don't feel bored during learning reading using comic strips	20	2	0	22
5	Using comic strips could help me determine the main idea of the text	19	3	0	22
6	Using comic strips could help me to find specific information in the text	16	6	0	22
7	Using comic strips could help me in understanding vocabulary in the text	18	4	0	22
8	Using comic strips could help me in identifying reference	11	9	2	22
9	Using comic strips could help me in making inference from the text	10	7	5	22
<b>Total</b>		128	64	12	198

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*Figure 4. 1 The students' responses after using comic strips media*

From Figure 4.1 above, it can be seen that the total number of responses which consisted of 9 statements for the whole comic strips media implementation, (64.64%) of students answered **agree**, while (32.32%) of students answered **neutral**, and (6.06%) of students answered **disagree**.

Based on the data above, the answer with the highest percentage is (64.64%) who answered **agree**, it showed that the comic strips media in implementation reading comprehension students were very helpful to determine main idea, find specific information, understanding vocabulary, identifying reference, and making inference.

### **3. Reflecting**

Based on the result of the pre-test and post-test, the researcher read the criteria of success proposed in the previous chapter, because the criteria of

success said the number of the first indicator of this research was that each student experienced an increase in scores from pre-test to post-test. Moreover, the implementation is said to be successful if 85% of all students achieve a minimum score of 60 on the post-test. The researcher found that all students experienced an increase in their score from pretest to post -test, and 19 students or 86.3% of the students who equal to or higher than the minimum score (KKM). Therefore, the researcher concluded that the first cycle has reached the success criteria. Therefore, the researcher stopped the cycle without continuing the second cycle.

However, the researcher still found some obstacles in the implementation of the research by applying comic strips as a media to improve students' reading comprehension. There were 1 student who did not attend the second meeting and 2 students who did not attend on the third and fourth (first and second day of treatment). So, their score was not optimal and made them have a low score when post-test.

a. Identified the problem that students face

After conducted interviewed with students who received remedial, the researcher found:

- When working in the post-test they also admitted to having difficulties. Because they only study at school, not at home. In other words, if they miss one/two meetings then they lose the learning opportunity on that day and they did not memorize all the words.

- They said that they found it difficult to make inferences during the post-test because they did not know how to summarize the story.

## B. Discussion

### 1. The improvement comic strips in students reading comprehension

In accordance with the question, the researcher addresses the interpretation of the findings in this part:

- a. The improvement of comic strips in students' reading comprehension to identify the main idea

In improving the students' reading comprehension in identifying the main idea, the researcher used comic strips. The role of text including their elements in reading comprehension is very important. Aulls, Harris, Sipay, and Jolly cited in Victoria et al stated that the ability to identify main ideas in text is a key reading comprehension.<sup>61</sup> The researcher divided the students into pair and give comic strips to read first. Before giving comic strips to read,

researcher provide an apperception about the comics that will be given to students, for example “*tau gambar tentang apa ini*” student A answer “*menari miss*”, “*in English please*” another student answer “*dance miss*”, “*oke good job*”. Then after the researcher ask to students to read and also ask to them to answer the questions that have been given to them. After answering, the researcher asked how they find the main idea from the reading in the comic strips, they answered

<sup>61</sup> Victoria Chou Hare dan Beverly Milligan, “Main idea identification: Instructional explanations in four basal reader series,” *Journal of Literacy Research*, 16.3 (1984), 189–204 <<https://doi.org/10.1080/10862968409547515>>.

"I look at the title, miss" and another students answer "I look at the picture, miss". There were some students who could not answer because they relied on their groupmates to answer, while according to Rini that learning together in groups will instill an understanding to help each other.<sup>62</sup> So, if one student only relied on the answers of his or her group mates they could not apply group work comprehension. Based on the pretest data, all the students not interested in reading and many do not understand English, while according to Dalman cited in Lia state that interest in reading is a natural liking or mental tendency to read. Interest in reading is an activity carried out with full diligence in order to build communication with oneself to find the meaning of writing and find information to develop intellectuality which is done with full awareness and feelings of pleasure that arise from within.<sup>63</sup>

- b. The improvement of comic strips in students reading comprehension to find specific information

After the students were asked to regroup with their pair groups, then the researcher gave comic strips and the students were asked to answer the questions. During the second treatment comic strips there were several questions from students. In the third treatment of comic strips, many groups made mistakes in the aspect of finding specific

<sup>62</sup> Rini Yusra dan Jamaris Jamaris, "Pelaksanaan Kerjasama Peserta Didik dalam Kegiatan Ekstrakurikuler Pramuka di SMPN 16 Padang," *Jurnal Pendidikan Tambusai*, 5.1 (2021), 327–32.

<sup>63</sup> MPOC, lia dwi jayanti, dan Jennifer Brier, "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT MTs DAREL HIKMAH PEKANBARU,)", 21.1 (2020), 19<<http://journal.umsurabaya.ac.id/index.php/JKM/article/view/2203%0Ahttp://mpoc.org.my/malaysian-palm-oil-industry/>>.



information, whereas in the first and second treatments all groups answered correctly. Then the researcher asked when filling out the questionnaire, many of them copied other groups, did not do it themselves, there were also those who answered that they did not know the meaning of the question. While according to Kirsten state that translation is a process of rendering meaning, ideas, or messages of a text from one language to other language.<sup>64</sup> So, to understand the meaning of the question is called to be able to interpret from that language to another language that can be understood, which can also be called translation. After that the researcher asked during the first and second treatments how come you could answer about how to find information that was unknown when reading the comic, they answered by looking at the picture and then looking in the dictionary and then matching it with the appropriate answer.

- c. The improvement of comic strips in students' reading comprehension to understand vocabulary

Researcher used comic strips with the aim that students would easily remember the vocabulary they encounter in the comic. Related to this, Thornbury in Joklova emphasized that visuals can be used to convey the meaning of words.<sup>65</sup> Based on the pre-test data, they

<sup>64</sup> Kirsten Malmkjær, "Meaning and Translation," *The Oxford Handbook of Translation Studies*, 2012, 1–13 <<https://doi.org/10.1093/oxfordhb/9780199239306.013.0009>>.

<sup>65</sup> Katerina Joklova, "Using pictures in teaching vocabulary," *National Beareau of Economic research (NBER Working Paper Series)*, 13356.1 (2009), 19 <[www.researchgate.net/...Do\\_Teacher\\_Absences\\_Impact\\_Student\\_Achiev...%5Cnhttp://www.cdc](http://www.researchgate.net/...Do_Teacher_Absences_Impact_Student_Achiev...%5Cnhttp://www.cdc).

answered many questions incorrectly, many said they did not understand the meaning and also many of them did not bring a dictionary so they could not look up the vocabulary they did not understand. While during the implementation of comic strips, there were pairs who did not bring a dictionary so they asked the researcher several times. Ur asserts that when acquiring vocabulary, the students frequently first comprehend the form before moving on to comprehend the meaning since, without comprehension of the form comprehension of the meaning is worthless.<sup>66</sup> So, the researcher asked students to look again at the pictures in the comic strips, and then when they saw the pictures they could understand which one was the real meaning.

- d. The improvement of comic strips in students' reading comprehension to identify reference

Identifying reference is one aspect of reading comprehension.

According to Rainbolt and Dwyer cited in Huda Reference is the

relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun

phrase.<sup>67</sup> At the time of the pre-test, students were confused in finding

the identifying reference, many asked their classmates. While during

the first treatment they were still confused, but only a few students

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gov/healthyyouth/evaluation/pdf/brief16.pdf%5Cnhttp://scholar.lib.vt.edu/theses/available/etd-04152002-182022/>.

<sup>66</sup> Penny Ur, *A course in English language teaching* (Cambridge University Press, 2012).

<sup>67</sup> MPOC, lia dwi jayanti, dan Brier.

asked the researcher *“miss her ini apakah kembalinya pada putri?”* the researcher answer *“yes, you are correct”*.

In the second and third treatments they already understood without anyone asking the researcher. when filling out the questionnaire the researcher asked how they could answer easily and without anyone asking the researcher, they answered that comic strips have pictures as clues to answer easily. This in one line with Thornbury in Joklova emphasized that visuals can be used to convey the meaning of words.<sup>68</sup>

But in the post-test results there were several students who answered incorrectly in this aspect of identifying reference, after the researcher asked the students who answered incorrectly they answered that at the second meeting he was absent so he was still confused about this material, and others answered that they did not study at home so they forgot this material.

- e. The improvement comic strips in students reading comprehension to making inference

Grabe describes Godman's perception cited in Hesham of reading which is seen as an active process of comprehending [where] students need to be taught strategies to read more efficiently (e. g.,

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<sup>68</sup> Joklova.

guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.).<sup>69</sup>

Based on the data at the time of the pre-test, many students answered incorrectly when making inference, due to the lack of English vocabulary and also the researcher saw them working on questions by making up and also cooperating with other friends, even though the researcher asked them to work on their own abilities, many also grumbled when the researcher reprimanded them to work alone. Then during the first treatment they still felt confused to answer it, there were several students who kept asking the researcher “*miss author ini siapa?*” then the researcher helped explain to the students that there is an author of the story but in this comic strip it is *Putri* because she wrote the story of her experience during the dance competition. Then during the second and third treatments of using comic strips, many of them have correctly answered the questions on making inference and also no one asked the researcher. According to Zain cited in Annisa that through group work or pair work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do communicate in the world beyond the classroom.<sup>70</sup>

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<sup>69</sup> Hesham Suleiman Alyousef, “Teaching Reading Comprehension to ESL / EFL Learners,” *Journal of Language and Learning*, 5.1 (2006), 379–80.

<sup>70</sup> Annisa Tul Ulatifah dan N. Nuardi, “The Effect of Using Group Work Technique on Students’ Reading Comprehension at the First Year of Senior High School 4 Mandau,” *Indonesian Journal of Integrated English Language Teaching*, 5.1 (2019), 37  
<<https://doi.org/10.24014/ijiet.v5i1.7751>>.

Moreover, the students cooperated more with their pairs and also read carefully on the comic strips and if they were confused with one of the vocabulary they would look up in the dictionary. At the time of filling out the questionnaire, the researcher asked students how they could answer the questions on making inference correctly, they answered, by interpreting the answers a, b, c, and d then they looked at the story sequence in the panel of each comic strip and then matched the correct answers a, b, c, or d.

## 2. The implementation of comic strips in the classroom

In this study, the researcher used a both Indonesian and English to make it easier for students to understand the material presented by researchers in the language they already mastered. This relates to the statement Mustikawati in the educational environment, especially in the process of learning a second language, it not only uses the second language but is still affected by the structure that exists in the first language that was first mastered.<sup>71</sup> In addition, some students worked on the test by discussing with their friends because they sometimes did not understand so they needed to look for information or ask their friends who finished first for answers. This related that reading is a discussion of meaning in which the reader brings a set schemata to the text in order to understand it, because the reader rarely has the opportunity to ask the author about what is on her or his mind when writing a text the outcome

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<sup>71</sup> DIYAH MUSTIKAWATI, "Interferensi Bahasa Indonesia Ke Dalam Pemakaian Bahasa Inggris Wacana Tulis Siswa Di Rsmphi 1 Jetis Ponorogo," *Jurnal Dimensi Pendidikan dan Pembelajaran*, 2.1 (2013), 105–15.

of this interaction is intake.<sup>72</sup> Beside that the students attended the material lesson at this second meeting very enthusiastically, many answered when the researcher asked about the material, even though they answered by reading their notes on the material. This is related to the point that motivation is the desire to do something even though the activity will be long and hard. Reading motivation is the factor that affects students' will in reading. It can be seen from the efforts done by students. Besides, enthusiasm is a manner to do the activities without any enforcement.<sup>73</sup> The students felt enthusiastic because they had learned to read comic strips at home. This related that using comic strips in teaching reading. The students have become more excited, enthusiastic, and active in the learning process.<sup>74</sup> Many students answered the researcher's questions using Indonesian, although the researcher had asked students to answer in English according to their own abilities. This is related to the statement of Mustikawati Interference is understood as a deviation that occurs in bilingualism which is still in the second language learning stage.<sup>75</sup> Interference also arises due to by the dominance of the first language system first language system that influences the use of the second language in communication events, emotions, sensitivities, and

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<sup>72</sup> Stephen Cary, *Going graphic: Comics at work in the multilingual classroom* (Heinemann Portsmouth, NH, 2004), CII.

