THE USE OF COMIC BOOK TO IMPROVE THE TENTH GRADE STUDENTS' NARRATIVE READING ACHIEVEMENT

THESIS

Boy Chandra Sasongko

130210401005

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

JEMBER UNIVERSITY

2020

THE USE OF COMIC BOOK TO IMPROVE THE TENTH GRADE STUDENTS' NARRATIVE READING ACHIEVEMENT

THESIS

Composed to Fulfil One of the Requirements to Obtain S1 Degree at the English Education Study Program, Language and Arts Education Department The Faculty of Teacher Training Education Jember University

Boy Chandra Sasongko

130210401005

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

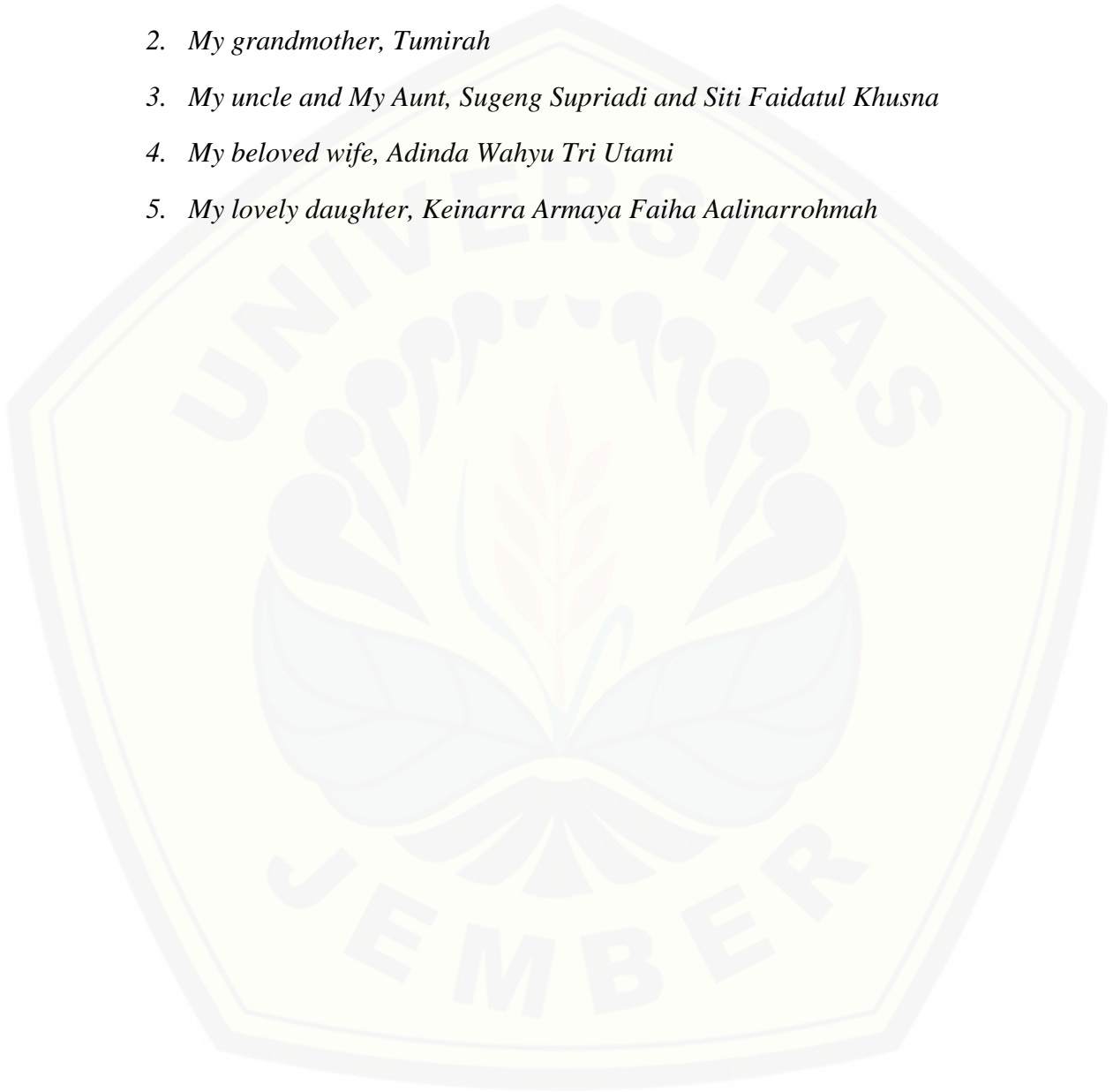**TEACHER TRAINING AND EDUCATION FACULTY**

JEMBER UNIVERSITY

2020

DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, Subliansyah and Suciati Susen*

2. *My grandmother, Tumirah*

3. *My uncle and My Aunt, Sugeng Supriadi and Siti Faidatul Khusna*

4. *My beloved wife, Adinda Wahyu Tri Utami*

5. *My lovely daughter, Keinarra Armaya Faiha Aalinarrohmah*

MOTTO

"Educating the mind without educating the heart is no education at all."

(Gary L. Francione)

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic work by myself. All the materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of my work which has been carried out since the official commencement date of the approval thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

I am aware of the potential consequences of any breach of procedures and guidelines. e.g. cancelation of my academic award. I hereby grant to the Jember University the right to archive and to reproduce and communicate to the public my thesis project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter know.

Jember; September 2020

The Writer,

Boy Chandra Sasongko

CONSULTANTS' APPROVAL

THE USE OF COMIC BOOK TO IMPROVE THE TENTH GRADE STUDENTS' NARRATIVE READING ACHIEVEMENT

THESIS

Composed to Fulfil One of the Requirements to Obtain S1 Degree at the English
Education Study Program, Language and Arts Department
The Faculty of Teacher Training Education
Jember University

Name   : Boy Chandra Sasongko

Identification Number   : 130210401005

Level   : 2013

Place and Date of Birth   : Jember, December 22nd 1995

Approved by:

Consultant I   **Consultant II**

Bambang Arya Wija Putra, Dip.Ed., Ph.D   **Eka Wahjuningsih S.Pd, M.Pd.**
NIP. 196012311988021002   **NIP. 197006121995122001**

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the examination committee of the Faculty of Teacher Training and Education of Jember University on:

Date   :

Place   : The Faculty of Teacher Training and Education, Jember University

Examination Committee

Chairperson,   **Secretary,**

Drs. Bambang Arya Wija Putra, Dip.Ed., Ph.D   **Eka Wahjuningsih S.Pd, M.Pd**
NIP. 196012311988021002   NIP. 196404241990021003

Members,

Member I,   **Member 2,**

Dr. Aan Erlyana Fardhani, M.Pd   **Drs. Bambang Suharjito, M.Ed.**
NIP. 196503091989022001   NIP. 196110251989021004

The Dean of Faculty of Teacher Training and Education, Jember University

Prof. Drs. Dafik, M.Sc., Ph.D
NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to Allah SWT as the most gracious and merciful because of his blessing, mercy and grace I can accomplish writing this thesis.

I fully realize that this thesis would not be finished without the people who kindly showed their support and motivation. I would like to express my deepest appreciation and gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Program;
4. The first and second consultants, Drs. Bambang Arya Wija Putra, Dip.Ed, Ph.D and Eka Wahjuningsih S.Pd, M.Pd for the guidance and suggestion on helping me to finish this thesis
5. The examination committee, especially for the examiners, Dr. Aan Erlyana Fardhani, M.Pd and Drs. Bambang Suharjito, M.Ed for the criticism and sugestions;
6. My academic supervisor, Drs. Sugeng Ariyanto, M.A.
7. The lecturers of English Language and Arts Department for valuable knowledge, guidance, and advice during my college years;

Finally, I hope this thesis is useful for the readers. Any constructive suggestions and criticism would be appreciated and respectfully welcomed to make this thesis better.
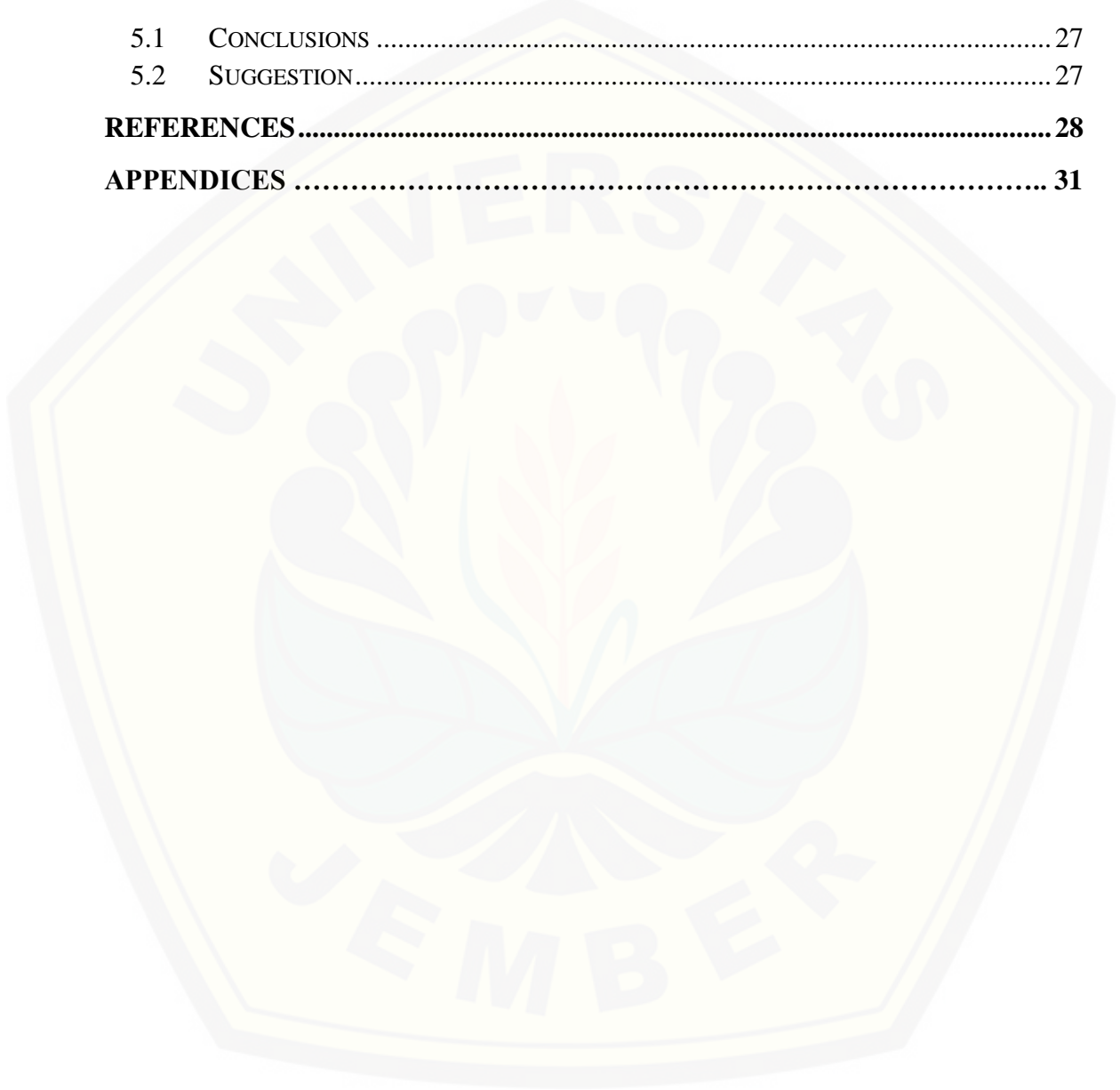
Jember, September 2020

The Writer

Table of Contents

THE LIST OF APPENDICES

SUMMARY

The Use of Comic Book to Improve the Tenth Grade Students' Narrative Reading Achievement; Boy Chandra Sasongko, 130210401005; 2020; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve X PAI 2 students' reading comprehension achievement by using comic book. According to preliminary study that was conducted in the form of interview, the teacher informed that X PAI 2 students' ability in reading comprehension was still low. Because of the students' weakness in comprehending the text, they always lack of knowledge and it made them difficult to get the point of the information in the text. It could be seen from the total number of students who passed the minimum score was 12. Moreover, the teacher also added that the reading material that he used only provided text which did not raise the students' curiosity and it made the students bored and lest motivated in reading. In order to solve these problem, the researcher used comic book as media to improve students' reading comprehension achievement.

This research was done collaboratively with the English teacher in one cycle that consisted of two meetings and one test. The first and the second meeting were the implementation of the action and another meeting was for the administration of reading comprehension achievement test to get the students' score. The criteria of success decided by the researcher was 70% of students actively participated in teaching and learning process and 70% of the students who achieved ≥ 60 as a minimum score in reading test.

In cycle 1, the result of students' active participation was increased from 63.33% in meeting 1 to 90.00% in meeting 2. Furthermore, there were also an improvement in reading comprehension achievement test before the cycle and after the cycle was done. The percentage of students before the cycle (pre-cycle) was 40% and

it increased into 83.33% after being taught by using comic book. As a result, the cycle was stopped because it already achieved the target. Accordingly, the use of comic book could improve the students' reading comprehension achievement. Therefore, the researcher suggested the English teacher to use this media in teaching and learning process of reading comprehension.

CHAPTER 1

INTRODUCTION

This research was about the use of Comic Book as a medium in teaching reading comprehension in order to improve the tenth-grade students' reading comprehension achievement. This chapter presented the Research Background, Research Objectives, and Research Significances.

1.1   Research background

Reading is one of the basic skills of language learning. Patel and Jain (2008:113) say that reading is an important activity in life by which one can update his/her knowledge. It is an important tool for academic success. It means that it is also important in supporting students' ability in other subjects so they can learn and absorb what they read. Without the ability to read well, the opportunities to understand the meaning of text will be difficult. In reading, the students are expected to have a competence of comprehending and understanding text.

In Indonesia, reading comprehension is taught from junior high school to senior high school and it is a compulsory subject that the students have to master. According to preliminary study that was conducted by the present researcher in the form of interview, the teacher informed that the students' ability in reading comprehension was still low. It could be seen from the total number of students who passed the minimum score was 12. Because of the students' weakness in comprehending the text, they always lack of knowledge and it made them difficult to get the point of the information in the text. The English teacher also added that the students' reading interest especially in English was not good enough because there were less students who raised their hands when answering the teacher's oral questions. This condition affected their reading comprehension achievement

The problem was not only from the students, but also from the teaching and learning process in the class. Based on an observation that was already conducted by the researcher to the tenth grade students in M.A An-Nur Rambipuji, the teaching and learning process still used conventional teaching method. It meant that the teacher still gave a lot of explanation rather than gave the students chance to discover the material. Concerning to the material given by the teacher, the learning

1

process was not interesting because the teacher neither used strategy nor media. It made the students get bored in reading the text and some others did not give attention to the text. As informed by the English teacher, the reading material only provided text which did not raise the students' curiosity and it made the students bored and less motivated in reading. In conclusion, the teaching and learning process was monotonous. Therefore, students were not interested in reading the text and they did not feel curious about what they read.

