



**THE EFFECT OF USING COMIC STRIPS ON THE EIGHTH GRADE
STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT SMPN 5 JEMBER**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



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STATEMENT OF THESIS AUTHENCITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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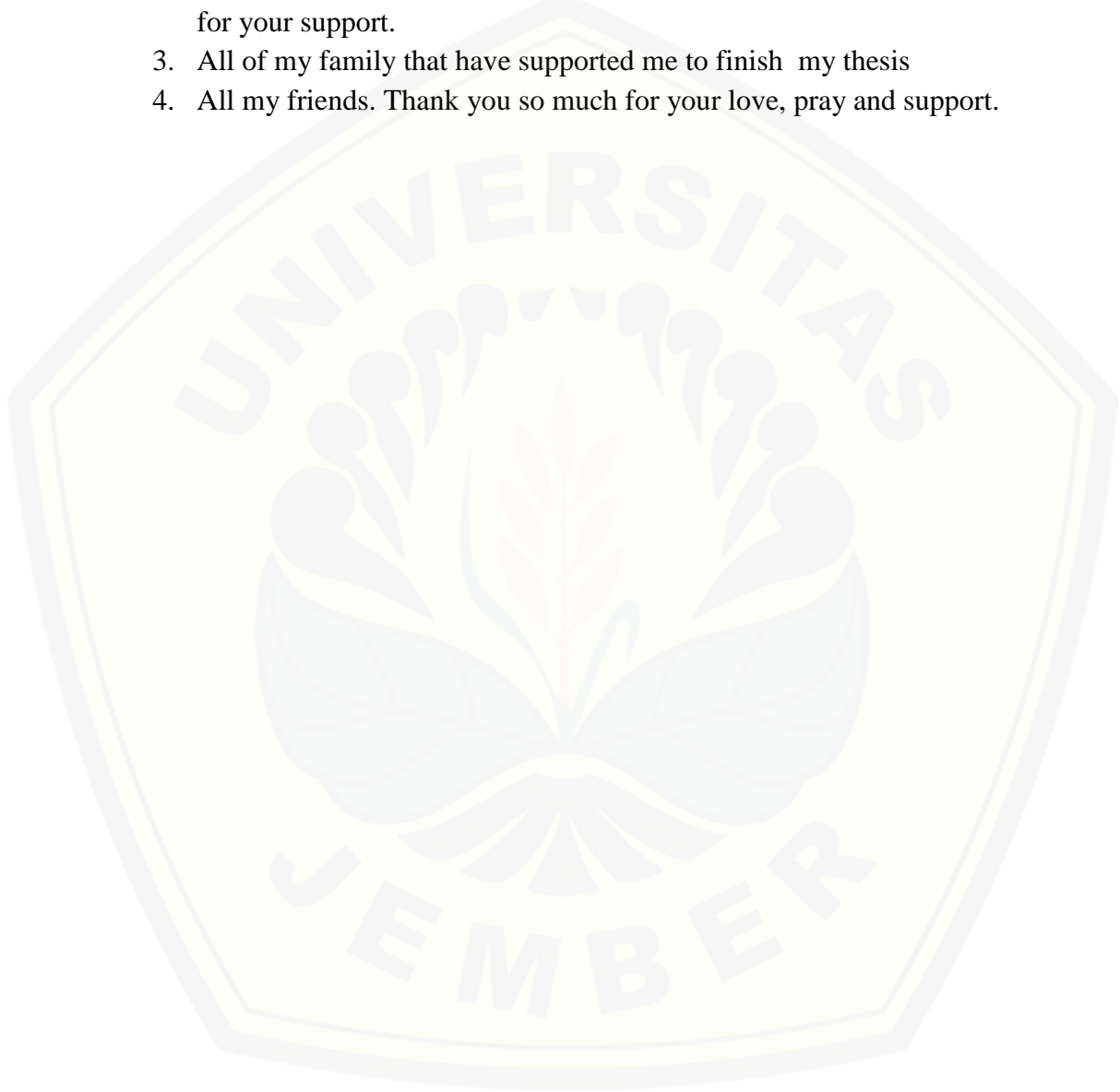
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Sugianto and Supatijah. Thank you so much for your never ending love, pray, suggestion and support.
2. My lovely sister, Devis Leontika and Arien Maulina Azizah. Thank you for your support.
3. All of my family that have supported me to finish my thesis
4. All my friends. Thank you so much for your love, pray and support.