<sup>73</sup> M Fikri Anwar dan M Affandi Arianto, "Journal of English Language Teaching The Correlation among EFL Undergraduate Students' Reading Motivation, Enthusiasm, and Reading Comprehension," 12.1 (2023), 1–11 <<https://doi.org/10.24036/jelt.v12i1.120994>>.

<sup>74</sup> Nispa, Muhammad Ihsan, dan Mohammad Syafri, "the Use of Comic Strips To Improve Students' Reading Comprehension," *Datokarama English Education Journal*, 4.1 (2023), 39–50 <<https://doi.org/10.24239/dee.v4i1.66>>.

<sup>75</sup> MUSTIKAWATI.

attitudes of the speakers. The students understood the content of the comic strips by looking at the images on each panel of the comic strips. This related that the visualization through pictures and text can support the sharing of the materials from the teacher to students.<sup>76</sup>

The Students Response after Implemented Comic Strips media is students' opinions about comic strips media are positive, so the researcher concluded that comic strips media can increase students' learning motivation. This is based on questionnaires filled out by students that, they are among all the students there were three students who disliked reading and those were the one who got low scores and did not reach the KKM. This is related to Pambudiyatno et al. someone with a high interest in reading will make more effort to understand the meaning of what is being read.<sup>77</sup> Then there was one student who did not like reading using comic strips, based on the researcher's interview he did not like English he said that it was difficult to find the meaning even when using comic strips that already had pictures, but other students really liked using comic strips because based on the researcher interview comic strips are fun because many colors, interesting and not boring media, so they like to read and easily understand the story. Carry cited in Lynn state that argues that in comics, readability measures are determined not

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<sup>76</sup> Atik Rokhayani, Aisyah Ririn, dan Perwikasih Utari, "The Use of Comic Strips As an English Teaching Media for Junior High School Students," *LANGUAGE CIRCLE Journal of Language and Literature*, VIII.2 (2014), 143.

<sup>77</sup> Nyaris Pambudiyatno, I Wayan Susila, dan Any Sutiadiningsih, "Peran reading interest dalam peningkatan reading comprehension pada Perguruan Tinggi Vokasi Penerbangan Kementerian Perhubungan," *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 9.1 (2021), 58–65 <<https://doi.org/10.21831/jppfa.v9i1.37462>>.

only on words alone, but also on pictures.<sup>78</sup> Here, pictures support the words to make the written text becomes more comprehensible. Csabay stated that comics are usually funny, applying them to methodological purposes will have the same effect as using games in teaching English it brings a good atmosphere into the class.<sup>79</sup> Comic strip is not only to amuse and interest L2 students; there are plenty of other reasons to use them in education. Based on the questionnaire that students can look at the pictures to more easily understand the dialog in the comic strips. Related to Mahir, et al. comic strip can easily help learners to learn English in a fun way, to express their ideas through images, and to make them easier in understanding dialogues.<sup>80</sup> Based on the students interview comic strips is very helpful for determining the main idea. This related According Liu stated that comic strip is defined in this study as a series of pictures inside boxes that tell a story.<sup>81</sup> The role of text including their elements in reading comprehension is very important. Aulls, Harris, Sipay, and Jolly cited in Victoria et al stated that the ability to identify main ideas in text is a key reading comprehension.<sup>82</sup> Then comic strips is very helpful for specific information Related to Grabe and Stoller cited in

<sup>78</sup> Lynn Erler, "Teaching and Researching Reading," *System*, 40.3 (2012), 437–38 <<https://doi.org/10.1016/j.system.2012.06.004>>.

<sup>79</sup> Noémi Csabay, "Using Comic Strips in Language Classes," *English Teaching Forum*, 44.1 PG-24–26 (2006), 24–26 <<https://search.proquest.com/docview/1826538962?accountid=10673> NS - >.

<sup>80</sup> Normazla Ahmad Mahir, Rosmaizi Mohd Ali, dan Kartini Mohamad Amin, "Using Newspaper Comics Strips To Improve Reading and Writing Among Muet Band 1 & 2 Year 1 Students of Faculty of Quran and Sunnah Studies , Universiti Sains Islam Malaysia ( Usim )," *Journal of Global Business and Social Entrepreneurship (GBSE)*, 2.3 (2016), 57–62.

<sup>81</sup> Jun Liu, "Effects of comic strips on L2 learners' reading comprehension," *TESOL quarterly*, 38.2 (2004), 225–43.

<sup>82</sup> Hare dan Milligan.



Zul et al stated that reading for general comprehension is the ability to understand information in a text and interpret it appropriately.<sup>83</sup> Harmer stated that reading texts provide opportunities to study language such as vocabulary, grammar, punctuation, and the way of constructing sentences, paragraphs, and texts.<sup>84</sup> Researcher use comic strips with the aim that students more easily remember the vocabulary they encounter in the comic. This related to Thornbury in Joklova emphasized that visuals can be used to convey the meaning of words.<sup>85</sup> Then there were two students who disagreed with the statement that comic strips can help identify references, based on interviews, the researcher found that they found it difficult to identify references even though comic strips had helped them because at the time of delivery they were still confused if they had to read if there were no pictures, so they felt they could not understand the reading text. This related to Thornbury in Joklova emphasized that visuals can be used to convey the meaning of words.<sup>86</sup>

Townend cited in Latifah et al claims that comprehend in reading means the students should fully understand of all the aspect of the text.<sup>87</sup> In addition, in the aspect of making inference, there were five students who disagreed and seven students who answered neutral. based on the

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<sup>83</sup> Zul Aini Rengur dan Sugirin, "The Effectiveness Of Using Comic Strips To Increase Students' Reading Comprehension For The Eight Grade Of SMPN 1 Pundong," 330.Iceri 2018 (2019), 239–43 <<https://doi.org/10.2991/icosce-icsmc-18.2019.24>>.

<sup>84</sup> "How To Teach English-Jeremy Harmer.Pdf."

<sup>85</sup> Joklova.

<sup>86</sup> Joklova.

<sup>87</sup> Latifah Nurmeina Azral dan Dinovia Fannil Kher, "Journal of English Language Teaching Students' Difficulties in Reading Comprehension of Narrative Text at the Eleventh Grade of SMA Negeri 7 Padang," 12.2 (2023), 500–511 <<https://doi.org/10.24036/jelt.v12i2.123059>>.

interview, the researcher found that the five students who disagreed were those who were not motivated to learn English. This relates to Rosita motivation is one of the essential elements in the learning process that influences students learning achievement. In order to make the whole learning process more successful, maintaining a high level of motivation can be the best way for the successfulness.<sup>88</sup> Meanwhile, the seven students who answered neutral based on the researcher's interview were those who answered that if they used comic they could easily answer but if there were no pictures at all they were still too difficult to make inferences. This relates to Rengur et al. that comic strips create messages through story line and images. Comic strip have some benefits such as; assisting students comprehending the contents of text, helping the students to improve their ideas, increasing the students' interest in reading.<sup>89</sup>



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<sup>88</sup> Rosita Ambarwati dan Berlinda Mandasari, "Students' Motivation Toward the Use of Google Classroom in Learning English During Covid-19 Pandemic At Sma N 1 Sukoharjo," *Journal of Arts and Education*, 1.1 (2021), 10–18 <<https://doi.org/10.33365/jae.v1i1.27>>.

<sup>89</sup> Rengur dan Sugirin.

## CHAPTER V

### CONCLUSION & SUGGESTION

#### A. CONCLUSION

The comic strips media has successfully solved the primary issue in the class as it could enhance the students' reading comprehension. According to the research finding and discussion in the previous chapter, the success was be proven by the fulfillment of the criteria of success, namely: All students increased their scores from pre-test to post-test, and 86.3% of the total students achieve at least the minimum score of 60. Further elaboration can be seen in the following:

1. The students found it easier to identify the main idea of the text with the help of comic strip media because the students felt they could find the main idea easier by looking at the title of the comic strip, even though in the story there was some vocabulary that was difficult to understand, they found could find the main idea by look at the title and also work together with their partner.
2. The students found it easier to find specific information after reading the comic strips, by looking at the pictures as well as by looking at the bubbles, if the bubbles were not there, they could look up the activity in the pictures with the help of a dictionary.
3. The students found more vocabulary after reading the comic strips. The students can increase their vocabulary when they have to find the correct

answer when working, because they have to correctly interpret the answer a, b, c, or d, and they also have to look at the pictures in each panel to help them find vocabulary.

4. The students found it easier to identify references through the comic strip because they could quickly find the replacement word that referred to who or what, and could also recognize who or what was playing a role in the picture when they read the bubbles.
5. The students found it helpful to make inferences because by looking at the sequence of the story from panel one and onwards, they could make inferences and also, they could ask their partners to work together to find the correct answer.

## **B. SUGGESTIONS**

Suggestion that can be given through this research are especially those related to the students' reading comprehension namely:

1. For the English teachers

The English teacher are expected to use comic strips to teach the students in order to make them interested in learning English especially in reading.

The use of comic strips in teaching and learning process can attract the students' interest and motivation and can be used in several other genres such as recount, descriptive, narrative, and procedure.

2. For future researchers

The researcher knows that this research is far for being perfect. So, it is suggested for the future researchers to conduct further research on similar

area, but different emphasis or aspect. In addition, for future researchers to use the results of this study as an additional reference for the future researchers.



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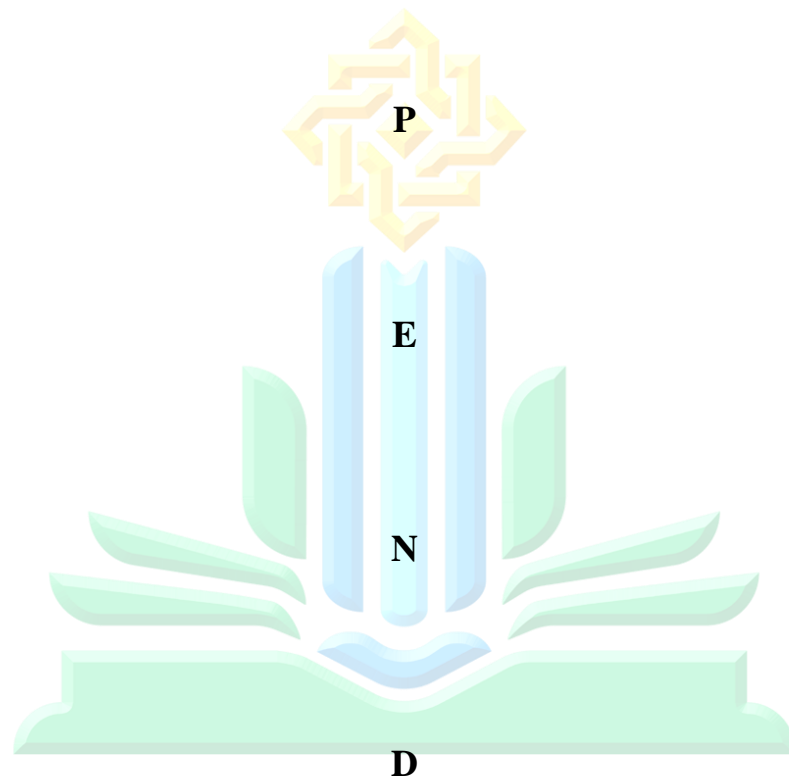
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**A**

**P**



**D**

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J E M B E R

**X**

## Appendix 1

### Pre-test and Post-test

**Choose the correct answer by circling the options a, b, c or d!**

*Read the following text carefully! The text is for question number 1-7*

#### Going Fishing for the First Time

Last week, my uncle asked me to go fishing with **him** in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. **He** helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also know what should prepared before fishing and how to do it better.