The solution to the problem can vary. One of the possible solutions was through the use of media called comic. Comic books had not been used by the english teacher in the school. McCloud (1993:8) stated that comics are juxtaposed sequential of visual art. According to Smith (2006:2-3), there are five types of comics, they are comic strips, comic books, trade-paper back, graphic novel, and web comics. According to some experts (Harvey, 1994; Inge, 1990; O' Sullivan,1971; Swain, 1978; Waller, 1991) in (Liu, 2004:229), the strength of comic in education is visual, permanent, popular, and motivating. It can be concluded that comic book is a very good medium in teaching reading comprehension because it is popular and can motivate the readers to absorb the information. Furthermore, the students can imagine what they read by seeing the picture. Because of the advantages of comic book above, the present researcher chose comic book as the medium in teaching reading comprehension . Besides, students were interested in comic book because it had pictures in it and the stories were easier to understand.

There were some previous studies related to comic book in education, such as Fajriyah (2018), Maulana (2017), Rengur (2018), Merc (2013) had conducted a classroom action research on the eighth grade students to improve reading comprehension achievement by using comic books. The result showed that using comic as a teaching media can improve students' reading comprehension scores, from 53.34 to 59.34 in cycle one and from 52.67 to 74 in cycle two. Maulana (2017) had conducted a research by using comic to improve students' score at junior high school. The result of the study showed that the use of comic can improve the total number of students who pass the test. In the first cycle, there were 18 from 34 students who passed the minimum score of English and there were 29 studets who

passed the minimum score of English in cycle two. Rengur (2018) also conducted a research by using comic to increase students' reading comprehension. She said that comic is effective in increasing students' score. It can be seen from the students' mean score in cycle one which is 76.9 and in cycle two which is 85.10 . MERÇ (2013) conducted a research related to English Foregin Language (EFL) reading comprehension in Turkey. He said that all participants with comic recalled better than the ones without comic.

The result of those previous studies showed that using comic book is effective in improving the students' score and encourage the students' motivation in reading English text. Moreover, it was based on the characteristic of CAR where the problem comes from the problem in the classroom that faced by the students. The researcher conducted two cycles in doing the research.

The English teacher added that there was no researcher who conducted a research related to the use of comic book in order to improve the students' reading comprehension achievement on the tenth grade students at M.A An-Nur Rambipuji. In this case, the researcher not only improved the students' reading achievement, but also solved the problem in the class. Therefore, the present research entitled **"**The Use of Comic Book to Improve the Tenth Grade Students' Narrative Reading Achievement**"** was conducted.

1.2   Research problem
a) Can comic books improve students' narrative reading comprehension achievement?
b) Can comic books improve students' active participation in the teaching learning process of reading?"

1.3   Research contribution
1. Empirical contribution

The result of this research is expected to be the sources for those who want to conduct a research by using comic as a media in teaching and learning with different research design.

Furthermore, they can use this media with different material, different participant and different level of school

2. Practical contribution

Hopefully the result of this research can help the teacher deliver the material by using comic as a medium in teaching and learning narrative. It also can be an interesting material for the students in the classroom. By using this medium, it can help them to motivate and improve the students' reading comprehension achievement.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of comic book, the implementation of comic book in reading comprehension, and the previous studies about the implementation of comic books.

2.1 Reading Comprehension

Reading is one of the most important skills in learning English. The idea is in line with Richard and Renandaya (2002:273) in many second or foreign language teaching situation, reading receives a special focus. Reading is a learning way to enrich students' ability and knowledge by getting the meaning of the text that they read so the students know what the purpose of text is. It is supported by Tarigan (2008:7) who said that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words and it could be seen and known by the readers. Reading skill should be mastered by the students so they can acquire the information and the detail of the text. It is also to avoid misunderstanding from the writer's meaning with the reader. Simanjuntak (1994:4) mentioned that reading comprehension is not just reading with a loud voice, but it is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is through concept. According to Grellet (1998:7), reading is an active and constant process of predicting, checking and asking one-self question. Reading is the process of getting meaning from printed text (Gibbons, 1993:51). It can be concluded that reading cannot be separated from comprehension because the two of them is related to one another. When reading a text, readers have to work to get the meaning of the text that they read and it is called comprehension.

Comprehension is the intentional thinking process that occurs as we read (National Reading Panel, 2016). Moreover, Tankersley (2003:9) stated that comprehension is the center of reading. Harris & Graham (2007:8) said that reading comprehension is a highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text (interest in text or books). Based on the statement above, it can be concluded

that a good reader must be able to recognize and understand the content or all the message from the text. Since the students want to get the knowledge from the writer's text or materials, they must interact with the book or the reading media as the source of knowledge.

In getting all messages from the text, the readers have to comprehend the word, sentence, paragraph and the text. By understanding the smaller unit of text, it is easier for the students to construct the meaning of the text that they read. Hennings (1997:269) stated that reading comprehension is divided into four parts of comprehension, they are words comprehension, sentence comprehesion, paragraph comprehension, and text comprehension. The four parts of comprehension will be discussed as follows:

a. Word comprehension

Comprehending word is the basic key in reading comprehension. By understanding the words, it can help students understand the text they read. Sometimes, students find unfamiliar words. Here, they must guess the meaning of the word. By seeing the previous and the next word of it, the students may find the meaning of the word that they do not know. Grellet (1996:15) argued that inability to understand the meaning of unknown elements, whether these are ideas or simple words, often causes discouragement and apprehension to the students when they read a reading text. In conclusion, it is important for the readers to comprehend the words in order to avoid misunderstanding. Word comprehension deals with the understanding the meaning of the words in the context or in the sentences.

b. Sentence comprehension

A sentence can be defined as a group of words that express a complete thought or ideas (McWhorter; 1986:85). As Grellet (1992:15) suggested that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. Based on the ideas, sentence comprehension means understanding what the sentences tell about, not only the meaning of the words but also the whole of the sentences completely.

c. Paragraph comprehension

It becomes absolutely essential for the students to comprehend a paragraph. McWhorter (1986:102) defines a paragraph as a group of related sentences about a

single topic. To know the main point of a paragraph, the students have to understand the main parts of comprehending paragraph. It is supported by Wingersky et al. (1999:31) that a paragraph has three main parts, such as; a topic sentence, supporting details and a concluding sentence.

    d.   Text comprehension

The purpose of reading is to know the content of the text and the message written by the author. Wood (1991:125) mentioned that one way to accomplish this goal is to recognize and to understand the parts first, the small units of meaning, and then to combine them to understand the whole. It means that to comprehend the text in order to get the information in the text, the students should comprehend the words, sentences, and paragraphs. Text comprehension refers to understand the whole text that includes understanding the general and the specific information of a text.

The present researcher considered to focus on word comprehension, sentence comprehension, and text comprehension because comic book did not have paragraph in it.

2.2   Comic Books

In many cases, the teaching and learning effectiveness depends on the media used by the teacher. Visual and text are the major media used as instructional aids in teaching and learning process. One of the most popular, yet underused, forms of media combining visual images with text is comics. Comic books, often called "comics" for short, are diverse in content, genre, appearance, and the reading audience as any other type of medium. Although "comics" refers to the medium itself and not a specific object such as "comic books" or "comic strips", the two words (i.e., comics and comic books) are used interchangeably by individuals who use this medium or read these books.

Comic is a medium that combines words and pictures. Sones (1944) said that picture can tell a story more effectively than words. With interesting pictures in it, the process of comprehension will be less difficult to do. He mentioned that the words in comics can be as verbal guidelines and pictures which can be as graphic assistance for the students to guess the meaning of the unfamiliar words

and also by seeing the pictures with sequence, the students can guess the story easily. In conclusion, comic is regarded as a visual medium because it provides pictures in sequences and it has bubble chat with text in the form of conversation. With this special appearance, comics are able to help the students to understand and get the message from text rather than ask them to read the text only.

With pictures in comics, it can motivate the students to read the text. Heath & Bhagat (2004:591) argue that comics give voice to parts of young readers' experience and imagination; play a key role in cross-media theme development, and they illustrate multiple ways of presenting information, verbal, visual, and graphic. These results show that comic book reading certainly does not inhibit other kinds of reading and is consistent with the hypothesis that comic book reading facilitates heavier reading." Tiemensma (2009:9) added, 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. We can conclude that comics are genuinely motivating because the pictures in it can attract students' attention. By having willingness to read the attractive text, the students can enjoy the process of reading. When the students enjoy reading the text, it helps them to understand and spontaneously get the message without a very hard struggling. Edmunds (2016) mentioned that with comics, beginning readers can enjoy more emotion, action, and detail. In conclusion, using comics is a good way to build students' interest in reading text and it is a good choice to be used for beginner and struggling readers.

Csabay (2006) mentioned that there are many advantages of comic for students in language classes, for instance; the students will get development for the vocabulary and the students will remember the expressions and grammatical forms easily. He also stated that comics bring a cheerful atmosphere into the class. It means that comics can increase students' motivation in learning reading comprehension.

Cited from Liu (2004:229) and Niggay (2005:1) there are some advantages of comics in education. They are:

a. Visual

Liu (2004:229) stated that comics books communicate using two major media; they are words and images which can produce better recall and transfer than either does alone. Images or pictures are quite helpful for students to understand about the whole story. Basthomy (2011:553) added that visual images in comic can inspire the students to observe, to understand, and to analyze the situation because students gain better visualization by seeing pictures in comics. In conclusion, the pictures support the text so the students can get the whole information in the story clearly.

b. Permanent

Comics have unique permanence (Yang, 2003:2) which refers to the continuity of the story involved in the comics, particularly comic books. The permanence of the story does not break the character and the form of the comics but it creates memory to the readers and it can help the readers understand the story deeply. By seeing the character and in the form of pictures in comic, the students' will memorize the story clearly.

c. Popular

Comic books are quite popular because it contains pictures. They also involve popular cultures like legends and fables. Yang (2003:2) suggested that by incorporating popular culture into the curriculum, teachers can bridge the separation of students' feeling between their lives in and out of school. It can be concluded that the story of the comic can be easily spread to people including students because it is well known in the society.

d. Motivating

Comics can bring a cheerful atmosphere into the classroom (Csabay, 2006:24). Cheerful atmosphere means that the students feel happy in reading the reading material and they have spirit and positive thinking about the teaching and learning process. In comics, there is chronological story which has the end for every comic. It can motivate students to be curious of what will happen in comic book. It means that students will read the entire story in the comic because the they want to know what the story is about and how the story ends. Wright (1989:17) agrees by saying that pictures can stimulate the students and make them active in the class.

People including children and students are usually interested in pictures. Teacher can use this advantage to apply comic books in teaching and learning process to gain students' motivation in learning the lesson especially in teaching reading comprehension.

2.3 Comic Books in Teaching Reading

People mostly like reading comics. The appealing of pictures and the sequence of the story make people interesting to read. They find that reading comics is easy to understand because the content is followed by visuals and usually uses simple languages. Because of the visual itself, the readers need less cognition to understand the content. It is supported by Csabay (2006) who said that comics are usually liked by teenagers and adult and it is attractive to be used as a medium in teaching and learning. On the other hand, Cary (2004:4) stated that comic books can play a significant role in some settings, such as in elementary school or in adult ESL culture or conversational classes. Smith (2006:5) claimed that comic books are as a powerful tool in teaching reading and literary analysis at any grade level. Pictures in comic books can also capture students' interest in reading because of its attractive characteristics and help the students receive the message from text.

Comics have advantages to be used as reading material in the classroom. They are motivating, interesting, permanent, and popular. It can also be an alternative way for EFL students who learn reading comprehension. With the interesting comic books, students will be amused and their motivation in reading text will be increased. In line with the ideas, Versaci (1999:61) mentioned, reading with comic books can develop thinking skill including analytical and critical thinking skill because by the help of the picture, students' imagination about the story will be stronger.

Liu (2004:226) stated that many reading comprehension studies consider the extent to which visual, that is, any graphic that display portrays of all or some of the accompanying text's content, help readers to comprehend factual information. These studies usually compare how well readers remember a text with visuals and how well they remember a text without visuals, and they generally find that visuals in text facilitate readers' comprehension memory.

Cited from Liu (2004:226), there are some researchers (e.g., Levie & Lentz, 1982; Levin, Anglin, & Carney, 1987) who have outlined five major functions of visuals in reading, as follows:

a. Representation   : Visual repeats the text's content or substantially overlap with the text. It means pictures can help students to illustrate what they imagine about the story

b. Organization   : Visuals enhance the text's coherence. It means that pictures help students to understand the story from the beginning till the end.

c. Interpretation   : Visual provides the reader with more concrete information. Furthermore, students can understand more clearly by concluding some information on the text based on pictures.

d. Transformation   : Visual targets critical information in the text and recodes it in a more memorable form. It can be concluded that pictures give better comprehension and more memorable for the students in reading text.

e. Decoration   : Visuals are used for their aesthetic properties or spark readers' interest in the text. It means the pictures in the text make students more interested rather than read a text only.

In school, various genres of text are taught in English subject including narrative text. According to Curriculum 2013 (*K-13*), narrative text is taught for the tenth grade students of senior high school in the second semester. Anderson and Anderson (1997:8) said that narrative text is a piece of text and tells a story. Its function is to entertain or amuse the readers and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text is a kind of text which is telling a story with chronological order that happened in the past. According to the explanation above, it can be concluded that narrative text is text that tells a story which entertain the readers. Furthermore, narrative is also a text that has to be mastered by the students because it is written that narrative text is taught for the tenth grade students of senior high school.

Narrative text includes some points, such as the generic structure and the language feature. The two points will be discussed below, they are:

The generic structure of narrative text is divided into three points (Derewianka, 1990:32), as follows:

a. Orientation   : this is the beginning of the story in which it tells the audience about who the characters in the story are, when the story is taking a place and where the action happens.

b. Complication   : the story is pushed along by a series of event, during which we expect some sort of complication or problems to arise. This complication will

involve the main characters. Narrative mirrors the complication we face in life and tends to reassure us that they are resolvable.

c. Resolution   : in a satisfying narrative a resolution of complication is brought about. The complication may be resolved better or worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

It can be concluded that generic structure is a sequence of events (orientation, complication, and resolution) to introduce the characters and the setting to bring the readers from the beginning to the end of the story.

