



**IMPROVING THE VIII-H STUDENTS' ACTIVE PARTICIPATION  
AND THEIR READING COMPREHENSION ACHIEVEMENT  
BY USING COMICS WITH STORY MAP  
AT SMP NEGERI 10 JEMBER**

**THESIS**

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LANGUAGE AND ARTS DEPARTMENT  
EDUCATION AND TEACHER TRAINING FACULTY  
JEMBER UNIVERSITY**

**2013**



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## **DEDICATION**

This thesis is honorably dedicated to the following people:

1. My beloved mother Hanifah Usman, B.A who always give me endless love, motivation, guidance, financial support and prayers for my success.
2. My dearest siblings who always give motivation and prayers to finish my study.

## MOTTO

Before we can make kids read what we want them to read, we must make them want to read.\*)

Pictures can demystify the text and increase comprehension.\*\*)

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\*) McTaggart in Herson, C. 2010. *POW! BAM! SHAZAM! Teaching with Graphic Novels*. Mater's Capstone Essay. Vanderbilt University.

<https://www.google.com/search?hl=id&noj=1&q=POW!+BAM!+SHAZAM!+Teaching+with+Graphic+Novels.+Master%E2%80%99s+Capstone+Essay&spell=1&sa=X&ei=wGRhUc2fGsKqAff0YD4Ag&ved=0CCwQvwUoAA&biw=1024&bih=466>

\*\*\*) Cary, S. 2004. *Going Graphic: Comics at Work in the Multilingual Classroom*. Portsmouth: Heinemann.

<http://college.heinemann.com/shared/onlineresources/E00475/chapter2.pdf>

## ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. Praise to be My Lord, Allah Subhanahu wa ta'ala. Peace and blessing on the final prophet, Muhammad Shallallahu 'alaihi wassalam and his family and companions. I wish to express my highest gratitude to Allah the Almighty for the forgiveness true affection blessing, health and inspiration provided to me for the completion of the final project. Besides that, I would give my appreciation to the individuals and institutions who have given their help during the process of writing so that this thesis is finally finished. I would like to express my deepest gratitude to the following:

1. The Dean of Faculty of Teacher Training and Education, Jember University
2. The head of the Language and Arts Department,
3. All of the dedicated lecturers of the English Department of UNEJ, who have shared the knowledge and experiences during my study at the English Department of UNEJ,
4. My first consultant, Dra. Wiwiek Istianah M.Kes. M.Ed. App. Ling, for giving continuous and careful guidance, indispensable helpful, valuable suggestions and advice during the writing this final project,
5. Drs. I Putu Sukmaantara, M.Ed as my second consultant who has spent countless hours correcting this final project in order to make it better,
6. The examination committee,
7. The Principal, the English teachers and the students of class VIII-H of SMP Negeri 10 Jember for their participation in this research.

Nothing in this world is without blemish, and this final project is no exception. I realize that this thesis still has mistakes and weaknesses. Therefore, I accept gratefully every suggestion, criticism, and comment from those who concern to this thesis.

Jember, 13 November 2013

The writer



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## SUMMARY

**Improving the VIII-H Students' Active Participation and Their Reading Comprehension Achievement by Using Comics with Story Map at SMP Negeri 10 Jember;** Farah Jalilah, 080210401054; 2008: 66 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

In accordance with the preliminary study in the form of interview with the English teacher of SMP Negeri 10 Jember, it was found that the students of class VIII-H still encountered the problems of comprehending reading text. It was revealed that the students who reached the minimum score requirement that was 70 were only 14 students or 41.18% of total students in the class. It was caused by the fact some students lacked vocabulary, had less motivation in reading the textbooks and test papers, and usually forgot what they have read after reading. Moreover, the students were not actively participating during the teaching and learning process of reading.

To overcome the above problem, the researcher used comics as materials in teaching reading. The researcher chose comics because it can improve students' reading comprehension achievement as well as their active participation during teaching and learning process. It is supported by Tiemensema (2009:9) that comics have the ability to motivate reluctant readers, to make children participate in reading, to improve reading comprehension because the sequence of pictures can provide contextual clues to the meaning of the written narrative.

The design of this research was Classroom Action Research with cycles model. Each cycle consisted of four step 1) planning of the action in which lesson plans for each meeting were constructed, 2) implementation of the action was done by applying the lesson plans in the classroom, 3) observation and evaluation were performed during the teaching and learning process, and 4) analysis and reflection were carried out after conducting the teaching and learning reading comprehension by using comics. One cycle was accomplished in three meetings, two meetings for teaching learning process in which it intended to collect

students' active participation data, while one meeting for administering test that used for obtaining students' reading comprehension test.

The results of the classroom observation in cycle 1 showed that 59.38% in meeting 1 and 65.63% in meeting 2 of the students were actively involved in the teaching learning process. It showed an improvement of the students' participation from meeting 1 to meeting 2 although it did not achieve the target requirement of the research that was 70% or more students who had to actively participating in teaching learning reading process. Moreover, the result of students' reading comprehension test did not achieve the success criteria of this research wherein 70% of the total students had to achieve the standard score requirement of reading comprehension test that was at least 70 or higher. Meanwhile the percentage of students who got score  $\geq 70$  was only 20 students or 58.82% out of 34 students.

Considering the result of the first cycle above, Cycle 2 was necessary to be conducted to solve the problems found in Cycle 1 by revising some required aspects. In this cycle, the result of classroom observation and reading comprehension test showed significant improvement. The observation of the students' participation revealed that 70.59% in meeting 1 and 76.47% in meeting 2 of the students actively involved in the teaching learning process. Therefore, the results of the observation both in meeting 1 and meeting 2 had achieved the target of this research. Then, the percentage of the students who got score  $\geq 70$  in the reading comprehension test was 70.59% of the students. These results indicated that the action in Cycle 2 had fulfilled the criteria of the success of this research. Thus, the action research was terminated.

Based on the aforementioned findings in both cycles, it can be concluded that the use of comics can improve the students' active participation in teaching learning process and their reading comprehension achievement. Therefore, it is suggested to the English teacher to use "Comics" as an alternative text structure in teaching reading comprehension.