*(Adapted from Scaffolding, English for Junior High School Students)*

1. What is the main idea of the text?
  - a. The authors second fishing experience
  - b. The authors habit fishing experience
  - c. The authors fishing experience
  - d. The authors first fishing experience
2. When did the author and author's uncle go fishing?
  - a. They went fishing in the evening
  - b. They went fishing in the afternoon
  - c. They went fishing in the morning
  - d. They went fishing in the middle night
3. "We looked for a convenient place under a tree. What does the underlined word mean?
  - a. Tempat yang nyaman
  - b. Tempat yang bersih
  - c. Tempat yang dekat
  - d. Berteduh

4. What did the author put on the mat?
  - a. Fishing equipment and sounds
  - b. Lunch box
  - c. Fishing equipment
  - d. Fishing equipment and lunch box
5. “**He** helped me reach the ground”. What does **he** refer to?
  - a. Author
  - b. Author’s uncle
  - c. Father
  - d. Writer
6. “fishing with him in the river” What does him refer to?
  - a. Author’s uncle
  - b. Author
  - c. Father
  - d. Writer
7. “I went home with embarrassed feeling” what does the underline word mean?
  - a. Memalukan
  - b. Perasaan malu
  - c. Perasaan percaya diri
  - d. Perasaan sedih
8. What happened in the third paragraph?
  - a. The author slipped and fell into the river, because the grass was hard. The author reached the ground, being helped by the author’s uncle. The author felt embarrassed, because there was much mud over the face.
  - b. The author slipped and fell into the ground, because the grass was slippery. The author reached the ground, being helped by the author’s uncle. The author felt embarrassed, because there was much mud over the face.
  - c. The author slipped and fell into the river, because the grass was slippery. The author reached the ground, being helped by the author’s uncle. The author felt embarrassed, because there was much mud over the face.
  - d. All the statement is true

*Read the following text carefully! The text is for question number 8-14*

### My Holiday

Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. **We** rode on horseback. It was scary, but it was fun. Then, we went to get a closer looking at the mountain. We took pictures of the beautiful scenery there. Afterwards, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

*(Adopted from Scaffolding, English for Junior High School Students)*

9. What is the main idea of the text?
  - a. The author's holidays experience
  - b. The author's experience in his friend house
  - c. The author's experience in garden
  - d. The author's experience holiday in Semeru
10. Where did the author stay?
  - a. In the Bromo hotel
  - b. In the Villa
  - c. In his friends house
  - d. At Wonokromo
11. How did the author feel when riding on horseback?
  - a. Happy
  - b. Scary
  - c. Laugh
  - d. Sad
12. "**We** rode on horseback". What does **we** refer to?
  - a. The author
  - b. The author and his friends
  - c. The friends
  - d. The writer
13. What happened in the second paragraph?
  - a. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding a car. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonokromo
  - b. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding bicycle. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonosobo

- c. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding on horseback. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonokromo
- d. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding a car. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonosobo
14. “we went to get a closer looking at the mountain” What does the underline word mean?
- Lebih jauh
  - Lebih dekat
  - Melihat lebih jauh
  - Melihat lebih dekat
15. “We were very tired”. What does the underlined word mean?
- Lelah
  - Senang
  - Sedih
  - Terkejut

*Read the following text carefully! The text is for question number 15-20*

#### My Holiday in Flores

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south *coast*. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different colored lakes at dawn. It was truly inspiring. My final trip was to Bajawa. It is a small town high in the mountains. It was a very **cold** place.

My trip was fun and memorable. There are many amazing place that I visited there. I would like to go back to Flores one day. I also would ask my family to come with me too.

*(Adapted from Scaffolding, English for Junior High School Students)*

16. What is the main idea of the text?
- The author’s holidays experience in Flores
  - The author’s experience in Paris
  - The author’s experience in mountain
  - The author’s terribles experience
17. Where did the author go on first day?
- Ende

- b. Maumure  
c. The mountain village  
d. Mount Kelimutu
18. Which of the following statements that are suitable with text?  
a. The author visited some school in Ende. The author went to Maumere to meet Sharon Kidman. In the next trip, the author went to Detusoko. The author went there with Ginny Edwards. For the last trip the author went to Bajawa  
b. The author visited some school in Detusoko. The author went to Ende to meet Ginny Edwards. In the next trip, the author went to Maumere. The author went there with Sharon Kidman. For the last trip the author went to Bajawa  
c. The author visited some school in Maumere with Ginny Edwards. Then, the author went to Ende with Sharon Kidman. And in the last trip the author went to Bajawa  
d. The author visited some school in Maumere. The author went to Ende to meet Sharon Kidman. In the next trip, the author went to Detusoko. The author went there with Ginny Edwards. For the last trip the author went to Bajawa
19. "...the mountains to the south **coast**". What is the synonym of **coast**?  
a. Shore  
b. River  
c. Mountain  
d. Lake
20. "My trip was fun and memorable". What does the underlined word mean?  
a. Mengerikan  
b. Mengesankan  
c. Menggembirakan  
d. Menyenangkan
21. "It was a very **cold** place" What is the antonym of **cold**?  
a. Hot  
b. False  
c. Best  
d. Fresh

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KIAI HAJI ACHMAD SIDDIQ

Wrong Costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We know about this Audition from our neighbors week before.

At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It was 2 hours to get there. When we arrived, we saw many people who also the contents. After we examined more carefully, we realized that all of the contestants wore red and white costumes. The committee told **us** that it was the major requirement to join the contest. Meanwhile, my friend and I wore the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown.

We were very desperate because we can not join the audition. Afterwards, we went home sadly. That was our first terrible experience in that year.

*(Adapted from Scaffolding, English for Junior High School Students)*



22. What is the main idea of the text?
- The author and her boyfriend's experience on Calendar Girl Audition
  - The author and her friend's experience on Calendar Girl Audition
  - The author and her friend's experience on Dance Girl Audition
  - The author's experience on Singing Audition
23. How did the author go to the audition?
- By bicycle
  - By plane
  - By train
  - By bus
24. What happened in the second paragraph?
- The author and her friend joined the audition. They wore a right costumes. The author wore a long blue gown, while her friend wore a colorful gown.
  - The author and her friend could not join the audition, since the major requirement to join the contest was wore a red and white costumes. They wore a wrong costumes. The author wore a long blue gown, while her friend wore a colorful gown.
  - The author and her friend could not join the audition, since the major requirement to join the contest was wore a blue and black costumes. They wore a wrong costumes. The author wore a long blue gown, while her friend wore a colorful gown.
  - The author and her friend joined the audition, since they wore a wrong costumes. The author wore a long blue gown, while her friend wore a colorful gown.
25. "The committee told **us** that it.....". What does **us** in the second paragraph refer to?
- The authors and her teacher
  - The girls and the boys
  - The authors and her friend
  - The authors and the audition contestant
26. "We were very desperate". What does the underlined word mean?
- Bahagia
  - Kesal
  - Putus asa
  - Menyedihkan

#### A holiday at Uncle's house

Last month, I spent my holiday at my uncle's house. My uncle is farmer. He goes to the field every morning and afternoon. He also looks after cattle behind his house.

I preferred staying at his house during the holiday because my parent were always busy with their work. I was lonely at home. I went to my uncle's house since the first day of my holiday.

There, I woke up early and helped my cousin to feed the cows and chickens. After that, I joined my uncle's family to the field. We harvested chilies. I helped them pick the chilies and choose the good ones. Then, my aunt and I went to the market to sell them. My aunt bought food and other supplies. They were so delicious.

I did the same activities for a week, I liked spending my holiday there, but I had to return to school.

27. The writer stayed with his/her uncle's family because?
- his/her parents asked him/her to do it

- b. he/she intended to learn about farming
- c. he/she needed friend during the holiday
- d. his/her uncle invited him/her to stay at his house

28. what happened in third paragraph?

- a. writer help her/his cousin to feed the cows chicken. After that, I joined my uncle's family to the field. We harvested chilies. I helped them pick the chilies and choose the good ones. Then, my aunt and I went to the market to sell them.
- b. writer did the same activities for a week to help uncle's family.
- c. writer staying at uncle's house since first day of his/her holiday.
- d. writer liked spending his/her holiday there, but his/her had to return to school.

### Going to museum

Ryan, my roommate, and I had a great weekend. Last Saturday, we got up early and had a big breakfast then, we took the bus to downtown and went to an art museum. The museum was opened at nine o'clock and we stayed there all day.

We saw some beautiful paintings. We had a guide who explained everything to us. I like all the art, but Ryan didn't like the modern art very much. I bought copies of two painting. I'm going to put them on the wall of my bedroom.

At three o'clock, we were hungry so we had lunch at the museum cafeteria. After lunch, we took a walk in the park near the museum. We went home at six o'clock. We were very tired, but we had a good time. I liked it. On Sunday, we stayed home and studied.

29. What is the main idea of the second paragraph?

- a. A guide accompanied other visitor
- b. Ryan and his roommate liked all the beautiful painting at the museum
- c. The guide helped visitors to buy the painting displayed
- d. the writer liked all the displayed at the museum

30. What happened in first paragraph?

- a. Ryan and writer felt happy about the trips to the museum
- b. Ryan and the writer went home after lunch
- c. Last Saturday, Ryan and writer went to an art museum
- d. Ryan and writer bought copies of three paintings in the museum

## Appendix 2

## Comic Strips 1

## "Traditional Dance Competition"

Read from left to right →

**1** Putri was an active student in dance extracurricular at SMA PERTIWI.

MY NAME IS PUTRI. I'M ONE OF THE STUDENTS AT PERTIWI HIGH SCHOOL. I TAKE PART IN DANCE EXTRACURRICULARS AT MY SCHOOL.

**2** The teacher chose her to join the traditional dance competition. It was the first and the biggest festival for her.

I DON'T FEEL CONFIDENT TO DO IT SIR, BECAUSE, IT IS MY FIRST AND ALSO MY BIGGEST COMPETITION.

PUTRI, I'M SENDING YOU TO THE TRADITIONAL DANCE FESTIVAL.

YOU CAN DO IT! AS LONG AS YOU DILIGENTLY PRACTICE DANCING

**3** On Wednesday, August 29, 2007, Putri's parents accompanied Putri to the competition. They didn't want to miss it.

**4** Then, it was time for Putri to go on stage. When performing, Putri was not as nervous as she thought.

WOW, I CAN ACTUALLY DO IT!!

**5** Finally, Putri did it. The result was better than she had expected. Putri won the competition.

DAD, MOM I WON. THANK YOU FOR SUPPORTING ME.

FOR MY TEACHER, THANK YOU TRUSTING ME TO JOIN THIS COMPETITION AND HELPING ME PRACTICE DANCING

**6** And Putri was given the opportunity to go to Japan the following month from July to September. Putri was very happy.

JAPAN I'M COMING

Choose the correct answer by circling the options a, b, c or d!

Look and read at the comic strips above to answer the question number 1-5.

- What is the main idea of the text?
  - The authors experience in traditional dance festival
  - Dance Festival
  - Dance event on Wednesday, August 29, 2007
  - Biggest traditional dance festival
- "It was the first and biggest festival for me". What does the underlined word mean?
  - Terhebat
  - Terbesar

- c. Menakjubkan
  - d. Meriah
3. “I did not feel *confident*”. What is the antonym of *confident*?
- a. Nervous
  - b. Excited
  - c. Happy
  - d. Sad
4. What did Putri do before she joined the festival?
- a. She registered the festival with her teacher
  - b. She practiced dancing diligently
  - c. She prepared the festival with her teacher
  - d. She practiced dancing with her teacher
5. Which of the following statements that are suitable with the text?
- a. The author joined the dancing festival by herself. She was confident and tried by practicing dancing diligently. She went to the festival with her parents. The result was better than what she expected and finally she won the festival.
  - b. The author joined the dancing festival after being chosen by her parents. She did not feel confident, but she tried by practicing dancing diligently. She went to the festival with her teacher.
  - c. The author joined the dancing festival after being chosen by her teacher. She felt confident and tried by practicing dancing everyday. She went to the festival with her teacher. The result was better than what she expected and finally she won the festival.
  - d. The author joined the dancing festival after being chosen by her teacher. She did not confident, but she tried by practicing dancing diligently. She went to the festival with her parents. The result was better than what she expected and finally she won the festival.

## Appendix 3

## Comic strips 2

## "Study Tour in Yogyakarta"

Read from left to right →

**1** Last month, teachers and students of SMA PERTIWI went to Yogyakarta for a holiday.

**2** They visited some temples in Prambanan.

**3** "WOW... THEY ARE REALLY AMAZING"

THIS IS PRAMBANAN TEMPLE. THERE ARE THREE BIG TEMPLES, THE BRAHMANA, SYIWA, AND WISNU.

UNFORTUNATELY, WE CAN ONLY VISIT THE BRAHMANA AND SYIWA TEMPLES BECAUSE THE WISNU TEMPLE IS BEING RENOVATED.

**4** The next day, they went to the Yogyakarta Keraton. They spent about two hours there.

WE HAVE TWO HOURS HERE, SO YOU CAN TAKE PICTURES AND SO ON.

THANK YOU VERY MUCH, WE WERE LUCKY TO BE GUIDED BY A SMART AND FRIENDLY GUIDE.