Furthermore, narrative text has four language features (Anderson, 2003), such as:

a. Specific characters. It means that comic is focusing on specific and usually individualized participants.
b. Time words that connect to tell when they occur. Use of temporal conjunctions and temporal circumstances can be the choice too.
c. Verbs to show the actions that occur in the story. It can be inferred that the tense used is past tense.
d. Descriptive words to describe the characters and setting. It is common place considering of characters and setting is important.

To put it in simple, language features of narrative text is the detail parts of the story including the word (verb and adjective) used in the story.

The present research used a narrative text with legend genre, taken from youtube.com. There were a lot of comics provided in the application, but not all comics were appropriate for teaching and learning. However, the researcher chose the comics and asked the English teacher whether it was appropriate to be used in the classroom or not.

The researcher used three phases technique in teaching reading with comics. Rivas (1999:16-18) explained three phases technique in applying comic books in teaching reading comprehension in classroom, as follows:

a. Pre-reading activities

Pre-reading activities is very important. They should not be denied because they have two main functions. The first function is to seek students' involvement, interest and motivation. The second is to provide the preparation that will guide students in the next step. The pre-reading activities are as follows:

1. Showing the comic book related to the topic.
2. Asking leading questions to the students to make them focus on the topic.
3. Stating the objectives of teaching and learning process.

b. While-reading activities

The main goal of while reading activities is to improve learners' strategies in skill practice, linguistic development, helping students to understand the writer's purpose, text structure and the content. While reading activities cover the following ones:

1. Asking the students to read the comic books silently.
2. Asking the students to find unfamiliar words and its meaning with their partner.
3. Discussing the meaning together with the class
4. Asking some questions related to the text found in the comic to know the students' comprehension.
5. Explaining narrative text.
6. Distributing exercise to the students.
7. Discussing the answer together with the class.

c. Post-reading activities

The purpose of post reading activities in this research is to help consolidating what the students have read. Post-reading activities in this research are as follows:

1. Guiding the students to draw the conclusion.
2. Reflecting the teaching learning process.
3. Parting the students.

2.4 Previous Research

There were some researches related to the use of comic books in the classroom. Fajriyah (2018), Maulana (2017), Rengur (2018), and Merc (2013)

Fajriyah (2018) had conducted a classroom action research related to the use of comics to the eighth-grade students of junior high school. The result of the study showed that using comics as teaching media can improve students' reading comprehension achievement. It can be seen in the first cycle that the students' pre-test score was 53.34 and increased in the post test into 59.34. Moreover, the students' score also increased in the second cycle, from 52.67 to 74.

Maulana (2017) also conducted a classroom action research at junior high school in order to improve the students' reading comprehension skill. He mentioned that using comic in teaching reading can help the English teacher to create a pleasurable circumstance in the classroom and the process of teaching and learning can be more interesting for the students. It affected the number of students who can

achieve the minimum score. In the first cycle, there were 18 students who passed the minimum score and 16 students who failed the test. In the second cycle, the total number of students who passed the minimum score increased to 29 students and there were only 5 students who failed the test.

Rengur (2018) conducted a classroom action research to the eighth grade students in order to improve students' reading comprehension score. She said that comic is the most effective media in increasing students' score because it consists of pictures and story line that make the students interested in reading the text. It can be seen from the students' mean score in cycle one which is 76.9 and in cycle two which is 85.10

Merc (2013) had conducted an experimental research with 167 participants of Anadolu University School of Foreign Language (AUSFL). The findings of the study revealed that all students with a comic strip effect, regardless of proficiency and text level, performed better than the ones without comics. It can be concluded that comic can contribute positively and improve students reading comprehension achievement.
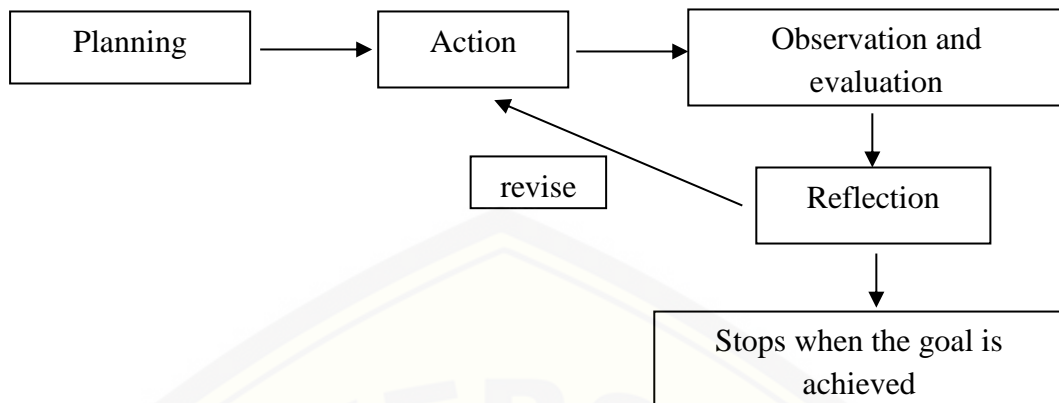
CHAPTER 3
RESEARCH DESIGN

This chapter presents the research design applied in this research. This chapter consists of research design, research context, research participant, data collection method, and data analysis method.

3.1 Research design

In order to know the students' score improvement especially in reading comprehension, the present researcher used classroom action research as the research design. Mills (2003:1) mentioned that action research is the research conducted by the teacher and researcher to gather information about how the school works, how the students learns, and how the teacher teaches. Moreover, McMillan (1992:44) stated that classroom action research is a type of applied research which purpose is to solve a specific classroom problem or to make a decision at a single local site. Hopkins (2008) considers action research as a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding of these practices; and (c) the situations in which the practices are carried out. From the statement above, we can conclude that the purpose of classroom action research is to improve the quality of the teaching and learning process that comes and faces by the students in classroom.

The model of this classroom action research based on the model by Burns (1999:32). He stated that action research occurs through a dynamic and complementary process, which consists of four essential moments of planning, action, observation and evaluation, and reflection. Planning stage meant the researcher prepared the instructional material to be used in the classroom. In the action stage, the activities that had been arranged was implemented. In the observation stage, the researcher observed the activity and its purpose to asses and evaluate the activities. The reflection stage was used to know whether the target was reached or not.

The design of classroom action research can be illustrated in the diagram below:

```
┌──────────┐      ┌──────────┐      ┌──────────────────┐
│ Planning │ ───▶ │  Action  │ ───▶ │ Observation and  │
└──────────┘      └──────────┘      │    evaluation    │
                       ▲            └──────────────────┘
                       │                     │
           ┌────────┐  │            ┌──────────────┐
           │ revise │  └─────────── │  Reflection  │
           └────────┘               └──────────────┘
                                           │
                                  ┌──────────────────┐
                                  │ Stops when the   │
                                  │ goal is achieved │
                                  └──────────────────┘
```

Classroom Action Research diagram by Burns (1999:32)

The activities based on the diagram are:

1. Planning the action by constructing the lesson plan for cycle 1.
2. Doing the action in the classroom.
3. Observing the teaching and learning process done by the researcher.
4. Giving reading comprehension test to the class in cycle 1.
5. Analyzing the result of reading test quantitatively and classified the result qualitatively.
6. Reflecting the result of the observation.
7. Drawing a conclusion to answer the research problem when the goal is achieved.

3.2 Research context

The area of this present research was determined by using purposive sampling. Crossman (2018) said that a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This research was conducted at M.A An-Nur Rambipuji with Curriculum 2013 (*K-13*). The researcher focused on teaching reading comprehension on the tenth grade because the students in this class had problem in comprehending and had low interest in reading. Not only low interest in reading but also their reading

comprehension score was under the minimum score which is 60. The researcher used comic books to help the students comprehend the text so their score could be increased.

3.3 Research participants

The participant of this research was the tenth grade students of M.A An-Nur Rambipuji especially in X PAI 2. The English teacher informed that this class had the lowest total number of students who passed the minimum score than the other class. There were only 12 students out of 30 who got score ≥60. He also stated that the lowest score of English reading comprehension in this class is 30. The researcher's aim was to increase the total number students who got score 60 or more.

3.4 Data collection method

There were two methods in collecting the data. There were reading comprehension test and observation

3.4.1. Reading comprehension test

The main method to collect the data was through reading test. The test was given to the students to get their score after the teacher applied comic in each cycle. The researcher used reading test as the first method to know the students' ability whether they were successful or not dealing with the goal of teaching and learning process. This research used achievement test. According to Hughes (2003:13), achievement test is directly related to language course to establish how successful individual or group students or the courses themselves have been in achieving the teaching objectives.

There are two kinds of a good reading test dealing with test construction. They are reliability and validity. Validity was more appropriate to use in this research because the test materials considered the indicators to be measured. Fraenkel and Wallen (2000:176) said that reliability is related to consistency of giving the scores, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

Based on the scoring system, a test can be divided into two types; they are objective and subjective test (Heaton, 1991:25). In this present research, reading comprehension test was given in the form of objective type of multiple choice. It was easy for the researcher to score the test because it had only one correct answer.

The reading comprehension test was given in the end of the cycle. The test consisted of 20 items in the form of multiple-choice covering the intended indicator, namely word comprehension, sentence comprehension, and text comprehension. Each correct answer would have 5 points and the total score of the test would be 100 points. The students did the test in 60 minutes. The students were categorized pass the reading comprehension test when they reached at least 60.

3.4.2. Observation

Observation was one of the method of get the data about the students' activities during the teaching and learning process in reading comprehension class by using comic books. Observation was done in each meeting. The researcher used observation guide taken from Arikunto (2006:229) in form of checklist in order to list the indicators being observed. The students were categorized as active participants if they fulfilled three of four indicators.

Table 3.1. Observation checklist of students' participation.

No	Name	Indicators				Total indicator score	Active	Passive
		1	2	3	4			
1.								

The indicators of the observation are:

    a. The students read the text by using comic books in reading stage.

    b. The students answer the teacher's oral questions.

    c. The students discuss the content of the comic with their partner.

    d. The students do the exercises based on the comic given by the teacher.

*Note: Students were categorized as active participant when they fulfilled three from four indicators.

In this case, the English teacher offered to help the researcher in filling the

students' active participation table in order to get the qualitative data of the students.

3.4.3 Interview

According to McMillan (1992:13), interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. An interview had been conducted to the English teacher at M.A An-Nur Rambipuji in preliminary study on August 5th 2019. The purpose of the interview was to get the information about the minimum score of English and the students' score of eight classes. It was found that X PAI 2 only had 12 students who got the minimum score of English (60)

3.4.4 Documentation

In this documentation method, documentation was used to obtain the data of the names of the research subject and the previous reading comprehension test score before the action.

3.5 Data analysis method

To find out the percentage of the students who were active in the teaching and learning process, the researcher used the following formula:

$$E = \frac{n}{N} \; x \; 100\%$$

Note:

E : The percentage of the students' active participation.

n : the total number of students who were active .

N : the total number of students who are joined the classroom.

(Adopted from Ali. 1993:186)

The percentage of the students who got at least 60 and above was analyzed using this formula.

$$E = \frac{n}{N} \; x \; 100\%$$

Note:

E : The percentage of the students' scores who achieve ≥ 60.

n : The total number of the students scores who achieve ≥ 60

N : The total number of students who are joining the classroom.

(Adopted from Ali, 1993:186)

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this research, which are completely in the following sections.

5.1   Conclusions

The use of comic book could improve X PAI 2 students' active participation at MA An-Nur Rambipuji. It can be seen from the result of the observation checklist that there were 63.33% of the students was categorized as active participants in meeting 1 and it increased to 90.00% in meeting 2. As a result, the mean score of the participation in the cycle was 76.67%. Not only the students' active participation, but the use of comic book also improved X PAI 2 students' reading comprehension achievement. It was proved by the percentage of the students' reading comprehension achievement in the cycle that was 83.33% (25 students) of 30 students who got score $\geq$ 60 in the reading comprehension test.

5.2   Suggestion

Based on the result of this classroom action research, the researcher proposed some suggestions to the following people:

1. The English teacher

    The English teacher is suggested to use comic book as a teaching media in order to improve students' participation and their reading comprehension achievement. It can be the effective media in teaching because comic provides pictures to make students more interested in reading and make them enjoy in teaching learning process.

2. The future researchers

    The future researchers are suggested to use this result of the research as a reference to conduct research on a similar topic with the same or different design, genre of the text and the level of the students or the participants of the research.

REFERENCES

Ali, M. (1993). *Strategi Penelitian Pendidikan*. Bandung: Angkasa.

Anderson, M & Anderson, C. (1997). *Text Types in English*. South Yarra: McMillan.

Anderson, M. (2003). *Text Type in English*. South Yarra: McMillan Education Australia.

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Bashtomy,Y. (2011). Adapting Comics and Cartoons to Develop 21st Century Learners. *Language in India*: 11, page 553

Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University.

Cary, S. (2004). *Going Graphic: Comics at Work in The Multilingual Classroom*. New Harnphire: Heinneman.

Crossman, A. (2018). *Understanding Purposive Sampling*. Retrieved in January 23rd 2019 from ThoughtCo.: https://www.thoughtco.com/purposive-sampling-3026727.

Csabay, N. (2006). *Using Comic Strips in Language Classes*. [on line] http://americanenglish.state.gov/files/ae/resource_files/06-44-1-f.pdf [Retrieved on December 8 2018.

Derewianka, B. (1990). *Exploring How Texts Work*. Rozelle, NSW: Primary English Teaching Association.

Edmunds, T. (2016). *Why Should Kids Read Comics?*. Retrieved in January 23rd 2019 from https://tracyedmunds.com

Fajriyah, N. (2018). *The Use of Comics to Improve Students' Reading Comprehension*. Unpublished. IAIN Salatiga.

Fraenkel, J., Wallen, N., & Hyun, H. (2000). *How to Design and Evaluate Research in Education*. New York: Routledge.

Gibbons, P. (1993). *Learning to Learn in A Second Language*. Cambridge: Heineman.

Grellet, F. (1992). *Developing Reading Skill*. Cambridge: Cambridge University.

Grellet, F. (1996). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*. Cambridge: Cambridge University Press.

Grellet, F. (1998). *Developing Reading Skills*. Cambridge: Cambridge University Press.

Harris, H. K., & Graham, S. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.

Heath, S.B., & Bhagat, V. (2004). Reading Comics, the Invisible Art in J. Flood, D. Lapp S. B. Heath (Eds), *Handbook of Research Traching Literacy through Communicative and Visual arts (pp. 586-591)*. London: Routledge.