**5** Then they continued they tour to Borobudur temple. They got there at 4pm.

"ANNOUNCEMENT" THE GATE WILL BE CLOSED AT 5PM.

**6** Finally in the afternoon, they left for Jakarta by the school's tour bus.

THIS STUDY TOUR IS AN EXTRAORDINARY EXPERIENCE!

Choose the correct answer by circling the options a, b, c or d!

Look and read at the comic strips above to answer the question number 1-5.

1. What is the main idea of the text?
  - a. The author and the students' experience in Yogyakarta
  - b. The students' experience in Yogyakarta
  - c. The author and the teachers' experience in Yogyakarta
  - d. Experience in Yogyakarta
2. "There are three big temples". What are they?
  - a. Syiwa, Mahabrata and Brahma temples
  - b. Wisnu, Krisna and Syiwa temples

- c. Brahmana, Syiwa and Wisnu temples
- d. Brahmana, Syiwa and Krisna temples
3. “They are really amazing”. What does the underlined word mean?
- a. Menakjubkan
- b. Menarik
- c. Bagus
- d. Mengagetkan
4. “**We** had a great holiday experience while in the Yogyakarta”. What does **we** in the last paragraph refer to?
- a. The author and the students’
- b. The author and the teacher
- c. The author and the friends
- d. The authors
5. Which of the following statements that are suitable with the text?
- a. The author and the students went to Yogyakarta. They stayed at Hotel for few days. They visited Prambanan temple. They visited only Brahmana and Syiwa temples because Wisnu temple is being renovated. They are also wanted to visit Borobudur but the Borobudur gate was closed.
- b. The author and the students went to Jakarta. They stayed at Hotel for two days. They visited Prambanan temple. They also wanted to visit Borobudur.
- c. The author and the students went to Yogyakarta. They stayed at Hotel for few days. They visited Prambanan temple and Borobudur.
- d. The author and the students went to Jakarta. They stayed at Hotel for few days. They visited Borobudur temple. They also wanted to visit Prambanan but the Prambanan gate was closed.

## Appendix 4

## Comic strips 3

## "BIRTHDAY PREPARATION"

Read from left to right

**1** On their daughter's birthday, these parents wanted to make a wonderful experience by making a cake together.

IT'S OUR DAUGHTER'S BIRTHDAY SOON. HOW ABOUT WE MAKE A SPECIAL CAKE FOR HER?

GOOD IDEA! I WILL DECORATE THE CAKE WITH DISNEY CHARACTERS, BECAUSE OUR DAUGHTER LIKES DONALD DUCK AND MICKEY MOUSE.

OKAY, I WILL HELP YOU MAKE IT! BECAUSE I AM GOOD AT MAKING CAKES.

**2** On that day, he went and got the items for the cake.

I HAVE NEVER MADE A CAKE BEFORE, SO I FEEL A LITTLE BIT NERVOUS. BUT IT'S OKAY FOR MY BELOVED DAUGHTER.

**3** Before they made the cake, they prepared for the cake decoration. He chose the flavour and followed the steps in the recipe carefully.

WHAT FLOUR WILL YOU USE?

I MAKE A CAKE WITH CHOCOLATE FLAVOUR.

OKAY, THEN YOU CAN FOLLOW THIS RECIPE, WITH MY HELP.

**4** And finally, he could make it.

IT'S NOT BAD AT ALL.

RIGHT? I KNOW YOU COULD DO IT.

**5** All the children who were invited to the birthday party liked the cake. He was very proud.

SO, THE ONE WHO MADE THIS BIRTHDAY CAKE IS FATHER. HOW DOES IT TASTE?

THANK YOU.

YUMM... THE FLAVOR OF THIS CAKE IS AMAZING!

**6** Since then, making cakes has become one of his hobbies to do with his daughter.

I'M HAPPY MAKING CAKES WITH YOU AS LONG AS YOU'RE HAPPY. I LOVE YOU, PRINCESS.

THANK YOU AND I LOVE YOU TOO DADDY.

Choose the correct answer by circling the options a, b, c or d!

Look and read at the comic strips above to answer the question number 1-5.

1. What does the text talk about?
  - a. My daughter's 1st birthday
  - b. Wonderful experience
  - c. The first time of making a birthday cake
  - d. Decorating a birthday cake
2. "I had never a cake before, do felt a little bit nervous" What does the underlined word mean?
  - a. Takut

- b. Aneh
  - c. Percaya diri
  - d. Gugup
3. It was not bad at all. (Panel 4). The word “it” means?
- a. A birthday cake
  - b. Birthday cake decoration
  - c. The flavour of birthday cake
  - d. The writer’s daughter’s 1st birthday party
4. The writer was inspired to make a birthday cake for his daughter by?
- a. his guest
  - b. his daughter
  - c. his wife
  - d. his children
5. Which of the following statements that are suitable with the text?
- a. The author preparing birthday cake for his father 1<sup>st</sup> birthday, his daughter inspired to make this special birthday cake, his make with chocolate flavor and decorate with marvel characters.
  - b. The author preparing birthday cake for his daughter 1<sup>st</sup> birthday, his wife inspired to make this special birthday cake, his make with chocolate flavor and decorate with Disney characters, all children who were invited to the birthday liked the cake, his very proud. Since then making cakes has become one of his hobbies.
  - c. The author preparing strawberry cake for his daughter 1<sup>st</sup> birthday, his daughter inspired to make this special birthday cake, his make with strawberry flavor and decorate with Disney characters.
  - d. The author preparing birthday cake for his wife 1<sup>st</sup> birthday, his wife inspired to make this special birthday cake, his make with chocolate flavor and decorate with Disney characters.



**Appendix 5 (Documentation)**



The researcher did the pre-test



The students do question in comic strips 3



The researcher did the pre-test



The researcher gave recount text material in second meetings



The researcher monitored students do question in comic strips 1



The researcher did the post-test



The researcher monitored students do question in comic strips 2



The researcher did the post-test



The students do question in comic 3

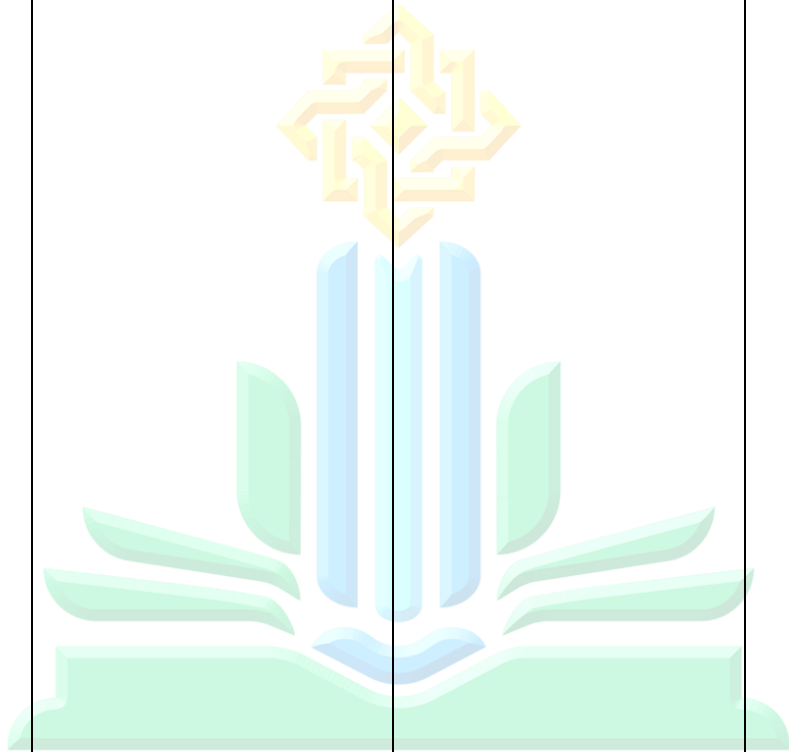


The researcher and students took picture together

## Appendix 6

## MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	DATA RESOURCHES	RESEARCH METHOD	RESEARCH QUESTION
Improving Students Reading Comprehension Through Comic Strips at Junior High School	<ol style="list-style-type: none"> <li>1. Reading comprehension</li> <li>2. Comic strips</li> </ol>	<ol style="list-style-type: none"> <li>a. Identifying main idea</li> <li>b. Find specific information</li> <li>c. Understanding vocabulary</li> <li>d. Identifying reference</li> <li>e. Making inference</li> </ol> <ol style="list-style-type: none"> <li>a. Panels</li> <li>b. Gutters</li> <li>c. Balloons</li> <li>d. Caption</li> <li>e. Colorful</li> </ol>	<ol style="list-style-type: none"> <li>a) Observation</li> <li>b) Field note</li> <li>c) Interview</li> <li>d) Questionnaire</li> <li>e) Students reading comprehension score (pre-test and post-test -1) of the nine grade at MTs. Al-firdaus panti</li> </ol>	Research Design Classroom Action Research (CAR) of Kemmis and McTaggart 1998: <ol style="list-style-type: none"> <li>1. Panning of the action</li> <li>2. Implementation of the action</li> <li>3. Classroom observation and evaluation</li> <li>4. Reflection of the action</li> </ol>	<ol style="list-style-type: none"> <li>1. How can comic strips improve students' reading comprehension               <ol style="list-style-type: none"> <li>a. How can comic strips improve students' reading comprehension in identifying main idea?</li> <li>b. How can comic strips improve students' reading comprehension in find specific information?</li> <li>c. How can comic strips improve students' reading comprehension</li> </ol> </li> </ol>

					<p>n in understanding vocabulary?</p> <p>d. How can comic strips improve students' reading comprehension in identifying reference?</p> <p>e. How can comic strips improve students' reading comprehension in making inference?</p> <p>2. How are comic strips implemented in the classroom to improve reading comprehension?</p>
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## Appendix 7

**KISI-KISI INSTRUMENT READING COMPREHENSION PRE and POST - TEST**

Mata Pelajaran : Bahasa Inggris

Waktu : 60 menit

Kelas/Semester : VIII/2

Jumlah Soal : 30

Penyusun Kisi-Kisi : Fitrotul Qomariyah

No.	Kompetensi Dasar	Kelas/ Smt.	Materi	Indikator Reading Comprehension	The use indicator in reading comprehension	Indikator Soal	Bentuk Tes	No. Soal
1	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	2	Recount Text	Identifying reference	What is meant identifying reference is for reference where you as a reader are required to know who owns the pronouns contained in the reading.	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks recount	PG	5, 6, 12, 19, 21, 25
				Finding specific information	Finding specific information to help students to get specific information found in a text.	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan informasi spesifik yang terdapat dalam teks recount		
2	4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )	2	Recount Text	Identifying main idea	The main idea is an idea that is the core of a paragraph. Each paragraph must have main idea so that the reader knows what the writer is trying to convey in the text.	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan gagasan utama yang terdapat dalam teks recount	PG	1, 8, 16, 22, 27, 29

				Understanding the meaning of word	Understanding the meaning of word is for students to know the ability and knowledge of vocabulary.	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan makna kosakata tertentu yang terdapat dalam teks recount	PG	3, 7, 14, 15, 20, 26
				Making inference	Making inference is making logical conclusion or opinions based on observation, facts, reasoning, and evidence. In the process of reading for students can draw conclusion based on the information contained in the text.	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan kesimpulan yang terdapat dalam teks recount	PG	8, 13, 18, 24, 28, 30

**PENILAIAN**

Nomor Soal	Bobot Soal
1-30	3,333
Jumlah Skor Maksimal	100

Penentuan Nilai:

$$\frac{B}{N} \times 100$$

Symbol description:

B: many questions were answered correctly

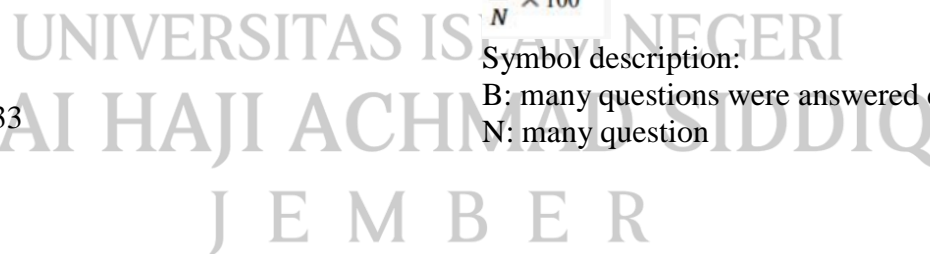
N: many question

Jika benar mendapatkan skor 3,333

Jika salah mendapatkan skor 0

**KUNCI JAWABAN**

1. D
2. C



3. A
4. D
5. B
6. A
7. B
8. C
9. A
10. C
11. B
12. B
13. C
14. D
15. A
16. A
17. B
18. D
19. A
20. B
21. A
22. B
23. D
24. B
25. C
26. C
27. C
28. A
29. D
30. C



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## Appendix 8

## KISI-KISI INSTRUMENT READING COMPREHENSION TREATMENT

Mata Pelajaran : Bahasa Inggris

Waktu : 30 menit

Kelas/Semester : VIII/2

Jumlah Soal : 15

Penyusun Kisi-Kisi : Fitrotul Qomariyah

No.	Kompetensi Dasar	Kelas/ Smt.	Materi	Indikator Reading Comprehension	Indikator Soal	Bentuk Tes	No. Soal
1	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	2	Recount Text	Identifying reference	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks recount	PG	9, 2, 13
				Finding specific information	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan informasi spesifik yang terdapat dalam teks recount	PG	7,4, 14
2	4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )	2	Recount Text	Identifying main idea	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan gagasan utama yang terdapat dalam teks recount	PG	1, 6, 11
				Understanding the meaning of word	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan	PG	3, 8, 12

					makna kosakata tertentu yang terdapat dalam teks recount		
				Making inference	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan kesimpulan yang terdapat dalam teks recount	PG	10, 5, 15

**PENILAIAN**

Nomor Soal	Bobot Soal
1-15	6,66666667
Jumlah Skor Maksimal	100

Jika salah mendapatkan skor 0

Penentuan Nilai: Penentuan Nilai:

$$\frac{B}{N} \times 100$$

Symbol description:

B: many questions were answered correctly

N: many question

Jika benar mendapatkan skor 6,66666667

**KUNCI JAWABAN**

- 1. A
- 2. B
- 3. A
- 4. B
- 5. D
- 6. A
- 7. C
- 8. A
- 9. A
- 10. A
- 11. B

- 12. D
- 13. B
- 14. C
- 15. B





## Appendix 9

### The result of interview

#### Time and Place:

1. Day/date : Tuesday, 1<sup>st</sup> August 2023
2. Place : In front of office of MTs Al Firdaus Pant
3. Time : 09.30 – selesai

#### Respondent

1. Informan 1  
 Nama: Dwi Yunita Kurnia  
 Status: Guru Bahasa Inggris MTs. Al Firdaus Pant

### The interview script with English teacher

R: What are the challenges do you face in the 9a class, miss?

T: The challenge in my classroom are the students difficult to understanding meaning dan mereka susah buat baca jadi mereka lebih memilih ngerjain meskipun gak ngerti artinya daripada saya suruh baca.

R: how do you teach reading to your students?

T: Saya biasanya meminta mereka membaca teks yang ada di LKS

R: What the specific method do you use in teaching your students?

T: I don't have specific method or technique because I teach depending on the conditions in the class in the class when the students do not understand the explanatory material jadi saya akan buat grup, so students who already understand the material can teach their friends

R: have you ever brought picture as a media in your class?

T: No, belum pernah

R: Untuk KKM Bahasa Inggris di sini berapa, miss?

T: KKM 60.

R: Apakah siswa kelas 9a sudah memenuhi KKM?

T: tidak banyak yang memenuhi KKM.

#### Time and Place:

1. Day/date : Thursday, 31<sup>st</sup> August 2023
2. Place : In front of 9a class
3. Time : 09.30 – selesai

#### Responden

2. Informan 2  
 Nama: Resti, Reza, Rendi, Ike

### The interview with the students after implementation

**R:** Bagaimana pembelajaran dikelas selama memakai comic strips?

**S1:** bagus miss.

**S2:** menarik miss

**S3:** menyenangkan miss

**S4:** iya miss, gampang pahamnya

**R:** kalo penggunaan comic strips-nya menurut kalian gimana, membantu kalian dalam memahami teks nggak?

**S2:** membantu miss

**S1:** jelas miss, membantu banget.

**S4:** iya miss membantu

**S3:** membantu banget malah miss

**R:** membantu bangetnya kayak gimana?

**S1:** Kan ada gambarnya Miss, jadi dari gambar itu bisa diliat dia lagi ngapain, apa yang dimaksud dari teksnya itu, jadi enak bisa membantu kita Miss

**S3:** sama itu juga miss kan disetiap kotak itu gambarnya udah beda-beda jadi kita bisa tau urutan ceritanya bagaimana gitu miss, meskipun ada satu atau dua kata yang kita gak tau artinya

**R:** jadi kalian bisa kaya langsung tau apa yang dimaksud sama teks nya ya?

**S3:** iya miss

**R:** kalian ada merasa stress atau bosan selama membaca menggunakan comic strips?

**S4:** gak ada miss, soalnya menarik ada gambar, banyak warna juga gak kayak LKS kan gak ada warna nya

**S2:** saya merasa asik aja miss gak buat saya stress juga

**S3:** gak bosan miss kalo baca comic juga gak buat stress

**S1:** iya miss gak buat bosan kok

**R:** terus kalian merasa terbantu gak untuk menemukan main idea dari cerita yang di comic strips?

**S1:** terbantu miss soalnya kalo cari main idea saya biasanya liat dari judulnya miss

**S2:** iya miss bener soalnya jawabannya pasti gak jauh dari judulnya

**S3:** iya miss saya juga

**S4:** saya juga sama kayak yang mereka jawab miss

**R:** terus kalo buat yang menemukan informasi spesifik kayak yang seperti ini “apa saja tiga candi terbesar” itu bagaimana?

**S2:** kalo itu saya cari yang ada gambar candi-nya miss

**S1:** kalo saya cari di setiap kotak itu miss eh panel maksudnya miss, saya kan sudah baca jadi masih ingat ada di panel berapa gitu

**S3:** kalo say abaca lagi miss dari awal

**S4:** saya juga liat gambarnya miss

**R:** terus kalian kalo ada kosakata yang belum mengerti gitu gimana?

**S2:** kalo itu saya cari di kamus miss

**S1:** dilihat dulu gambarnya miss terus digambar itu kegiatannya apa git uterus kalo masih gak ngerti ya saya cari dikamus

**S3:** saya juga cari di kamus miss

**S4:** saya juga miss

**R:** kalian merasa terbantu nggak untuk menemukan kata rujuk atau kayak yang ini “we” itu kembalinya kemana gitu?

**S4:** iya miss sangat membantu

**S2:** iya miss membantu banget kan kalo cari itu tinggal lihat gambar nya

**S1:** iya miss bener karena bisa liat gambar-nya itu membantu banget

**S3:** membantu miss soalnya kalo teks yang gak ada gambarnya kita perlu cari kalimat yang mana gitu

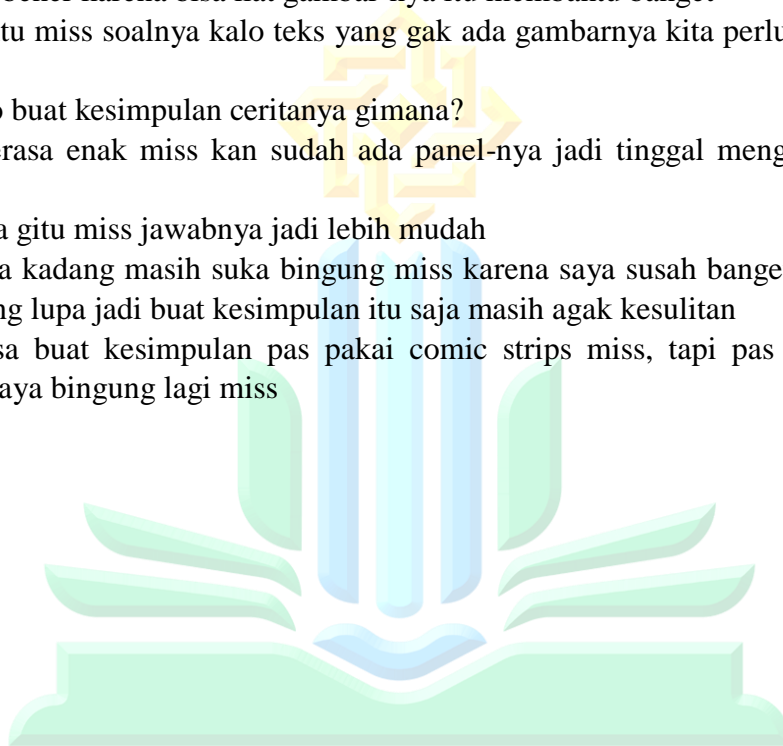
**R:** terus kalo buat kesimpulan ceritanya gimana?

**S1:** saya merasa enak miss kan sudah ada panel-nya jadi tinggal mengurutkan saja jalan ceritanya

**S2:** saya juga gitu miss jawabnya jadi lebih mudah

**S3:** kalo saya kadang masih suka bingung miss karena saya susah banget buat belajar kosa kata, gampang lupa jadi buat kesimpulan itu saja masih agak kesulitan

**S4:** saya bisa buat kesimpulan pas pakai comic strips miss, tapi pas teks nya gak ada gambarnya saya bingung lagi miss



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## Appendix 10

### The researcher Field Note

#### First meeting

1. Date : 3<sup>rd</sup> august 2023
2. Time : 11.20 – 12.15 WIB

The researcher distributed pre-test question to the students. The researcher started by saying greetings, invited the students to pray together, and checked the students' attendance list. Then the researcher explained to the students' that they would do a reading comprehension test with a duration of 50 minutes. The researcher distributed pre-test questions to students. During the pre-test most students showed their lack of confidence then they had to read the text in English.

T: *"you take this test to find out your reading comprehension"*

S: *"saya gak bisa ngerjainnya miss"*,

S: *"bagaimana mengerjakannya miss"*,

S: *"saya gak ngerti artinya miss"*.

There were some students who were reluctant to work and some waited for their friend to finish, then they copied their friends' answers despite the researcher tried to convince them to answer according to their knowledge. In the results of the pre-test of the initial session, there are still many students who still make mistakes answering questions

#### Second meeting

1. Date : 4<sup>th</sup> august 2023
2. Time : 09.45 – 10.55 WIB

The researcher started by saying greetings, invited the students to pray together, and checked the students' attendance list. Before the start of the session, the researcher brought the media and carried out the methods to be used in the learning process to help the students with reading comprehension. The researcher selected the recount text material based on the syllabus found in the basic competencies 3.11 and 4.11. The material explained the objectives of learning the use of simple past tense, write simple past tense in sentence appropriately, ask and answer about past experience, and arrange recount text appropriately. After preparing all the materials, the researcher started the lesson by saying greetings, invited the students to pray together, and checked the students' attendance list. Then, the researcher gave an apperception. Moving on to the observing stage of the core activity, the researcher gave material recount text. After giving the material, the teacher ask students to read the material first.

Then, moved to the asking question stage,

T: *"what do you know about recount text?"*

S: *"cerita yang menceritakan masa lalu miss"*.

S: *"teks yang menceritakan kembali peristiwa atau pengalaman di masa lampau"*.

T: *"how many stuktur kebahasaan of recount text and name the struktur kebahasaan of recount text"*

S: *"there are three miss, yaitu orientation, events dan re-orientation"*.

T: *"who can mention atau menyebutkan what are unsur kebahasaan dari recount text"*,

*S: “menggunakan simple past tense, menggunakan adverbial dan frasa preposisional penunjuk waktu seperti yes-ter-day, las-mon, an-hour-ago dan sebagainya, dan yang terakhir menggunakan adverbial penghubung waktu yaitu first, then, after-that, befo-re, dan sebagainya.”*

At gathering information stages the researcher explained more detail to the students that recount text is a story to tell events in the past, and has three linguistic structures.

At the associating stage, the researcher asked the students to write simple past tense sentences related to daily life/ sentences that have been learned in the workbook. At the communicating stage, then asked them to come forward to mention adverbial words and prepositional phrases indicating time and adverbial and time-connecting phrases on the whiteboard. The researcher gave feedback in the form of comments on students' works.

At the closing stage, the researcher gave homework to make a recount text story in Indonesian language, and informed that in the next meeting students will use comic strip media recount text. And all students are asked to learn to read at least one comic. The students attended the material lesson at this second meeting very enthusiastically, many answered when the researcher asked about the material, even though they answered by reading their notes on the material.