Heaton, J. (1991). *Writing English Language Test*. New York: Longman Inc.

Hennings, D. C. (1997). *Communication in Action: Teaching Literature-Based Laguage Arts (Sixth Edition)*. Boston: Houghton Mifflin Company.

Hopkins, D. (2008). *A Teacher's Guide to Classroom Research-(Fourth Edition)*. Maidenhead: Open University.

Hughes, A. (2003). *Testing for Language Teacher (2nd Edition)*. Cambridge: Cambridge University Press.

Liu, J. (2004). *Effects of Comic Strips on L2 Learners' Reading Comprehension*. Arizona: University of Arizona.

Maulana, Y. (2017). Teaching Reading by Using Comic to Improve Junior High School Students' Comprehension. *Journal of English Language Teaching* Volume 6 No.1 Serie B ISSN 2302-3198

McCloud, S. (1993). *Understanding Comics: The Invisible Art*. New York: NY: Harper Collins.

McMillan, J. (1992). *Educational Research: Fundamentals for the Consumer*. New York: Harper Collins Publisher.

McWorther, K. (1986). *College Reading and Study Skills*. Boston: Little, Brown and Company.

Merc, A. (2013). The Effect of Comic Strips on EFL Reading Comprehension. *International Journal on New Trends in Education and Their Implications*. Volume: 4, ISSN 1309-6249

Mills, G.E. (2003). *Action Research: A Guide for the Teacher Researcher*. Upper Saddle River, NJ: Merrill/Prentice Hall.

National Reading Panel. (2016). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Report of National Reading Panel, Available from http://www.nichd.nih.gov/publications/pubs/nrp/pages/smallbook.asx?renderforprint=1 [Retrieved December 6, 2018].

Nigay, T. (2005). *The Strength of Comics in Teaching English*. [on line] http://z4.invisionfree.com/comics_that_educate/ar/t6.htm [Retrieved on December 8 2018]

Patel, M. E., & Jain, P. M. (2008). *English Language Teaching (Methods, Tools, & Techniques)*. Jaipur: Sunrise Publishers & Distributors.

Rengur, Z.A. (2018). Effectiveness of Using Comic Strips to Increase Students' Reading Comprehension for the Eight Grade Students of SMPN 1 Pundong. *Advances in Social Science Education and Humanities Research (ASSEHR)*, Volume 330, 6th International Conferece on Education Research and Innovation (ICERI 2018)

Richards, J. C & Renandaya, W. A. (2002). *Methodology in Language Teaching: an Analogy of Current Practice*, United States of America: Cambridge.

Rivas, R. M. 1999. Reading in Recent ELT Coursebook. *ELT Journal 53/1 January,* 12-21.

Simanjuntak, G. E. (1994). *Developing Reading Skills for EFL Students*. Jakarta: Departemen Pendidikan Kebudayaan Direktorat Jendral Pendidikan Tenaga Kependidikan.

Smith, A. (2006). *Teaching with Comics*. Lethbridge: University of Lethbridge

Sones, W. (1994). "The comics and instructional method". *Journal of Educational Sociology*, 18, 4: 232-240

Tankersley, K. (2003). *The Threads of Reading: Strategies of Literacy Development*. Alexandria, VA: Association for Curriculum and Supervision Development.

Tarigan, H.G. (2008). *Membaca Suatu Keterampilan Bahasa*. Bandung: Angkasa

Tiemensma, L. (2009). *Visual Literacy: to Comics or Not to Comics? Promoting Literacy Using Comics*. World Library and Information Congress: 75th IFLA General Conference and Assembly.

Versaci, R. (1999). How Comic Books Can Change the Way Our Students See Literature: *One Teacher's Perspective English Journal*, Volume 91, No 2, pp. 61-67.

Wingersky, J., Boerner, J.,& Balogh, D. H. (1999). *Writing Paragraphs and Essays Integrating Reading, Writing, and Grammar*. Belmont: Wadsworth Publishing.

Wright, A. (1989). *Visual Maerials for the Language Teacher*. England: Longman Group Ltd.

Wood, N. (1991). *Strategies for College Reading and Thinking*. New York: McGraw-Hill Inc.

Yang, G. L. (2003). "Comics in Language Education", *Final Project for Masters of Education Degree of the Author at California State University at East Bay. (*http://www.humblecomics.com/comicsedu/strengths.html) [date of access: June 17, 2014)

Appendix A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Hypothesis
The Use of Comic Book to Improve the Tenth Grade Students' Narrative Reading Achievement	a. Can comic book improve the students' narrative reading comprehension achievement? b. Can comic book improve the students' active participation in the teaching learning process of reading?	a. Independent variable: The use of comic book in teaching reading class b. Dependent variable: ▪ The students' score in narrative reading comprehension test by using comic book. ▪ The students' participation in reading teaching and learning process of narrative text by using comic book.	1. Teaching reading of narrative text by using comic book. 2. Students' participation in: a. Reading the text by using comic book in reading stage. b. Answering the teacher's oral questions. c. Discussing the text with their partner. d. Doing exercises that given by the teacher.	Respondents: The students of class X of MA An-Nur Rambipuji 2019/2020 academic year. Collaborator: The English teacher of X MA An-Nur Rambipuji Documents: a. The names of the research subject. b. The students' score.	1. Research Design Clasroom Action Research Design with cycle model: a. Planning b. Action c. Observation and evaluation d. Reflection 2. Research Context Purposive Method 3. Research Participant The Tenth Grade of MA An-Nur Rambipuji 4. Data Collection Method: a. Interview b. Observation c. Reading Comprehension Test d. Documentation e. 5. Data Analysis Method The students' score will be calculated by using this formula: - $E = \frac{n}{N} \times 100\%$ E : the percentage of studens' who achieve ≥ 60 n : The total number of students who achieve ≥ 60. N : The total number of the students.	a. The use of comic book can improve the tenth grade students' narrative reading comprehension achievement. b. The use of comic book can improve students' participation in teaching and learning process of reading comprehsion.

Appendix B

The Interview Guide

No	Interview Question	The English Teacher's Answer
1	What curriculum do you use in teaching at here?	I use 2013 curriculum
2	How many classes of the tenth-grade students at MA An-Nur Rambipuji?	There are 2 classes; they are: X PAI 1 and X PAI 2
3	How many times do you teach English For the tenth-grade students in a week?	I teach English twice a week
4	What is the allocated time in one meeting?	2 x 45 minutes
5	What problem do the students face the most?	They have difficulties in comprehending the text because they lack of vocabulary. It makes them not motivated and bored. They also afraid to ask me
6	How do you solve the problem?	I repeat the explanation and translating the text into Bahasa
7	Which class has the lowest score in reading?	X PAI 2. Only 8 students who passed the minimum score (60)
8	What kind of material do you use for teaching reading?	I use the book from the school but sometimes I use the material from the Internet
9	Have you ever used comic as media?	No, I have not

33

Appendix C

THE RESULT OF THE STUDENTS' ACTIVE PARTICIPATION CHECKLIST IN MEETING 1

No.	Name	*Indicators				Total Score	Active	Passive
		1	**2**	**3**	**4**			
1	AD	√	-	√	√	3	√	-
2	AIP	√	-	√	√	3	√	-
3	AA	√	-	-	√	2	-	√
4	AS	√	√	-	√	3	√	-
5	BR	√	-	√	√	3	√	-
6	BAR	√	-	-	√	2	-	√
7	CASP	√	√	√	√	4	√	-
8	CS	√	-	-	√	2	-	√
9	DAA	√	√	√	-	3	√	-
10	DMH	√	√	√	√	4	√	-
11	DNH	√	-	√	-	2	-	√
12	DRH	√	√	-	√	3	√	-
13	ESH	√	√	-	√	3	√	-
14	EDC	√	-	-	√	2	-	√
15	EAP	√	-	√	√	3	√	-
16	FAC	√	-	-	√	2	-	√
17	IW	√	-	√	√	3	√	-
18	ITYR	√	-	√	-	2	-	√
19	KN	√	-	√	√	3	√	-
20	LDR	√	-	-	√	2	-	√
21	MH	√	-	-	√	2	-	√
22	MAD	√	√	√	√	4	√	-
23	MW	√	√	-	√	3	√	-
24	NA	√	-	√	√	3	√	-
25	NR	√	-	-	√	2	-	√
26	NK	√	√	-	√	3	√	-
27	OP	√	-	√	√	3	√	-
28	OR	√	-	-	√	2	-	√
29	TCR	√	√	-	√	3	√	-
30	ZAF	√	√	√	√	4	√	-
Total							**19**	**11**
Percentage							**63.33%**	**36.67%**

*Note:

1. Reading the text in comic books

2. Answering the teacher's oral question

3. Discussing the content of the comic with their partner

4. Doing the exercises based on the comic given by the teacher

Appendix D

THE RESULT OF THE STUDENTS' ACTIVE PARTICIPATION CHECKLIST IN MEETING 2

No.	Name	*Indicators				Total Score	Active	Passive
		1	2	3	4			
1	AD	√	-	√	√	3	√	-
2	AIP	√	-	√	√	3	√	-
3	AA	√	-	√	√	3	√	-
4	AS	√	√	-	√	3	√	-
5	BR	√	-	√	√	3	√	-
6	BAR	√	-	-	√	2	-	√
7	CASP	√	√	√	√	4	√	-
8	CS	√	√	-	√	3	√	-
9	DAA	√	√	√	-	3	√	-
10	DMH	√	√	√	√	4	√	-
11	DNH	√	-	√	-	2	-	√
12	DRH	√	√	-	√	3	√	-
13	ESH	√	√	-	√	3	√	-
14	EDC	√	-	√	√	3	√	-
15	EAP	√	-	√	√	3	√	-
16	FAC	√	-	√	√	3	√	-
17	IW	√	-	√	√	3	√	-
18	ITYR	√	-	√	√	3	√	-
19	KN	√	-	√	√	3	√	-
20	LDR	√	-	-	√	2	-	√
21	MH	√	-	√	√	3	√	-
22	MAD	√	√	√	√	4	√	-
23	MW	√	√	-	√	3	√	-
24	NA	√	-	√	√	3	√	-
25	NR	√	-	√	√	3	√	-
26	NK	√	√	-	√	3	√	-
27	OP	√	-	√	√	3	√	-
28	OR	√	-	√	√	3	√	-
29	TCR	√	√	-	√	3	√	-
30	ZAF	√	√	√	√	4	√	-
Total							27	3
Percentage							90.00%	10.00%

*Note:

1. Reading the text in comic books
2. Answering the teacher's oral question
3. Discussing the content of the comic with their partner
4. Doing the exercises based on the comic given by the teacher

Appendix E

THE STUDENTS' PREVIOUS READING COMPREHENSION
ACHIEVEMENT OF X PAI 2 AT MA AN-NUR RAMBIPUJI

No.	Students' Name	Score	≥ 60	< 60
1.	AD	60	√	-
2.	AIP	75	√	-
3.	AA	40	-	√
4.	AS	45	-	√
5.	BR	50	-	√
6.	BAR	70	√	-
7.	CASP	80	√	-
8.	CS	55	-	√
9.	DAA	50	-	√
10.	DMH	55	-	√
11.	DNH	70	√	-
12.	DRH	40	-	√
13.	ESH	60	√	-
14.	EDC	55	-	√
15.	EAP	50	-	√
16.	FAC	50	-	√
17.	IW	65	√	-
18.	ITYR	65	√	-
19.	KN	60	√	-
20.	LDR	40	-	√
21.	MH	45	-	√
22.	MAD	40	-	√
23.	MW	65	√	-
24.	NA	30	-	√
25.	NR	55	-	√
26.	NK	45	-	√
27.	OP	50	-	√
28.	OR	80	√	-
29.	TCR	55	-	√
30.	ZAF	85	√	-
TOTAL			**12**	**18**
PERCENTAGE			**40.00%**	**60.00%**

Appendix F

THE STUDENTS' READING COMPREHENSION ACHIEVEMENT TEST OF X PAI 2 AT MA AN-NUR RAMBIPUJI

No.	Students' Name	Score	≥ 60	< 60
1.	AD	70	√	-
2.	AIP	90	√	-
3.	AA	60	√	-
4.	AS	65	√	-
5.	BR	60	√	-
6.	BAR	80	√	-
7.	CASP	95	√	-
8.	CS	55	-	√
9.	DAA	60	√	-
10.	DMH	65	√	-
11.	DNH	90	√	-
12.	DRH	60	√	-
13.	ESH	75	√	-
14.	EDC	60	√	-
15.	EAP	60	√	-
16.	FAC	70	√	-
17.	IW	75	√	-
18.	ITYR	75	√	-
19.	KN	70	√	-
20.	LDR	55	-	√
21.	MH	60	√	-
22.	MAD	55	-	√
23.	MW	75	√	-
24.	NA	80	√	-
25.	NR	75	√	-
26.	NK	50	-	√
27.	OP	65	√	-
28.	OR	90	√	-
29.	TCR	50	-	√
30.	ZAF	95	√	-
TOTAL			**25**	**5**
PERCENTAGE			**83.33%**	**16.67%**

Appendix G

LESSON PLAN

(Cycle 1/ Meeting 1)

School	: M.A An-Nur Rambipuji
Class/Semester	: X/2
Lesson	: English
Topic	: Narrative Text (Toba Lake)
Time Allocation	: 2 x 45

1. **CORE COMPETENCE**

   KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

   KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

   KI 3   : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan dalam bidang kerja yang spesifik untuk memecahkan masalah.

   KI 4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

2. **BASIC COMPETENCE**

   1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris Sebagai Bahasa pengantar komunikasi.