### **Third meeting**

1. Date : 10<sup>th</sup> august 2023
2. Time : 11.10 – 12.15 WIB

The researcher started by saying greeting, and then praying together, checked the list of attendance. Then the researcher entered into main activity. At the observing stage, the researcher briefly reviewed the recount text material. Then the researcher explained the media that would be used, before that the researcher asked "did you learn to read comics yesterday" all students answered "have done miss" then the researcher asked "how do you like reading comics" many students liked it, but there was one student said she was still confused about how to read because he always flipped back and forth when reading the conversation. Then, the researcher distributed comic strips entitled "*traditional dance competition*" and then the researcher explained the aspects of comic strips, how to read, it is called what is in the comic.

After that, the researcher moved to the asking question stage. The researcher asked the students about what they did not know about the comic strips. The students answered with the Indonesian language. At the information gathering stage, the researcher asked the students to join their groups, then the students asked to read the comic strips entitled "*traditional dance competition*". In the associating stage, the researcher asked students to make groups of two students in each group (pair). After students read the comic strips, the researcher asked questions related to the comic strips "how many characters are there?" Many students answer using Indonesian language, then the researcher asks to try to answer in English language. Then the researcher continued the question about the comic strips "where was Putri rewarded for winning the dance competition", because many students were still confused by the questions that used English language, the researcher had to translate the questions again using Indonesian language. "when does

the dance competition take place” there are some students who is still reluctant to answer because they did not read the comic strips, because they only relied on their group mates to read for them. After that, the researcher asked each group to answer the questions provided by the researcher. At the communicating stage, the researcher asked students to present the results of the homework that had been given in the previous meeting. Then the researcher gave feedback in the form of comments on student work. At the closing stage, the researcher gave homework to create a personal experience story in English language, and informed that in the next meeting students was used comic strips with different titles as a media for recount text. Then, the researcher concluded with praying together. On the first day of implementing comic strips as a media, the students felt enthusiastic because they had learned to read comic strips at home, so that when the researcher provided them with comic strips, they felt enthusiastic about reading even though there were some students who were still confused about how to red comic strips.

#### Fourth meeting

1. Date : 11<sup>th</sup> august 2023
2. Time : 09.45 – 10.55 WIB

The researcher started by saying greetings, and then praying together, checked the list of attendance. Then the researcher entered into the main activity. At the observing stage, the researcher gave a comic strip entitled "*study tour in Yogyakarta*" and asked to read and understand it. at the asking stage, the researcher asked the students.

S: "*miss artinya g-u-i-d-e-d ini apa, saya cari di kamus tidak ada*". Then the researcher answered using Indonesian language, so that all students could understand more easily.

At the information gathering stage,

T: "*ayo maju dan baca comic didepan*"

S: "*gak bisa bacanya miss*"

S: "*malu miss*"

S: "*miss yang maju dapat nilai tambahan apa tidak*", until several times the researcher convinced but still no one wanted to read in the front of the class, so the researcher appointed students randomly from the attendance.

At the associating stage, the researcher asked students to return to the groups like the previous meeting to read the comic strips again together with their groups. After that, the researcher asked several questions related to the comic strips entitled "*study tour in Yogyakarta*". "*How many characters are there*", "*Where do they go on study tours*", "*Where have they been while in Yogyakarta*". Many students answered but they used Indonesian language, there were only a few students who used English language, there was one student who did not answer then the researcher tried to point to him to answer, and he could answer. After that the researcher gave the questions to the students asked to work according to their groups, after finishing the students could immediately collect the researcher. At the communicating stage, the researcher asked students to tell the story of the homework that had been given at the previous meeting, but because the learning time was not enough so it would be continued at the next meeting. Then the researcher

gave feedback in the form of comments to students. In the closing stage, the researcher informed us that the next meeting would continue for the telling story, and informed us that in the next meeting students would use comic strips with different titles as media for recount text. Then, the researcher closed the lesson by praying together. In the second implementation of comic strips, some students experienced confusion in the vocabulary so they asked the researcher for the meaning, besides that when the researcher asked questions related to the content of the comic strips, students answered correctly and many also answered even though they used Indonesian.

### **Fifth meeting**

1. Date : 24<sup>th</sup> august 2023
2. Time : 11.10 – 12.15 WIB

The researcher started by saying greetings, and then pray together, checked the list of attendance. Then the researcher entered into the main activity. At the observing stage, the researcher asked the students to form groups according to the groups in the previous meeting (pairs), then the researcher gave comic strips entitled "*preparation birthday*", then students were asked to read and also understand the story in the comic strips.

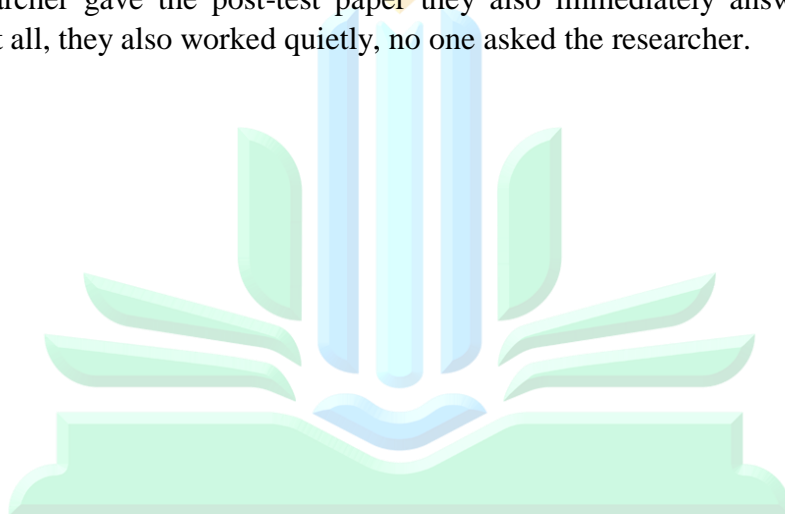
At the asking stage, the researcher asked if there was anything that had not been understood, but no students answered, then the researcher asked again about whether they really understood, There was one student who replied that his friends had all understood. Finally, the researcher proceeded to the next stage, namely the information gathering stage. The researcher asked each group to come to the front of the class to read the conversation in the comic strips. After that many students said "*malu miss*", "*gak bisa baca Bahasa inggris nya miss*", "*baca ditempat duduk aja miss*" Finally, the researcher allowed students to read in their seats as long as they read aloud. At the associating stage, the researcher asked students to read the comic strips again, while the researcher asked several questions about the comic strips story "How many characters are there?", "What Disney characters do their daughters like?" "how does the daughter feel because her father made her a birthday cake?", and all students answered the questions asked by the researcher with enthusiasm. After which the researcher gave questions to check their reading comprehension. At the stage of communicating, the researcher asked the students to tell stories for those who had not come forward during the previous meeting. After finishing all the researchers gave feedback in the form of comments to students.

In the closing stage, the researcher summarized the lesson together with the students. After that the researcher will inform the students that in the next meeting there will be a test to determine students' reading comprehension. Then, the researcher closed the lesson by praying together. In this third implementation comic strips, no one asked about vocabulary or anything, they understood the contents of the comic strips because when the researcher asked questions related to the contents of the comic strips, they answered enthusiastically and also many answered in English

### **Sixth meeting**

1. Date : 25<sup>th</sup> august 2023
2. Time : 09.45 – 10.55 WIB

the researcher started by saying greetings, and then praying together, checked the list of attendance. Then the researcher entered into the main activity. “*Do you still remember what is meant by recount text?*” “*What is included in the unsur kebahasaan recount text?*” “*Lalu, apa saja ciri dari recount teks ini*” “*masih ingat dengan rumusnya simple past tenses?*”, the students answered enthusiastically even though they were reading from their notebooks. Then the researcher gave the post-test questions in (see appendix 1). The researcher explained to the students that how to work on the questions was the same as when they did the questions at the beginning of the meeting. The students worked on the questions calmly, no one asked the researcher. They even collected the answers before the bell rang, after which the researcher closed the day’s learning by saying thank you and continuing with prayer together. In this last meeting, students answered enthusiastically when the researcher reviewed the recount text material. When the researcher gave the post-test paper they also immediately answered without any protest at all, they also worked quietly, no one asked the researcher.



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## Appendix 11

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Mts AL FIRDAUS PANTI

Kelas/ Semester : VIII/ 2

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Recount Text

Skill : Reading Comprehension

Alokasi Waktu : 2 x 40menit

#### A. KOMPETENSI INTI

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

<p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.11.1 Memahami makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Merangkai sebuah teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampaudengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
--	--

### C. TUJUAN PEMBELAJARAN

1. Setelah mengamati teks recount, peserta didik dapat mengidentifikasi fungsi sosial teks recount dan struktur kebahasaan dalam sebuah teks recount tulis
2. Setelah mengamati teks recount tulis, peserta didik dapat menganalisis unsur kebahasaan dalam sebuah teks recount dengan benar.
3. Setelah mempelajari teks recount, peserta didik mampu merancang sebuah teks recount tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan.

### D. MATERI PEMBELAJARAN

1. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
2. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
3. Unsur kebahasaan
  - a) Menggunakan simple past tense “*Subject + Verb 2 + Object + Complement*”
  - b) Menggunakan adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago, and etc.*

- c) Menggunakan adverbial penghubung waktu: *first, then, after that, before, at last, finally, and etc.*

## E. METODE PEMBELAJARAN

- Scientific approach
- Pairing (collaborative learning)

## F. MEDIA

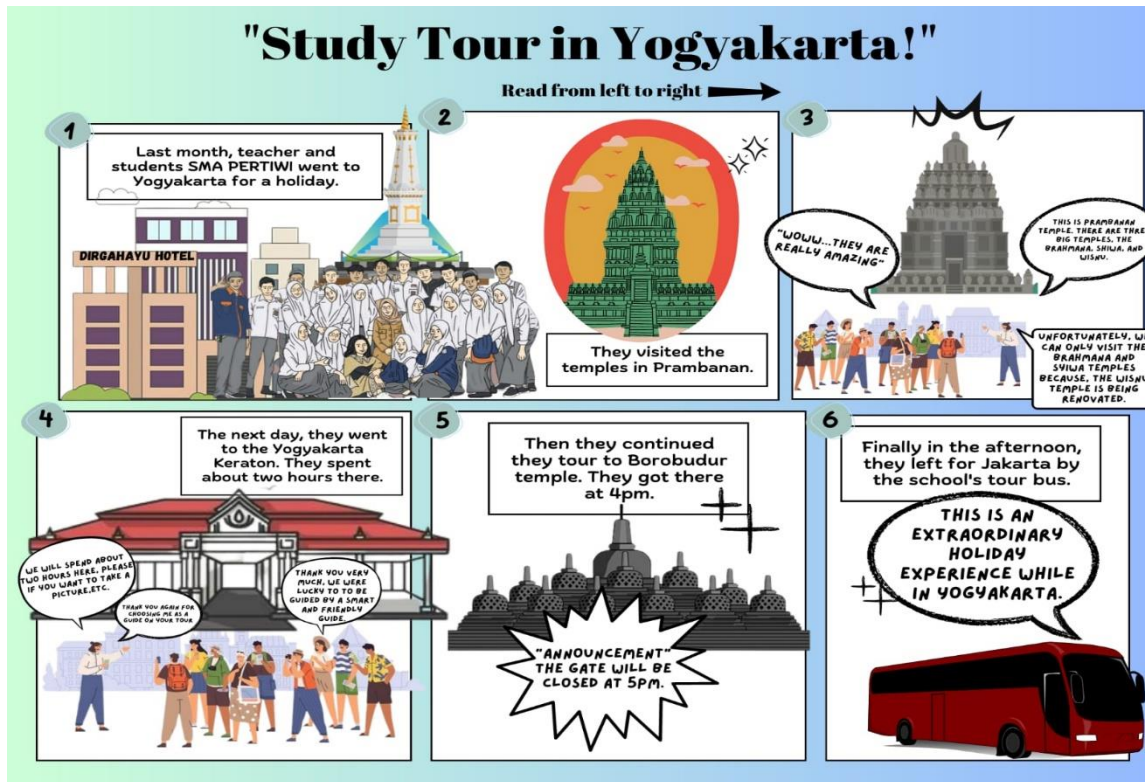
- Whiteboard
- Maker
- Comic strips entitled “traditional dance festival”

The instruction for the use of comic strip

1. The teacher gives the comic strips that have been made to student in pairs
2. The teacher asks the students to read recount text in the comic strips (read from left to right)
3. The teacher asks students to answer questions related to the recount text in the comic strips to check their reading comprehension



(Gambar.1) comic strip berjudul “traditional dance competition”



(Gambar.2) comic strip berjudul “study tour in Yogyakarta”



(Gambar.3) comic strips berjudul “preparation birthday”

### G. SUMBER PEMBELAJARAN

- Buku LKS Bahasa Inggris kelas VIII
- Buku paket siswa Bahasa Inggris kelas VIII “*When English Rings a Bell*”
- Gambar dari internet

### H. LANGKAH LANGKAH PEMBELAJARAN

#### Pertemuan Pertama (2JP)

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<p>a. Membuka pelajaran dengan mengucapkan salam dan berdo’a Bersama, memeriksa kehadiran peserta didik</p> <p>b. Apersepsi <i>What do you know about recount text? Guru sambil menulis jawaban murid ke whiteboard</i> <i>Ada yang tau seperti apa sih teks recount itu? Guru sambil menulis jawaban murid ke whiteboard</i></p> <p>c. Menginformasikan tujuan yang akan di capai selama pembelajaran</p>	10 menit
Kegiatan Inti	<p>Mengamati</p> <p>1. Memberikan materi recount teks yang sudah disediakan oleh guru. <b>(Lihat point D)</b></p> <p>Menanyakan</p> <p>2. Dengan bimbingan guru, meminta siswa mendiskusikan materi tersebut. <i>what do you know about recount texts?</i> <i>what do you know about recount texts?</i> <i>Do you know the characteristics/ciri-ciri/unsur kebahasaan of recount text ada apa saja?</i></p> <p>Mengumpulkan informasi</p> <p>3. Menjelaskan terkait materi recount teks yang belum diketahui oleh murid.</p> <p>Mengasosiasi</p> <p>4. Siswa menuliskan kalimat simple past tense terkait kehidupan sehari-hari/ kalimat yang sudah ada dan dipelajari di workbook <i>Ex. He played basketball yesterday, She ate a sandwich for breakfast, I read a book before I went to bed.</i></p> <p>Mengkomunikasikan</p> <p>5. Siswa diminta untuk menyebutkan adverbial dan frasa preposisional penunjuk waktu dan adverbial penghubung waktu secara tulis di whiteboard dengan dibantu oleh guru</p> <p>6. Guru memberikan umpan balik berupa komentar terhadap pekerjaan siswa</p>	60 menit

	<i>Your work is good, there's just a few things wrong at the point that is still wrong, is it difficult? or hard to understand?</i>	
Penutup	<ul style="list-style-type: none"> <li>a. Peserta didik menyimpulkan pembelajaran dengan dibimbing oleh guru</li> <li>b. Guru memberikan pekerjaan rumah untuk membuat cerita pengalaman pribadi berbahasa Indonesia</li> <li>c. Guru memberitahu di pertemuan selanjutnya siswa akan menggunakan comic strips sebagai media teks recount yang focus pada reading comprehension siswa</li> <li>d. Peserta didik mendapatkan umpan balik terhadap proses pembelajaran: <i>thank you very much for your participation you did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i></li> <li>e. Guru menutup pelajaran dengan berdo'a</li> </ul>	10 menit

## PERTEMUAN KEDUA (2JP)

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>a. Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama, memeriksa kehadiran peserta didik, menyiapkan buku pelajaran, menyiapkan lembar penilaian siswa.</li> <li>b. Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> <li>1. Guru mereview kembali materi mengenai recount text <i>In the previous meeting, we talked about recount text. Do you still remember what is meant by recount text? What is included in unsur kebahasaan recount text? Lalu, apa saja ciri dari teks ini?</i></li> <li>2. Guru menjelaskan tentang media yang akan dipakai <i>Do you like reading comic? Do you know what this is called? (comic strips lihat point F) (Gambar.1) sambil menunjukkan tiap aspek yang ada dalam comic Menjelaskan intruksi dari comic strips (point F)</i></li> </ul> <p>Menanyakan</p> <ul style="list-style-type: none"> <li>3. Dengan bimbingan guru siswa menanyakan yang belum diketahui</li> </ul>	65 menit

	<p>Any question?</p> <p>Mengumpulkan informasi</p> <p>4. Siswa membaca comic strips (<b>Gambar.1</b> “<i>traditional dance competition</i>”)</p> <p>Mengasosiasi</p> <p>5. Siswa membuat kelompok, 2 orang disetiap kelompoknya (pair)</p> <p>6. Setelah murid membaca comic strips, guru memberi pertanyaan: <i>How many characters are there?</i> <i>Where was Putri rewarded for winning the dance competition?</i> <i>When does the dance competition take place?</i></p> <p>7. Setiap kelompok diminta untuk menjawab soal yang tersedia (<b>lampiran 2</b>)</p> <p>Mengkomunikasikan</p> <p>8. Presentasi didepan kelas hasil dari pekerjaan rumah yang sudah diberikan dipertemuan sebelumnya</p> <p>9. Guru memberikan umpan balik berupa komentar terhadap pekerjaan siswa <i>Your work is good, there’s just a few things wrong at the point that is still wrong is it difficult? or hard to understand?</i></p>	
Penutup	<p>a. Peserta didik menyimpulkan pembelajaran dengan bimbingan guru</p> <p>b. Guru memberikan pekerjaan rumah untuk membuat cerita pengalaman pribadi berbahasa inggris</p> <p>c. Guru memberitahu di pertemuan selanjutnya siswa akan menggunakan comic strips berbeda dari judul sebagai media teks recount yang focus pada reading comprehension siswa</p> <p>d. Peserta didik mendapatkan umpan balik terhadap proses pembelajaran: <i>thank you very much for your participation you did a good job today, I’m very happy with your activity in the class. How about you, did you enjoy my class?</i></p> <p>e. Guru menutup pelajaran dengan berdo’a</p>	5 menit

### PERTEMUAN KETIGA (2JP) (treatment)

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdo’a Bersama, memeriksa kehadiran peserta didik, menyiapkan buku pelajaran, dan menyiapkan lembar	10 menit

	<p>penilaian siswa.</p> <p>b. Menginformasikan tujuan yang akan di capai selama pembelajaran</p>	
Kegiatan Inti	<p>Mengamati</p> <p>1. Guru memberi comic strips (<b>Gambar.2</b>) “study tour in Yogyakarta”</p> <p>Menanyakan</p> <p>2. Dengan bimbingan guru, meminta siswa menanyakan hal – hal yang belum dipahami oleh siswa <i>Is there any difficulty in this material?</i></p> <p>Mengumpulkan informasi</p> <p>3. Guru meminta beberapa siswa untuk membaca comic strips didepan <i>who wants to come-forward to read the comic strips?</i></p> <p>Mangasoiasi</p> <p>4. Siswa membentuk kelompok, yang sama dengan pertemuan sebelumnya dengan anggota yang sama disetiap kelompoknya (pair)</p> <p>5. Setelah murid membaca comic strips guru memberi pertanyaan: <i>How many characters are there?</i> <i>Where do they go on study tours?</i> <i>Where have they been while in Yogyakarta?</i></p> <p>6. Siswa diberikan waktu untuk menjawab soal yang tersedia di (<b>lampiran 3</b>) setelah membaca comic strips</p> <p>Mengkomunikasikan</p> <p>7. <i>Telling story</i> hasil pekerjaan rumah yang telah diberikan di pertemuan sebelumnya</p> <p>8. Guru memberikan umpan balik berupa komentar terhadap pekerjaan siswa <i>Your work is good, there are many correct answers.</i> <i>Also, for those who have come forward to read, that's very good, don't be afraid or shy to read in front of the class.</i></p>	60 menit
Penutup	<p>a. Peserta didik menyimpulkan pembelajaran dengan bimbingan guru</p> <p>b. Guru memberitahu di pertemuan selanjutnya siswa akan menggunakan comic strips berbeda dari judul sebagai media teks recount yang focus pada reading comprehension siswa</p> <p>c. Peserta didik mendapatkan umpan balik terhadap proses pembelajaran: <i>thank you very much for your participation you did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i></p> <p>d. Guru menutup pelajaran dengan berdo'a</p>	10 menit



**PERTEMUAN KEEMPAT (2JP) (treatment)**

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<p>c. Membuka pelajaran dengan mengucapkan salam dan berdo'a Bersama, memeriksa kehadiran peserta didik, menyiapkan buku pelajaran, dan menyiapkan lembar penilaian siswa.</p> <p>d. Menginformasikan tujuan yang akan di capai selama pembelajaran</p>	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> <li>1. Siswa membentuk kelompok, yang sama dengan pertemuan sebelumnya dengan anggota yang sama disetiap kelompoknya (pair)</li> <li>2. Guru memberi comic strips (<b>Gambar.3</b>) comic berjudul "preparation birthday"</li> </ol> <p>Menanyakan</p> <ol style="list-style-type: none"> <li>3. Dengan bimbingan guru, meminta siswa menanyakan hal – hal yang belum dipahami oleh siswa <i>Is there any difficulty in this material?</i></li> </ol> <p>Mengumpulkan informasi</p> <ol style="list-style-type: none"> <li>4. Guru meminta maju ke depan untuk membaca comic strips sesuai dengan pairs-nya <i>Let's each group come forward to read the conversation in front of the class!</i></li> </ol> <p>Mangasoiasi</p> <ol style="list-style-type: none"> <li>5. Setelah murid membaca comic strips guru memberi pertanyaan: <i>How many characters are there?</i> <i>What Disney characters do their daughters like?</i> <i>Based on the comic strips story, what is their daughter's birthday?</i></li> <li>6. Siswa diberikan waktu untuk menjawab soal yang tersedia di (<b>lampiran 4</b>) setelah membaca comic strips</li> </ol> <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> <li>7. <i>Telling story</i> hasil pekerjaan rumah yang telah diberikan di pertemuan sebelumnya</li> <li>8. Guru memberikan umpan balik berupa komentar terhadap pekerjaan siswa <i>Your work is better than yesterday's, there are many correct answers. Also, for those who have come forward to read, that's very good, don't be afraid or shy to read in front of the class.</i></li> </ol>	60 menit

Penutup	<ul style="list-style-type: none"> <li>a. Peserta didik menyimpulkan pembelajaran dengan bimbingan guru</li> <li>b. Guru memberitahu di pertemuan selanjutnya siswa akan melakukan test yang focus pada reading comprehension siswa</li> <li>c. Peserta didik mendapatkan umpan balik terhadap proses pembelajaran: <i>thank you very much for your participation you did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i></li> <li>d. Guru menutup pelajaran dengan berdo'a</li> </ul>	10 menit
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### PERTEMUAN KELIMA (2JP) (post-test)

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>a. Membuka pelajaran dengan mengucapkan salam dan berdo'a Bersama, memeriksa kehadiran peserta didik, menyiapkan lembar penilaian siswa</li> <li>b. Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>1. Guru mereview kembali materi mengenai recount text di pertemuan awal <i>Do you still remember what is meant by recount text? What is included in unsur kebahasaan recount text? Lalu, apa saja ciri dari recount teks ini?</i></li> <li>2. Guru memberikan post-test yang sudah disediakan (<b>lampiran 1</b>)</li> <li>3. Guru meminta siswa untuk menjawab kuesioner yang telah disiapkan oleh guru (<b>lampiran 5</b>)</li> </ul>	60 menit
Penutup	<ul style="list-style-type: none"> <li>a. Peserta didik menyimpulkan pembelajaran dengan bimbingan guru</li> <li>b. Peserta didik mendapatkan umpan balik terhadap proses pembelajaran: <i>thank you very much for your participation you did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i></li> <li>c. Guru menutup pelajaran dengan berdo'a</li> </ul>	10menit

**I. PENILAIAN**

- a. Penilaian sikap : Observasi/pengamatan  
b. Penilaian pengetahuan : Soal pertanyaan

Mengetahui,  
Guru Pamong

Jember, 25 Agustus 2023

Mahasiswa,

Dwi Yunita Kurnia, S.Pd.  
NIP. ....

Fitrotul Qomariyah  
NIM. T20196065

Mengetahui,  
Dosen pembimbing

Febrina Rizky Agustina M.Pd.  
NIP. 199502212019032011



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## Appendix 12

## Results of pre-test

Name: Raka  
Class: 8

3 = 10  
8 = 20  
(D)

Choose the correct answer by circling the options a, b, c or d!  
Read the following text carefully! The text is for question number 1-7

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also know what should prepared before fishing and how to do it better.