   2.2. Menghargai perilaku jujur, disipin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

3. INDICATORS

3.1. Mentioning the social function and language features of narrative comic.

3.2. Finding the word comprehension of narrative comic.

3.3. Finding the sentence comprehension of narrative comic.

3.4. Finding the the text comprehension of narrative comic.

4. LEARNING OBJECTIVES

Through the process of observing, questioning, experimenting, associating, and communicating, students are able to:

4.1. Mention the social function and language features of narrative comic.

4.2. Find the word comprehension of narrative comic.

4.3. Find the sentence comprehension of narrative comic.

4.4. Find the text comprehension of narrative comic.

5. LEARNING MATERIAL

Enclosed

6. LEARNING ACTIVITIES

Actvities	Teacher's Activity	Students' Activity	Time Allocation
Set Induction	a. Greeting the students. b. Asking the leader of the class to pray together. c. Checking students' attendance d. Giving leading questions.	Praying Answering the questions	**5 minutes**
Main Activity	*Observing* e. Providing a narrative text in form of comic book (The Legend of Toba Lake) f. Asking the students to observe the content of the comic. g. Asking the students to read the comic book. *Questioning* h. Stimulating the students to make or to ask some questions related to the comic they read. i. Answering students' questions. *Experimenting* j. Asking the students to find unfamilliar words and its meaning. k. Asking the students to discuss the meaning together *Associating* l. Asking the students to answer questions related to the comic. *Communicating* m. Discussing the students' work together in the class. n. Making conclusion of the story that they read.	Observing the comic Reading the comic Asking questions to the teacher Finding the words Discussing the meaning Answering questions related to the story Disscussing together Making conclusion about the story	**78 minutes**

Closure	o. Asking the students to conclude of what they have learnt today. p. Giving score of the students' worksheet and giving feedback about the teaching and learning process. q. Parting	Making conclusion	**7 minutes**

7. LEARNING METHOD

Approach   : Scientific Approach

Model   : Discovery Learning

8. STUDENTS' OBSERVATION CHECKLIST

No	Name	Indicators				Total Indicators Score	Active	Passive
		1	2	3	4			

The indicators of the observation are:

1. The students read the comic that given by the teacher.

2. The students answer the questions.

3. The students discuss the content of the comic.

4. The students do the exercises based on comic given by the teacher.

*Note: Students were categorized as active participant when they fulfiled three from four indicators.

9. SOURCES

Sources   : https://youtu.be/q-x1W8gzhtw (Sharing Channel)

INSTRUCTIONAL MATERIAL

Pre-Activities

Leading Questions

1. Do you know the biggest lake in Indonesia?
2. Where is the location of the lake?
3. What is its name?

Main Activities

What is Narrative text?

1. Narrative text is a text telling a story in the past (Legend, Fable, Folktale, Myth, Fantasy). The function of narrative text is to entertain the readers.
2. Text Structure
   a. Orientation : introducing the characters and setting of the story
   b. Complication : describing the rising crisis which the characters have to do with.
   c. Resolution : showing the way the participant solves the crisis, better or worse.
3. Language Features
   a. Using temporal conjuction.
   b. Verbs to show the action that occur in the story.
   c. Descriptive words to describe the characters and settings

Wow. This fish is so beatiful. Its scales is like a gold

Hey, put me on the ground, please. I will be your wife after that. Believe me.

Oh my god. This fish can talk

The man was surprised and he dropped the fish

After the fish touched the ground, It changed into a beautiful girl

What? How could a fish turn into a human?

Finally, I became to human again. I have been cursed into the fish by a witch

Thank you for saving me and breaking the curse.

Haha.. you are so funny. My name is Putri. As my promise before, I will be your wife

Wow, I still do not believe a fish turn into a beautiful woman

That kid... I am so hungry, I can help it anymore. I will try to find out what is he doing now

Surprisingly, Putra was playing his toys at home. It made his father so angry

What are you doing here? Did not your mother told you to bring the food for me in the field? I am so hungry, Samosir.

I'm sorry, dad. I already brought it but I am so hungry on my way to the field so I eat it.

What did you say? You ate it?

(Source: *https://youtu.be/q-x1W8gzhtw*)

Exercise 1

Choose the correct answer by crossing (x) a,b,c,d or e based on the comic!

1. What made the fish so beautiful?

   a. The scales

   b. The fins

   c. The bones

   d. The gills

   e. The eyes

2. Why was the man shocked after get a beautiful fish? Because..

   a. fish could talk

   b. fish had gold scales

   c. fish was big

   d. fish was beautiful

   e. fish was heavy

3. **"It's** scales are like a gold" The word **It's** refers to…

   a. Toba

   b. Gold

   c. Fish

   d. Pole

   e. Scales

4. How did Toba break the curse?

   a. Eat the fish

   b. Dropped the fish

   c. Let the fish go

   d. Burnt the fish

   e. Killed the fish

5. Who cursed the woman into the fish?

   a. Toba

   b. The fish

   c. Woman

   d. Witch

   e. Girl

6. What promise did Toba should keep after marrying Putri? Toba should not

   a. eat fish again

   b. went fishing

   c. drop the fish

   d. work in the field

   e. say about Putri's origin

7. How was the character of Samosir?

   a. Good

   b. Diligent

   c. Naughty

   d. Kind

   e. Stupid

8. "You are the best husband and the best *dad*" (page 5). What is the synonym of the italic word?

   a. Father

   b. Woman

   c. Samosir

   d. Man

   e. Putri

9. What happened after Toba broke the promise?

   a. Putri left him with Samosir

   b. Putri was sad

   c. Putri and Samosir gone and big disaster came

   d. Toba left the house

   e. Toba fought with Putri

10. "Finally, **it** became a lake and people called it " Toba Lake"" the underlined word refers to..

    a. The lake

    b. The house

    c. The village

    d. The water

    e. The fish

Lesson Plan 1

Answer Key

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

Word Comprehension	3,8,10
Sentence Comprehension	1,5,6,7
Text Comprehension	2,4,9
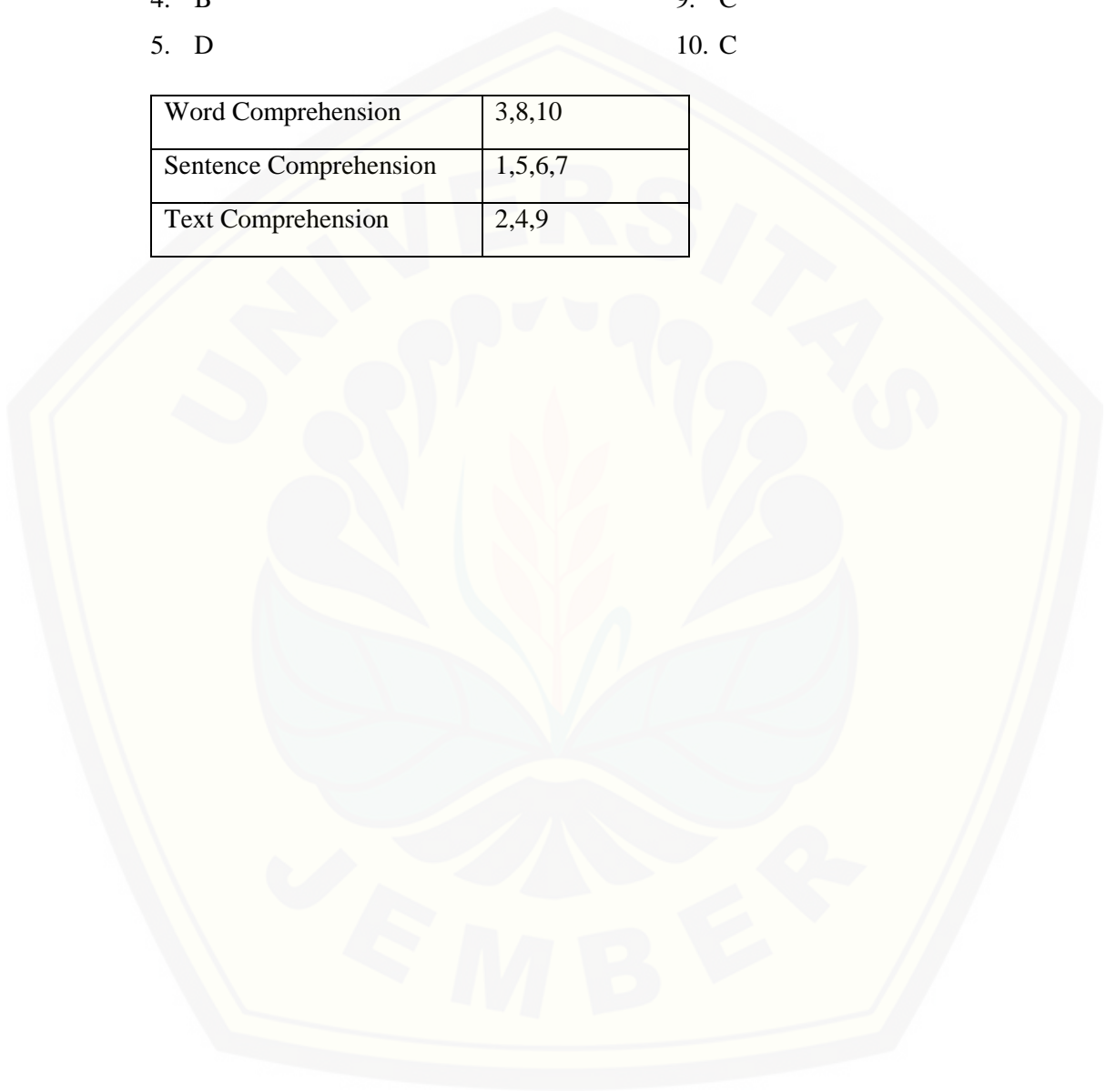
Appendix H

LESSON PLAN

(Cycle 1/ Meeting 2)

School	: M.A An-Nur Rambipuji
Class/Semester	: X/2
Lesson	: English
Topic	: Narrative Text (Jaka Tarub and The Seven Angel)
Time Allocation	: 2 x 45

1. CORE COMPETENCE

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI 4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

2. BASIC COMPETENCE

1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagaiBahasa pengantar komunikasi.

2.2. Menghargai perilaku jujur, disipin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

3. INDICATORS

a. Mentioning the social function and language features of narrative comic.
b. Finding the word comprehension of narrative comic.
c. Finding the sentence comprehension of narrative comic.
d. Finding the text comprehension of narrative comic.

4. LEARNING OBJECTIVES

Through the process of observing, questioning, experimenting, associating, and communicating, students are able to:

a. Mention the social function and language features of narrative comic.
b. Find the word comprehension of narrative comic.
c. Find the sentence comprehension of narrative comic.
d. Find the text comprehension of narrative comic.

5. LEARNING MATERIAL

Enclosed

6. LEARNING ACTIVITIES

Actvities	Teacher's Activity	Students' Activity	Time Allocation
Set Induction	a. Greeting the students. b. Asking the leader of the class to pray together. c. Checking students' attendance d. Giving leading questions.	Praying Answering the questions	**5 minutes**
Main Activity	***Observing*** e. Providing a narrative text in form of comic book (Jaka Tarub and The Seven Angels) f. Asking the students to observe the content of the comic, g. Asking the students to read the comic book. ***Questioning*** h. Stimulating the students to make or to ask some questions related to the comic they read. i. Answering students' questions. ***Experimenting*** j. Asking the students to find unfamilliar words and its meaning. k. Asking the students to discuss the meaning together ***Associating*** l. Asking the students to answer questions related to the comic. ***Communicating*** m. Discussing the students' work together in the class. n. Making conclusion of the story that they read.	Observing the content. Reading the comic Asking questions to the teacher Finding words Discussing the words Answering questions related to the story Disscussing together Making conclusion about the story	**78 minutes**
Closure	o. Asking the students to conclude of what they have learnt today.	Making conclusion	**7 minutes**

	p. Giving score of the students' workseet and giving feedback about the teaching and learning process. q. Parting		

7. LEARNING METHOD

Approach   : Scientific Approach

Model   : Discovery Learning

8. STUDENTS' OBSERVATION CHECKLIST

No	Name	Indicators				Total Indicators Score	Active	Passive
		1	2	3	4			

The indicators of the observation are:

1. The students read the comic given by the teacher.

2. The students answer the questions.

3. The students discuss the content of the comic.

4. The students do the exercises based on comic given by the teacher.

*Note: Students will be categorized as active participant when they fulfil three from four indicators.

9. SOURCES

Sources   : https://youtu.be/NZypHx0PFZI

INSTRUCTIONAL MATERIAL

Pre-Activities

Leading Questions

1. Do you know the name of books which is contain of story like Alladin, Beauty and the beast and Naruto?
2. Are the stories real?
3. Is the story entertaining or boring?
4. How many types of text do you know? Those stories belong to?

Main Activities

What is Narrative text?

1. Narrative text is a text telling a story in the past (Legend, Fable, Folktale, Myth, Fantasy). The function of narrative text is to entertain the readers.
2. Text Structure
   a. Orientation   : introducing the characters and setting of the story
   b. Complication   : describing the rising crisis which the character have to do with.
   c. Resolution   : showing the way the participant solves the crisis, better or worse.
3. Language Feature
   a) Using temporal conjuction.
   b) Verbs to show the action occur in the story.
   c) Descriptive words to describe the characters and setting

Long time ago, there lived a man in the small village. His name was Jaka Tarub

Jaka Tarub was a diligent, handsome, and strong man.

One day, he wanted to hunt a deer in the forest

He wandered in the forest from the morning till the afternoon but he didn't find any deer.

Ugh. I am so tired. I can't find any deer in this forest

Where are they? Where do they go?

I will take a rest for a while under this tree

It was windy at that moment and Jaka Tarub fell asleep right away.

A few moments later, Jaka Tarub woke up because he heard women laughing in a distance

Ahahaha...

What was that? I think I heard somebody is laughing

He was curious about the voice, so he decided to check it. Then, he found out that the voice came from the lake.

Jaka Tarub was surprised that the voice was from the seven angels in the lake

beautiful

He also saw some beautiful scarfs near the lake. He thought that it must be their scarf so he decided to take one of it and hide it.

These must be their scarf. I will take one of their scarf and hide it.

Ahaha. Come on, girls. let's go back to the heaven

The angels started preparing themselves to return to the heaven, but one of them couldn't find her scarf. Her name was Nawang Wulan

Where is my scarf?

I can't find it, sis.

Where did you put it?

It should be here

They looked for the scarf but it couldn't be found anywhere

We can't wait any longer, Wulan. We have to come back to the heaven

But...

I'm so sorry. Perhaps, this is your destiny to live in this world

Nawangwulan was crying while her sisters leaving her alone

Jaka Tarub who watched those angels leaving one angel alone and deeply in tears tried to approach her.

Hey, why are you crying here alone? What is happening on you?

Who are you?

My name is Jaka Tarub. May I help you? Actually, would you mind to come with me to my home? It is dangerous for you stay here in the forest alone.

Nawang Wulan was surprised with the man who came to her.

You can share your entire problem with me after it.

Really? I think you are such a good man. I will come with you

Then, Nawang Wulan agreed to go with Jaka Tarub. A couple months later, They decided to get married

A year later, they have a daughter named Nawang Asih

She is so beautiful like you

One day, Nawang Wulan asked Jaka Tarub something

Honey, I will go to the field for a while. Can you look after this? But you have to promise that you will never open this cooking pot

I'll keep it for you.

His curiosity tempt Jaka Tarub to open the cooking pot. He was shocked finding that there was only a sprig of rice in it.

How comes just a sprig of rice turn into the fully cooked rice in this pot? What kind of magic that she do?

When Nawang Wulan came back, she checked the cooking pot and she realized that Jaka Tarub already opened it

Oh my God, He opened it. Now, my spiritual power is dissapeared.

Ever since that day, Nawang Wulan cooked the rice like an ordinary woman. This made their consumption of rice became so high

One day, when their stock was about to run out, Nawang Wulan found her scarf burried under the rice

This is my scarf

So, he is the one who hide my scarf and pretend to help me. I am so dissapointed on him

Honey, I can't believe that you are the person who hide my scarf and make me can't go back to the heaven. I am so dissapointed

I'm sorry. Do not leave me and Nawang Asih,
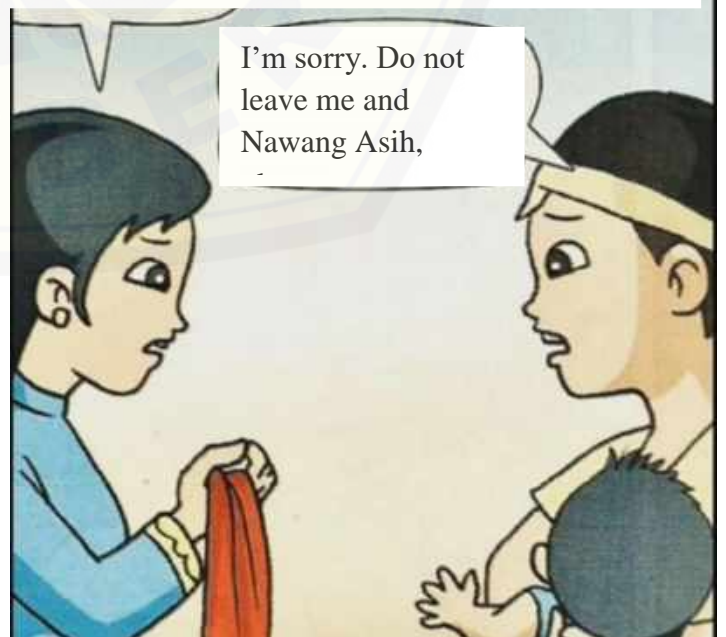
I have to go back to heaven but you have to build a small hut in front of the house and put Nawang Asih every night in there. I will feed and take care of her

No, please. I'm sorry

I can't forgive you. Good bye

Jaka Tarub fulfill Nawangwulan's request and he built the small hut as she instructed. After that, Jaka Tarub could only watch his daughter and his wife playing at the hut from the distance every night.

When Nawang Asih fell asleep, Nawangwulan returned to the sky. It happened many years until Nawangsih grew as toddler.

(Source: https://youtu.be/NZypHx0PFZI)
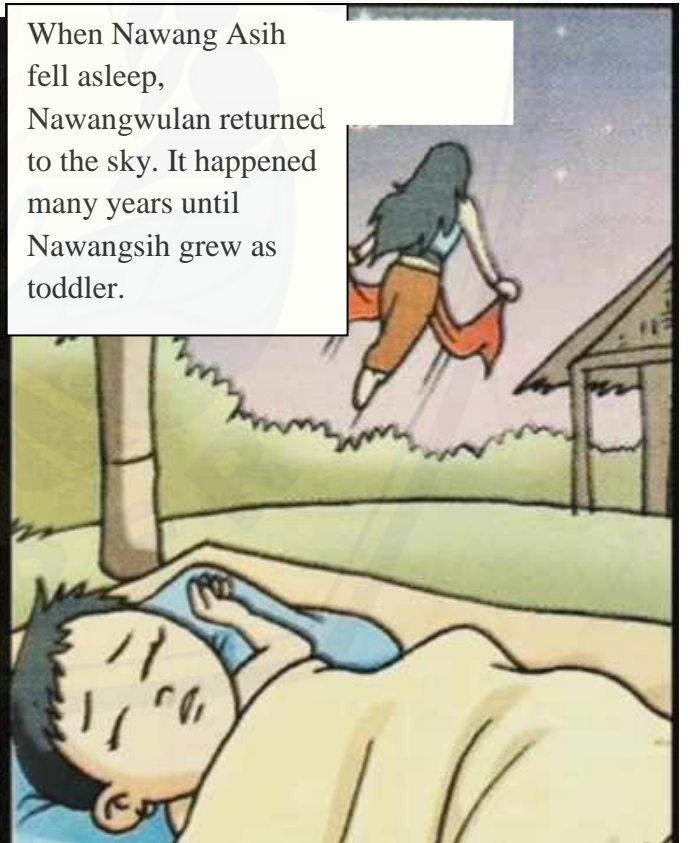
Exercise 1
Choose the correct answer by crossing (x) a,b,c,d, or e based on the comic book!

1. Who is the main character of the story?
   a. Joko Tarub
   b. Seven Angels
   c. Nawang Asih
   d. Nawang Wulan
   e. Sisters

2. How was Jaka Tarub character in this story?
   a. Diligent, smart, weak
   b. Strong, lazy, stupid
   c. Good, diligent, weak
   d. Diligent, handsome, strong
   e. Diligent, ugly, strong

3. What did Jaka Tarub do under the tree?
   a. Take a pee
   b. Eat some food
   c. Cut the tree
   d. Take a rest
   e. Hunt a deer

4. How many angels who take a bath in the lake?
   a. Five
   b. Four
   c. Six
   d. Eight
   e. Seven

5. What did Joko Tarub do after seeing the angels scarf?
   a. Burnt it
   b. Broke it
   c. Hid it
   d. Cut it
   e. Threw it

6. "These must be their scarf. I will take one of their scarf and hide *it.*" (page 3). The italic word refers to …
   a. Angel
   b. Deer
   c. Scarf
   d. The lake
   e. Voice

7. Why did Nawang Wulan cry?

    a. She lost her scarf and met Jaka Tarub

    b. She lost her scarf and sisters left her

    c. She found her scarf and returned to the heaven

    d. She found the scarf and left her sisters

    e. She lost her scarf and left her sister

8. "**She** is so beautiful like you" (page 6). The underlined word refers to…

    a. Nawang Wulan   d. Nawang Asih

    b. Angels   e. Nawang Wulan's sister

    c. Jaka Tarub

9. What is the synonym of "go back" (page 8)?

    a. Live   d. Go

    b. Stay   e. Return

    c. Hear

10. How was the ending of the story?

    a. Nawang Wulan divorce with Jaka Tarub

    b. Nawang Wulan expelled Jaka Tarub

    c. Nawang Wulan returned to the heaven with Nawang Asih

    d. Nawang Wulan returned to the heaven and left Jaka Tarub and Nawang asih

    e. Nawang Wulan returned to the heaven with Jaka Tarub and Nawang Asih

Lesson Plan 2

Answer Key

1. A
2. D
3. D
4. E
5. C

6. C
7. B
8. D
9. E
10. D

Word Comprehension	6,8,9
Sentence Comprehension	3,5,7
Text Comprehension	1,2,4,10

Appendix I

Read the following comic carefully (Comic for test)

Go away!! Go away, Monster!!

I will let you alive, but you have to do something for me. .

I really like to eat kids. Grow this magic cucumber seed. Later, you will have a kid from it. You must give that kid to me when she/he is 6 years old.

Then, Mbok Sarti took the cucumber seeds, left the monster and went home …
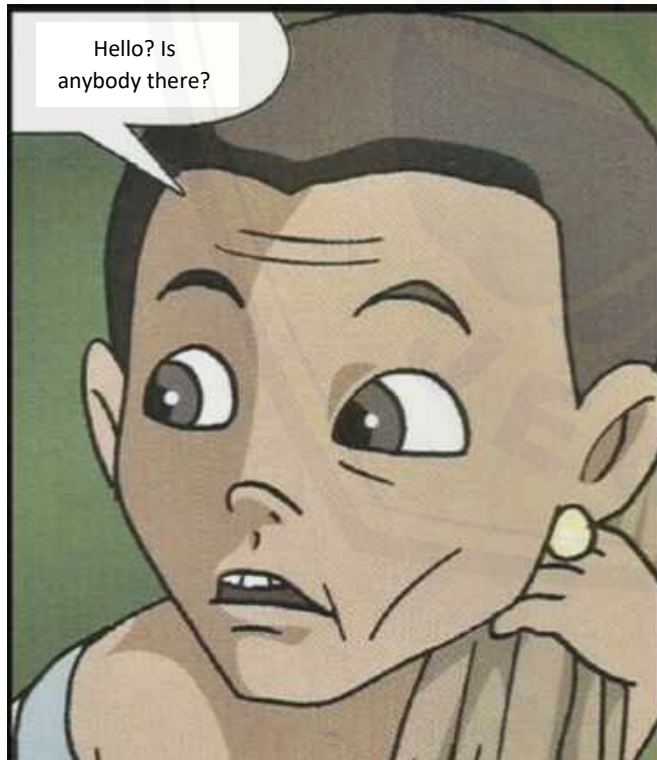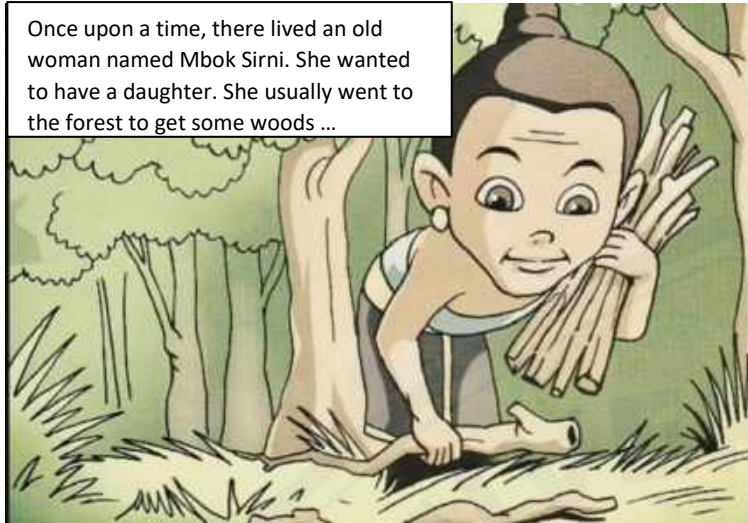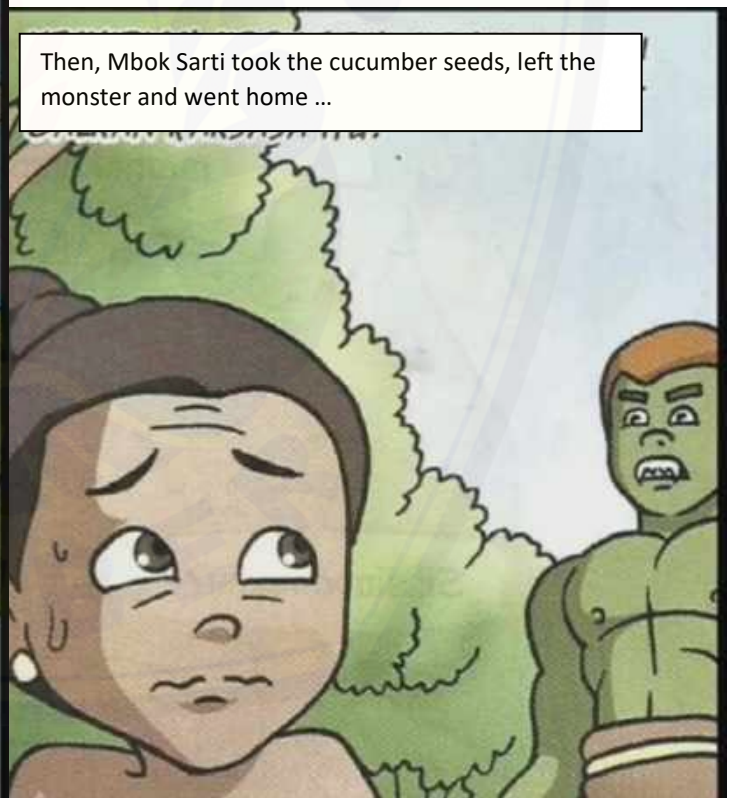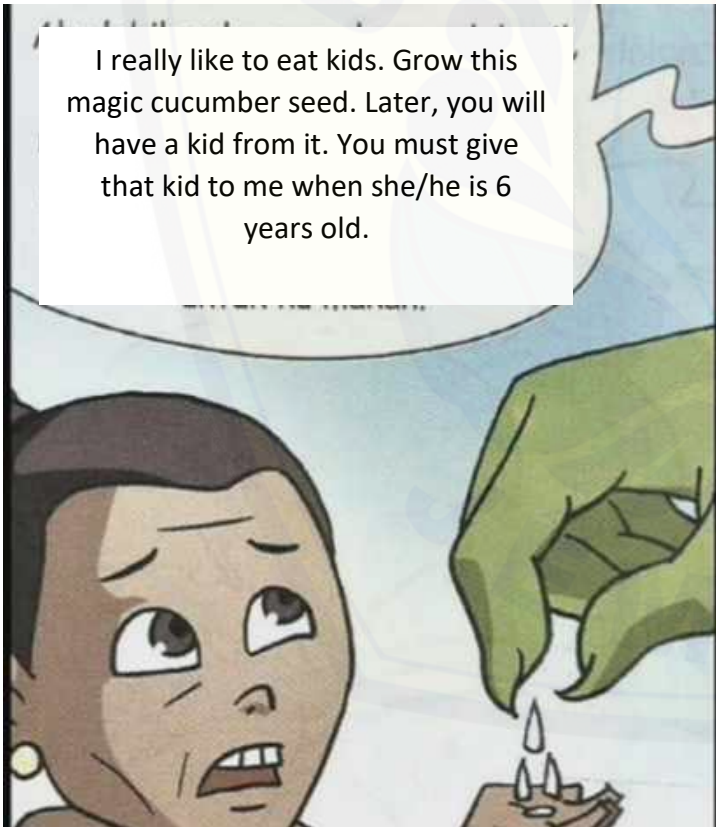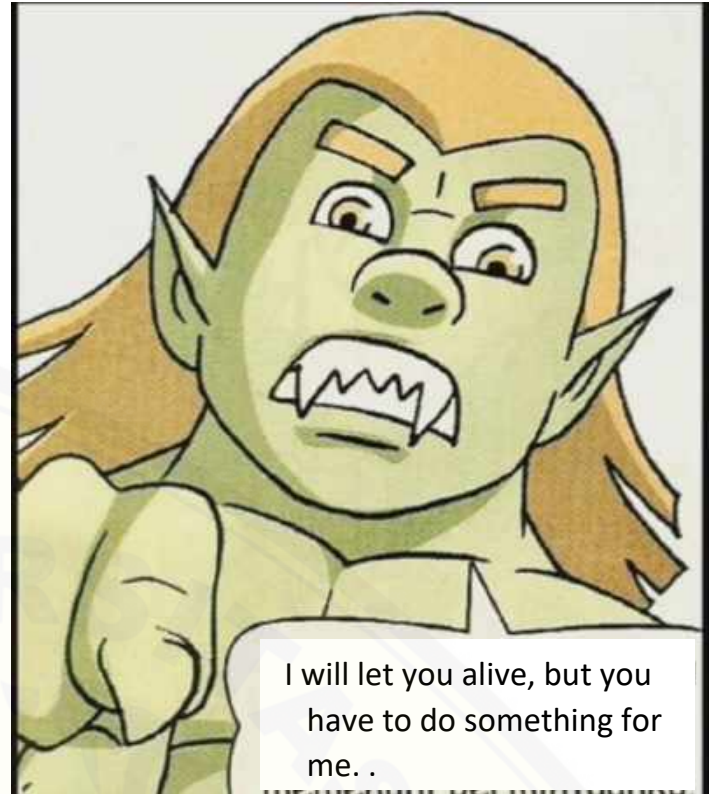
Then, Mbok Sirni planted the cucumber seed as requested by the monster…

After a long time, there was a biggest cucumber among the others. It was shiny like a gold and Mbok Sirni pick the cucumber and brought it to her house…

When Mbok Sirni cut the cucumber, there was a beautiful baby girl inside. Then she named the baby Timun Mas

Timun Mas became into a beautiful and diligent girl. Mbok Sirni was so happy about it …

But Mbok Sirni suddenly remembered about the monster …

Tomorrow, the monster will come. What should I do?