(Adapted from Scaffolding, English for Junior High School Students)

- What is the main idea of the text?
  - The authors second fishing experience
  - The authors habit fishing experience
  - The authors fishing experience
  - The authors first fishing experience
- When did the author and author's uncle go fishing?
  - They went fishing in the evening
  - They went fishing in the afternoon
  - They went fishing in the morning
  - They went fishing in the middle night
- "We looked for a convenient place under a tree. What does the underlined word mean?
  - Tempat yang nyaman
  - Tempat yang bersih

Name: Nurul  
Class: 8

5 = 15  
6 = 15  
50

Choose the correct answer by circling the options a, b, c or d!  
Read the following text carefully! The text is for question number 1-7

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also know what should prepared before fishing and how to do it better.

(Adapted from Scaffolding, English for Junior High School Students)

- What is the main idea of the text?
  - The authors second fishing experience
  - The authors habit fishing experience
  - The authors fishing experience
  - The authors first fishing experience
- When did the author and author's uncle go fishing?
  - They went fishing in the evening
  - They went fishing in the afternoon
  - They went fishing in the morning
  - They went fishing in the middle night
- "We looked for a convenient place under a tree. What does the underlined word mean?
  - Tempat yang nyaman
  - Tempat yang bersih

Name: Deyan

Class:

Choose the correct answer by circling the options a, b, c or d!

Read the following text carefully! The text is for question number 1-7

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also know what should prepared before fishing and how to do it better.

(Adapted from Scaffolding, English for Junior High School Students)

1. What is the main idea of the text?
  - a. The authors second fishing experience
  - b. The authors habit fishing experience
  - c. The authors fishing experience
  - d. The authors first fishing experience
2. When did the author and author's uncle go fishing?
  - a. They went fishing in the evening
  - b. They went fishing in the afternoon
  - c. They went fishing in the morning
  - d. They went fishing in the middle night
3. "We looked for a convenient place under a tree. What does the underlined word mean?
  - a. Tempat yang nyaman
  - b. Tempat yang bersih

## The result of post-test

Name: Eryk

Class:

Choose the correct answer by circling the options a, b, c or d!

Read the following text carefully! The text is for question number 1-7

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also know what should prepared before fishing and how to do it better.

(Adapted from Scaffolding, English for Junior High School Students)

1. What is the main idea of the text?
  - a. The authors second fishing experience
  - b. The authors habit fishing experience
  - c. The authors fishing experience
  - d. The authors first fishing experience
2. When did the author and author's uncle go fishing?
  - a. They went fishing in the evening
  - b. They went fishing in the afternoon
  - c. They went fishing in the morning
  - d. They went fishing in the middle night
3. "We looked for a convenient place under a tree. What does the underlined word mean?
  - a. Tempat yang nyaman
  - b. Tempat yang bersih

S = 6  
B = 24  
**80**

Name: Andika  
Class:

Choose the correct answer by circling the options a, b, c or d!  
Read the following text carefully! The text is for question number 1-7

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also know what should prepared before fishing and how to do it better.

*(Adapted from Scaffolding, English for Junior High School Students)*

- What is the main idea of the text?
  - The authors second fishing experience
  - The authors habit fishing experience
  - The authors fishing experience
  - The authors first fishing experience
- When did the author and author's uncle go fishing?
  - They went fishing in the evening
  - They went fishing in the afternoon
  - They went fishing in the morning
  - They went fishing in the middle night
- "We looked for a convenient place under a tree. What does the underlined word mean?
  - Tempat yang nyaman
  - Tempat yang bersih

S = 9  
B = 21  
**70**

Name: Andika  
Class:

Choose the correct answer by circling the options a, b, c or d!  
Read the following text carefully! The text is for question number 1-7

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also know what should prepared before fishing and how to do it better.

*(Adapted from Scaffolding, English for Junior High School Students)*

- What is the main idea of the text?
  - The authors second fishing experience
  - The authors habit fishing experience
  - The authors fishing experience
  - The authors first fishing experience
- When did the author and author's uncle go fishing?
  - They went fishing in the evening
  - They went fishing in the afternoon
  - They went fishing in the morning
  - They went fishing in the middle night
- "We looked for a convenient place under a tree. What does the underlined word mean?
  - Tempat yang nyaman
  - Tempat yang bersih

## Appendix 13



**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-0914/In.20/3.a/PP.009/08/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Al Firdaus Panti

Jl. Kepiring No.01 Desa. Suci Kec. Panti - Kab.Jember.

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

NIM : T20196065  
 Nama : FITROTUL QOMARIYAH  
 Semester : Semester delapan  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Improving Students' Reading Comprehension Through Comic Strips At Junior High School" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Maskur Efendy, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 01 Agustus 2023

.....,n. Dekan,

..... Wakil Dekan Bidang Akademik,



MASHUDI

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

## Appendix 14



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

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

**VALIDATION FORM OF TEST**

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		Sudah sesuai.
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		Sudah sesuai.
3	Apakah indikator instrument mencakup semua aspek <i>reading comprehension</i> yang terdiri dari <i>identifying main idea, finding specific information, understanding the meaning of word, identifying reference, and making inference</i> ?	✓		Pertanyaan sudah mencakup aspek keterampilan pemahaman.
4	Apakah instruksi dapat dipahami siswa?	✓		Mudah dipahami.
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		Sudah sesuai.
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		Sudah sesuai.
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		Sudah sesuai.



Catatan:

Choose the correct answer by circling the option  
A, B, C or D.



Jember, 09 Juli 2023

Validator

Sandi Ferdiansyah, M. Pd

NIP 198503192019031004

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

## Appendix 15



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH 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)

**VALIDATION FORM OF INSTRUCTIONAL MEDIA**

Petunjuk pengisian format:

Analisislah media pembelajaran berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom “ya” bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom “tidak” bila media yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan Ilas an pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah comic strips sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII?	✓		
2.	Apakah isi comic strips dan topik comic strips sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3.	Apakah comic strips sudah mencakup design sesuai teori according to Saraceni:			
3a.	“Setiap halaman terdiri dari sejumlah panel yaitu bingkai persegi atau persegi Panjang”	✓		Ya, tapi untuk komik 1 tolong diperbaiki tata letaknya. SDirapikan seperti komik 2 dan 3
3b.	“Setiap panel dipisahkan oleh gutter, yang merupakan ruang kosong”	✓		Ya, tapi perbaiki komik 1. Rapikan seperti komik 2 dan 3
3c.	“Adanya penggunaan balon untuk sosok berbicara ataupun berpikir”	✓		Komik 1 panel 3 seharusnya pakai balon biasa, bukan bubble. Perhatikan penggunaan bentuk balon karena tiap bentuk punya arti berbeda.
3d.	“Adanya caption dibagian dalam atau luar panel, ataupun atas atau bawah panel itu sendiri”	✓		Tulisan terlalu kecil. Khususnya di komik 1. Cek lagi komik 2 dan 3.

3e.	“Ada nomor disetiap panel untuk menjadi petunjuk bagi pembaca”	✓		
4.	Apakah instruksi pada comic strips dapat dipahami siswa?	✓		Ya, tapi hilangkan garis yang tidak perlu. (Lihat coretan saya)
5.	Apakah penggunaan warna dan gambar pada comic strips dianggap menarik?	✓		Ya, namun coba konsisten. Di komik 1 pemilihan gambar/karakter kurang konsisten. Perbaiki
6.	Apakah diksi Bahasa Inggris yang digunakan dalam comic strips ini sudah tepat?	✓		Ya, tapi Komik 1: Festival ganti dengan competition Komik 2: Going to (judul) ganti Study Tour in Yogyakarta Komik 3: Judul ganti Birthday Preparation
7.	Apakah grammar Bahasa Inggris yang digunakan pada comic strips ini sudah tepat?	✓		Tapi, cek penggunaan pronoun dan tenses pada semua komik. Kata-kata dalam balon dialog seharusnya menggunakan direct speech dan tanpa tanda petik.

**Catatan:**

Ketiga komik ini memiliki potensi bagus (secara hasil sudah dianggap layak) untuk digunakan dalam kelas, namun tolong perhatikan catatan saya. Khususnya pada ukuran font yang digunakan karena ada beberapa panel yang tidak bisa dibaca. Lalu logika cerita ada yang keliru misalnya pada komik 3, wanita di panel awal itu siapa? Sesuaikan pronoun yang digunakan pada ketiga komik.

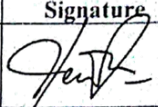

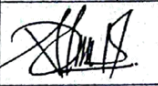
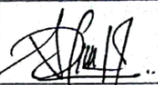
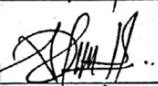

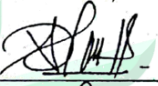

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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Jember, 23 Agustus 2023  
Validator

  
**Febrina Rizky Agustina, M.Pd.**  
**NIP.199502212019032011**

## Appendix 16

## JOURNAL OF RESEARCH

No.	Time	Research Subject	Activity	Signature
1	2 <sup>nd</sup> August 2023	Headmaster of MTs AL FIRDAUS PANTI	Submission of research permit	
2	3 <sup>rd</sup> August 2023	9A students	Pre-test	
3	4 <sup>th</sup> August 2023	9A students	Treatment	
4	10 <sup>th</sup> August 2023	9A students	Treatment	
5	11 <sup>th</sup> August 2023	9A students	Treatment	
6	24 <sup>th</sup> August 2023	9A students	Treatment	
7	25 <sup>th</sup> August 2023	9A students	Post-test	
8	31 <sup>st</sup> August 2023	9A students	Treatment & Remedial	

Jember, 10 Oktober 2023

Headmaster of MTs Al Firdaus



UNIVERSITAS KHAN Negeri  
 KIAI HAJI AHMAD SIDDIQ  
 J E M B E R

## Appendix 17



**YAYASAN AL FIRDAUS SUCI**  
**MADRASAH TSANAWIYAH AL FIRDAUS**  
 STATUS TERAKREDITASI B. NSM : 121.235.090.090 NPSN : 21581530  
 Sekretariat : Jl. Kepiring No 1 Telp. 0331-413074 Suci-Panti-Jember 68153  
 Email : Mts\_alfirdaus76@yahoo.com

---

**SURAT KETERANGAN SELESAI PENELITIAN**  
 Nomor : 050/Mts.13.31.090.HM.01.1/10/2023

Yang bertanda tangan dibawah ini :

Nama : Maskur Efendy, S.Pd.I  
 Jabatan : Kepala Madrasah  
 Alamat : Dsn. Plendo RT.005 RW. 005 Desa Suci – Panti - Jember Dengan ini

menerangkan bahwa mahasiswa yang ber identitas :

Nama : Fitrotul Qomariyah  
 NIM : T20196065  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Program Studi : Tadris Bahasa Inggris  
 Universitas : UIN Kiai Haji Achmad Siddiq Jember

Telah selesai melaksanakan penelitian di MTs Al Firdaus Mulai Bulan Agustus s/d September 2023 untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul  
**“IMRPOVING STUDENTS' READING COMPREHENSION THROUGH COMIC STRIPS AT JUNIOR HIGH SCHOOL ”**

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Jember, 10 Oktober 2023  
 Kepala MTs Al Firdaus

**UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER**



## Appendix 18

### DECLARATION OF AUNTHENTICITY

The undersigned below:

Name : Fitrotul Qomariyah  
 Place, date of birth : Banyuwangi, 8<sup>th</sup> December 2000  
 Address : Dsn.Krajan I Desa.Tegalsari Kec.Tegalsari Kab.Banyuwangi  
 Faculty : Education and Teacher Training  
 Program : English Education

State that thesis entitled “Improving Students Reading Comprehension Through Comic Strips at Junior High School” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SYAFI  
 JEMBER

Jember, 7 Desember 2023



Fitrotul Qomariyah  
 T20196065

## Appendix 19

## AUTHOBIGRAPHY



Name : Fitrotul Qomariyah

Place, date of birth : Banyuwangi, 8<sup>th</sup> December 2000

Address : Dsn.Krajan I Desa.Tegalsari Kec.Tegalsari Kab.Banyuwangi

Gmail Address : fitrohfitrotul@gmail.com

Educational Background :

1. TK KHODIJAH 26 (2005 - 2007)
2. SDN 1 TEGALSARI (2007 - 2013)
3. MTs Mamba'ul Huda Krasak (2013 - 2016)
4. SMK DARUSSALAM Blokagung (2016 - 2019)

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J E M B E R