The next morning …

Hey old woman, where is the little girl? I'm so hungry!!

The girl is not big enough for you. She is too small …
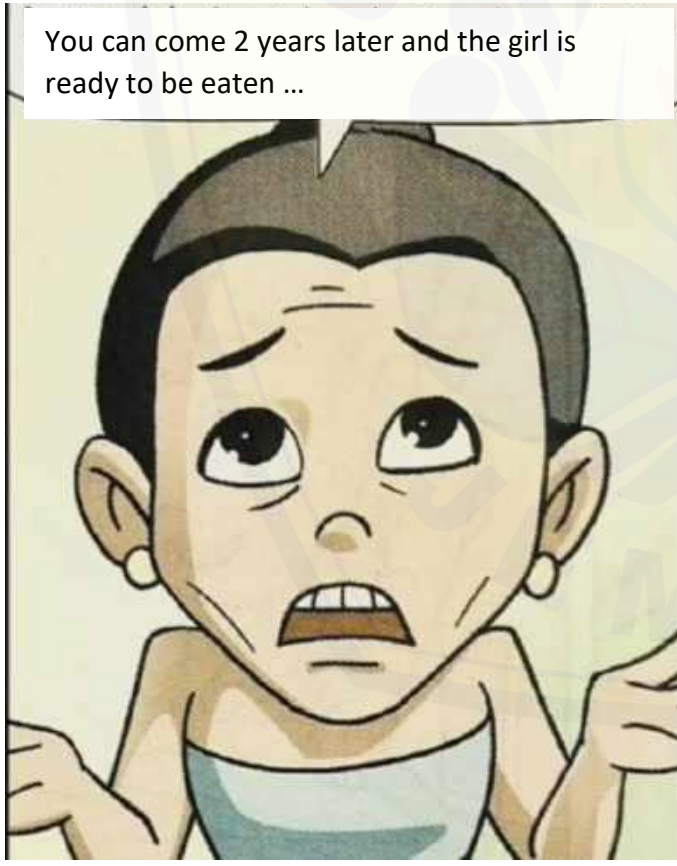
You can come 2 years later and the girl is ready to be eaten …
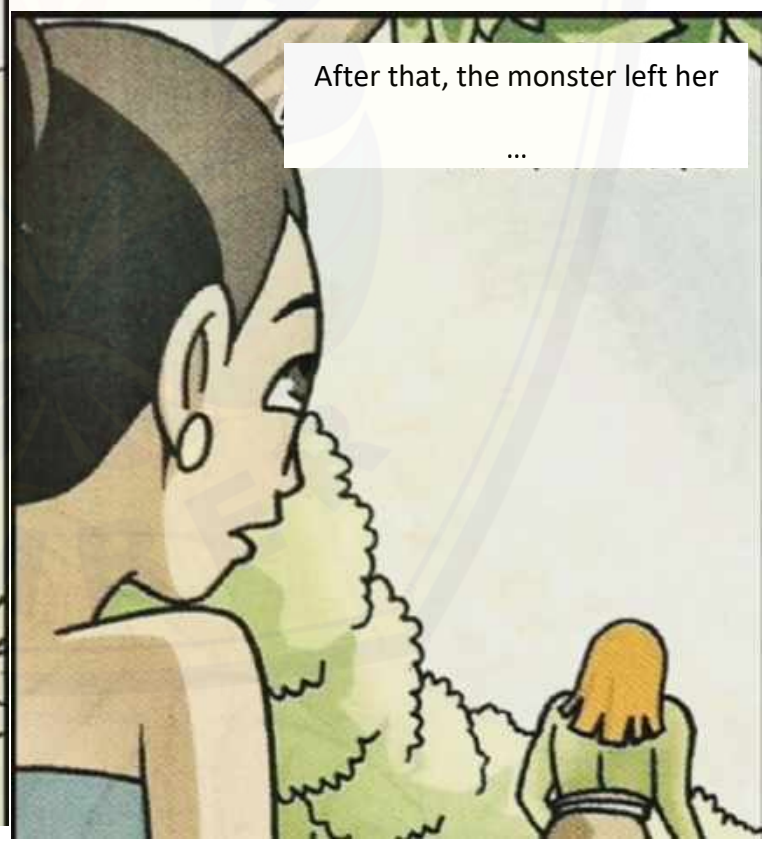
After that, the monster left her …
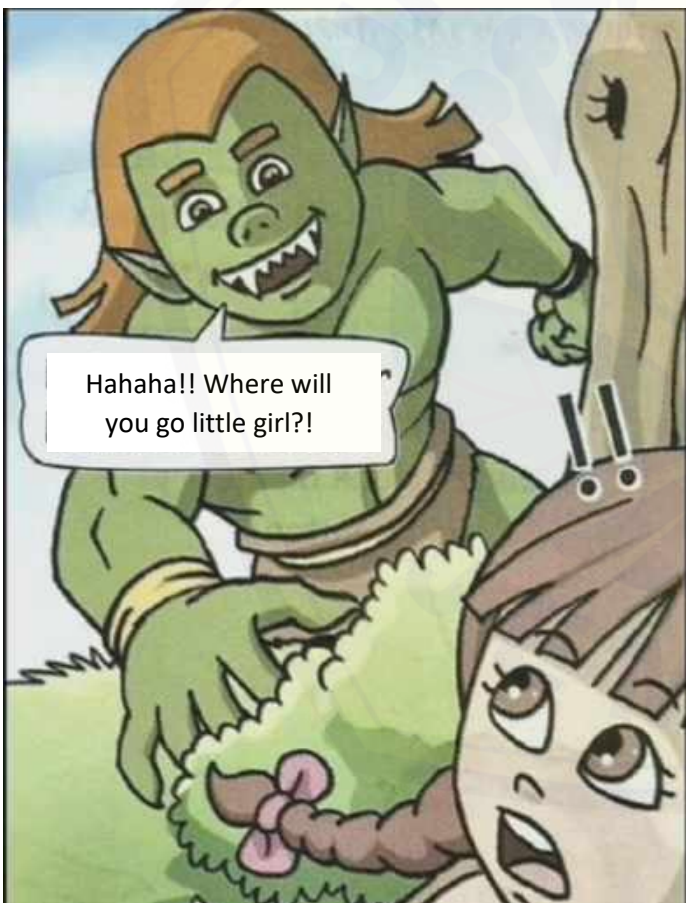
Then, Mbok Sirni met the wizard …

Can I help you?

I really need your help, please ….

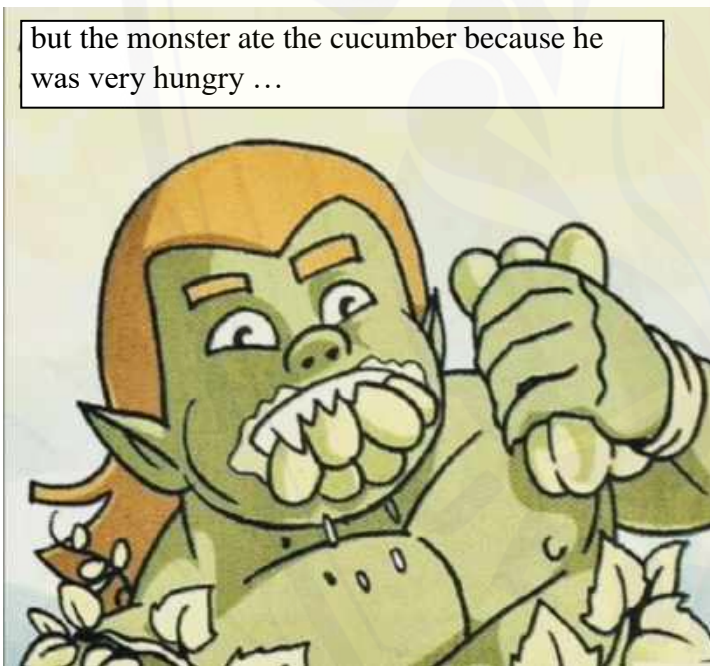She told everything and asked for the wizard's help
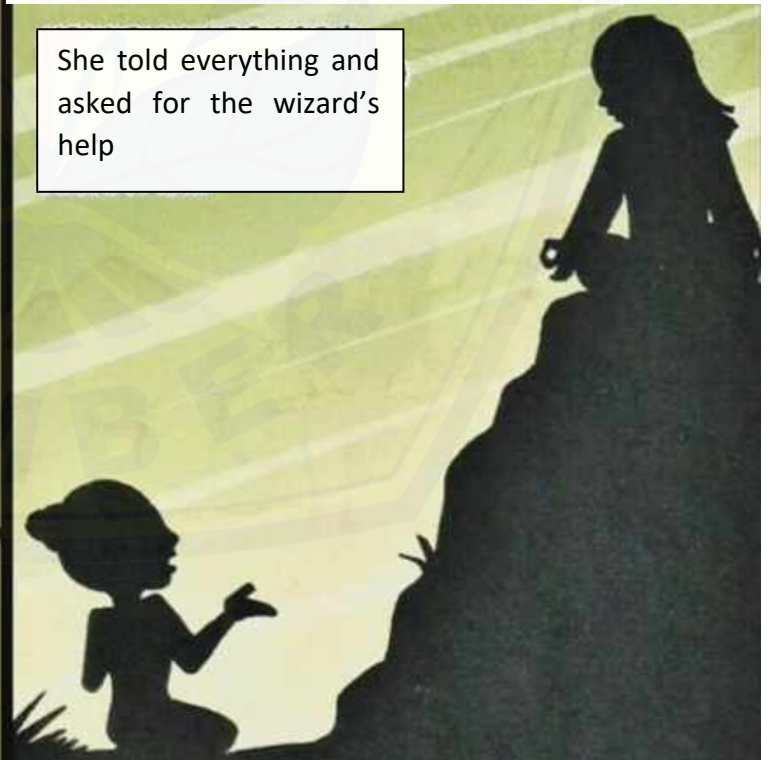
The cucumber seeds turned into very big cucumber tree and trapped the monster

The cucumber seeds turned into very big cucumber tree and trapped the monster

but the monster ate the cucumber because he was very hungry …

I have to run before the monster eat all the cucumber …

Now, I will throw the last pouch…

Timun Mas threw the last pouch contained of shrimp paste. Then, it turned into a large hot mud.

HELP!! HELP ME, PLEASE!!
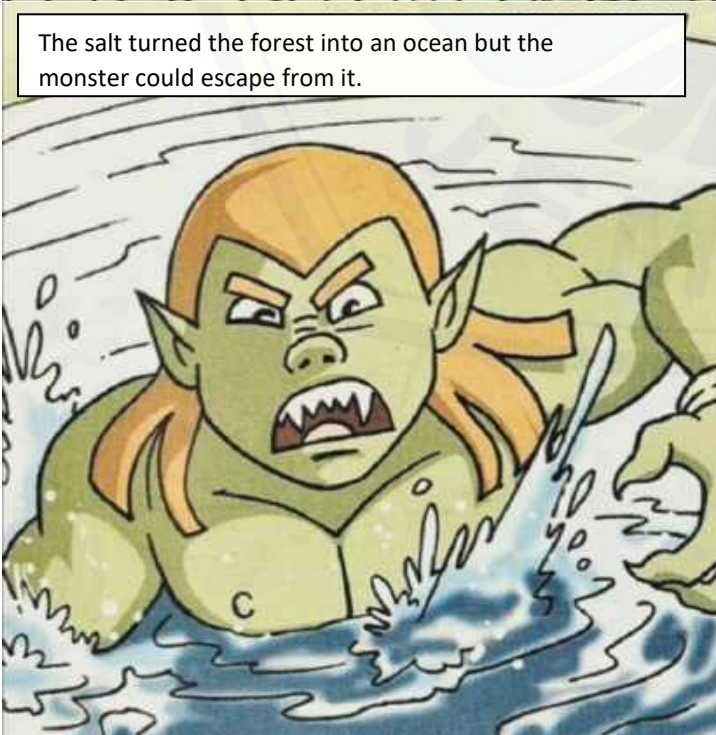
This time, the monster could not escape from the hot mud. He sank and dead.

Finally, Timun Mas was safe from the monster.

At the end, Mbok Sirni and Timun Mas lived happily ever after…

(Source: *https://youtu.be/XLXCAno5Juw*)
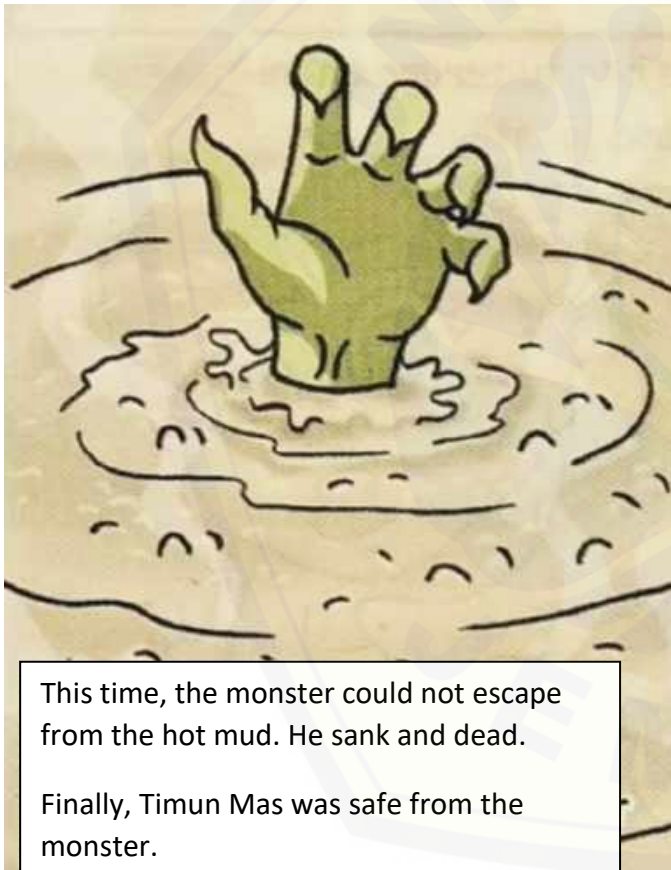
READING COMPREHENSION TEST

| Name:	Date:
Class	Time Allocation: 60 minutes
Lesson: English	Score:

Choose the best answer by crossing (X) the letter a, b, c, d, or e based on the comic!

1. What was the purpose of the story?

    a. To entertain the reader

    b. To tell the past experience

    c. To describe the text

    d. To make something

    e. To report something

2. Who was the main characters of the story?

    a. Mbok Sirni

    b. Timun Mas

    c. Monster

    d. Wizard

    e. A baby

3. Who was the antagonist characters in the story?

    a. Mbok Sirni

    b. Wizard

    c. Monster

    d. A baby

    e. Timun Mas

4. What did mbok Sirni do in the forest? She went to the forest to ....

    a. get some woods

    b. find the monster

    c. meet the monster

    d. find some cucumbers

    e. find Timun Mas

5. What did the monster give to Mbok Sirni?

    a. Woods

    b. Salt

    c. Needle

    d. Shrimp paste

    e. Cucumber seeds

6. Why did the monster let Mbok Sirni alive? Because he wanted Mbok Sirni to ...

   a. Eat some cucumbers

   b. Meet the wizard

   c. Go to Gundul mountain

   d. Get some wood

   e. Grow the magic cucumber seeds

7. How did mbok Sirni get a baby? She got the baby from ....

   a. Gundul mountain

   b. the cucumber

   c. the forest

   d. the wizard

   e. the ocean

8. When did the monster come to Mbok Sirni asking about the kid? After ...

   a. 6 years later

   b. 6 days later

   c. 6 weeks later

   d. 6 months later

   e. 6 hours later

9. Why did the monster leave after asking about Timun Mas to mbok Sirni? Because mbok sirni said that Timun Mas was ....

   a. still a seed

   b. a cucumber

   c. was too old

   d. still a baby

   e. too small

10. "Throw *them* to the monster" (page 7). The italic word refers to ?

    a. Gundul Mountain

    b. Timun Mas

    c. Mbok Sirni

    d. Monster

    e. Pouches

11. Where did Mbok Sirni meet the wizard?

    a. Monster's house

    b. Large hot mud

    c. Ocean

    d. Gundul mountain

    e. Forest

12. Why did Mbok Sirni want to go to Gundul mountain? Because she wanted to..

    a. Meet the wizard

    b. Know the wizard

    c. Help the wizard

    d. Stay with the wizard

    e. Live with the wizard

13. What did the wizard give to Mbok Sirni?

    a. 4 woods   d. 4 cucumbers

    b. 4 pouches   e. 4 needles

    c. 4 seeds

14. What was the thing that not in the pouch?

    a. Shrimp paste

    b. Seeds

    c. Woods

    d. Needles

    e. Salt

15. What made the monster sink in the large hot mud?

    a. The woods   d. The seeds

    b. The salt   e. The shrimp paste

    c. The needle

16. "The monster chased Timun Mas and she threw the needles to **him**"(page 10) , the underlined word refers to

    a. Mbok Sirni   d. The baby

    b. The wizard   e. Timun mas

    c. The monster

17. What was the antonym of big on page 4 in the story?

    a. large

    b. small

    c. hot

    d. dilligent

    e. beautiful

18. "She told everything about Timun Mas and asked for **his** help" (page 6), the underlined word refers to ...

    a. Monster

    b. Mbok Sirni

    c. Wizard

    d. Timun Mas

    e. Gundul Mountain

19. "Throw them to the monster" (page 7) the word them refers to

    a. Pouches   d. Seeds

    b. Salt   e. Shrimp Paste

    c. Needles

20. What happened to Mbok Sirni and Timun Mas after the monster dead? They ...

    a. Lived happily   d. Lived separately

    b. Lived poorly   e. Lived pitily

    c. Lived sadly
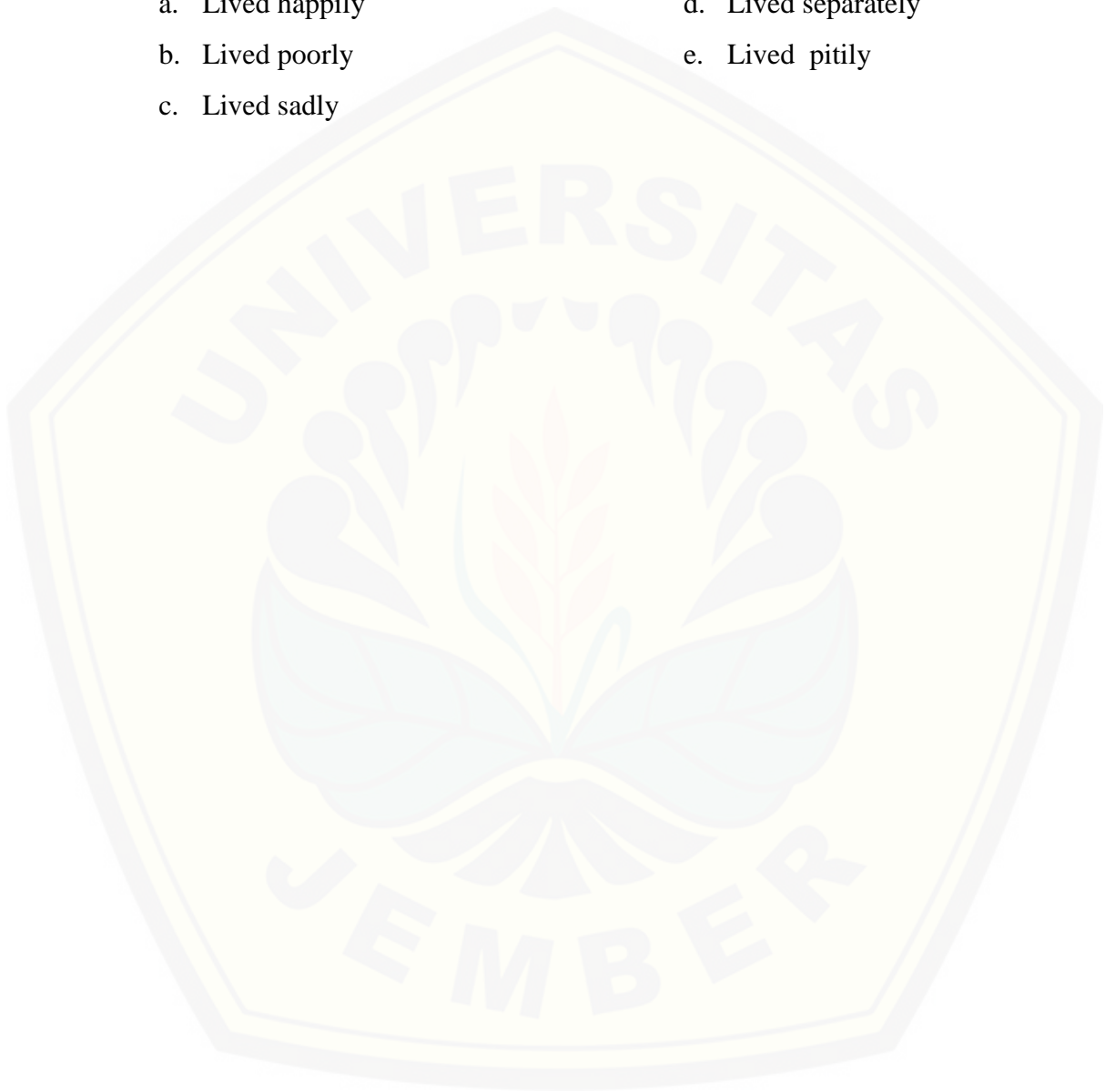
READING COMPREHENSION TEST

ANSWER KEY

1.	A	6.	E
2.	B	7.	B
3.	C	8.	A
4.	A	9.	E
5.	E	10.	E

11.	D	16.	C
12.	A	17.	B
13.	B	18.	C
14.	C	19.	A
15.	E	20.	A

Word Comprehension	10,16,17,18,19
Sentence Comprehension	4,5,6,7,9,11,13,15
Text Comprehension	1,2,3,8,12,14,20

Appendix J

Samples of Reading Comprehension Post-Test
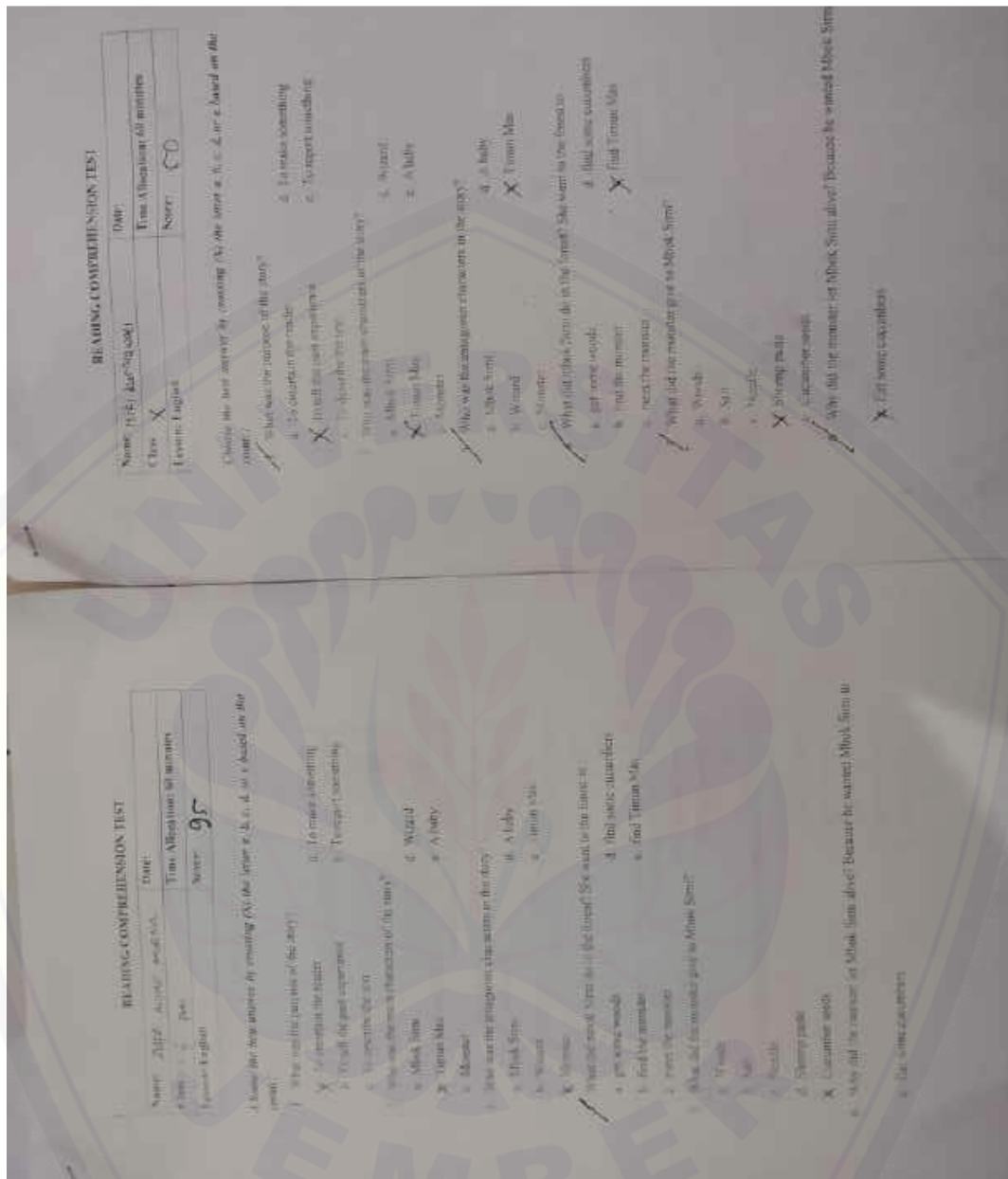
Appendix K

The Letter of Research Permission

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor   : 1 2 5 3 /UN25.1.5/LT/2020   1 3 FEB 2020
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala Sekolah
M.A An-Nur Rambipuji

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Boy Chandra Sasongko
NIM   : 130210401005
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris
Rencana Penelitian : Februari 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Use of Comic Book to Improve the Tenth Grade Students' Narrative Reading Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP 196706251992031003

Appendix L

Statement Letter for Accomplishing Research

YAYASAN AN-NUR HAJI ALWI
SMP ISLAM AN-NUR RAMBIPUJI
"TERAKREDITASI"
Jl. Argopuro No. 47 Telp 0331-712936 Rambigundam – Rambipuji – Jember
E-mail smp_annur09@yahoo.com

SURAT KETERANGAN
Nomor: 082/MA.ANNUR/III/2020

Yang bertanda tangan di bawah ini, Kepala SMP Islam An – Nur Rambipuji menerangkan bahwa:

Nama   : Boy Chandra Sasongko

NIM   : 130210401005

Fakultas/jurusan : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan penelitian guna penyusunan skripsi yang berjudul *"The Use of Comic to Improve the Tenth Grade Students' Narrative Reading Comprehension Achievement"* yang dilaksanakan pada tanggal 26, 28 Februari 2020, dan 04 Maret 2020.

Demikian Surat Keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Jember, 07 Maret 2020
Kepala Sekolah

SUNAN HS, S.Pd

Appendix M

Another Supporting Document