MOTTO

“Education is the foundation upon which we build our future”

Christine Gregoire



(Source: https://www.brainyquote.com/search_results?q=education)

CONSULTANS' APPROVAL

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 2018
The Writer

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SUMMARY

The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 5 Jember; Rury Febriyanti, 130210401023; 2018; 56 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is an active process to construct meaning. Reading has a great role in teaching learning process because by reading, students are able to relate or connect every kind of learning skill. The main purpose of reading is to understand the whole text or story. But the fact shows that the students cannot understand very well about the text given. Therefore, the English teachers have to determine the effective media to make the students more understanding the text easily. They can apply media to help the students in teaching and learning reading comprehension. media are expected to create a more interesting reading comprehension class. Media can also be used to transfer the learning material to reach the goal of study and increase the students achievement. In this research, the researcher considered to use comic strips from the internet as visual media in teaching reading comprehension.

Quasi Experimental research with Post-test Only Design was used in this research as the purpose of this research was to know whether there is a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 5 Jember or not. The researcher chose SMPN 5 Jember as the research area because comic strips as visual media has never been used by the English teacher in teaching reading comprehension for the eighth grade students in the 2017/2018 academic year. The number of the respondents were 72 in total. 38 students were in the experimental and control classes. The respondents of this research were VIII D as the experimental class and VIII A as the control class. The experimental class got treatment by using comic strips, while the control class used picture in series with text.

There were two kinds of data used in this research, they are, the primary data and the supporting data. The primary data gained from the students' reading comprehension score on post test. While supporting data were used to gain the data from the result of interview and documentation from the school. Before the research was conducted, the researcher had conducted a homogeneity test to know whether the population was homogeneous or not. By using ANOVA (Analysis of Variance) on SPSS (Statistically Package for Social Science), the homogeneity test result showed that the population was heterogeneous, thus the researcher chose the participants of the research from the two classes which had the closest mean score. Therefore, two classes were chosen as the participants was 76 students, consisting of 38 students of grade VIII D as the experimental group and VIII A as the control group.

The primary data of this research were analyzed statistically by using t-test formula to find the significant difference of the experimental group and the control group. The result of the t-test formula analysis showed that the value of the significant column of Levene's Test was 0.519, which means that it was higher than the significant degree (0.05). The variances of the two groups (experimental and control groups) were the same, the equal variances assumed should be read. The t-test value was 0.029. Because it was lower than the significant degree (0.05), the null hypothesis saying that "There is a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 5 Jember" was accepted.

Based on the result of the research, some suggestions are proposed to the English teacher, the students and the future researchers. For the English teacher, it is suggested that the English teachers of SMPN 5 Jember use comic strips as the media in teaching reading comprehension skill as consideration and information to create relaxed atmosphere in the classroom in teaching reading comprehension skill. For the students, it is suggested that the use of comic strips can help them practice reading comprehension skill because comic strips as visual media that consist of some pictures combined with words that can make the students more interested in reading English and they can enjoy reading English texts. For the

future researchers, hopefully it can be used as a consideration to conduct a further research dealing with a similiar topic by using a different research area and different research design such as classroom action research to improve the students' reading comprehension skill by using comic strips at other schools.



CHAPTER 1.

INTRODUCTION

This chapter presents the introduction of the research. It is divided into three aspects. They are background of the research, problem of the research, and contribution of the research. Each aspect is presented respectively in the following section.

1.1 Background of The Research

Students are expected to master English through four basic language skills which cover listening, speaking, reading, and writing. Powers (2010:1) states that listening and reading belong to receptive skills that people extract meaning from the discourse they see or hear, while speaking and writing belong to productive skills that people use the language to produce messages through oral or written text. That statement means the four basic language skills are related to each other and need to be mastered. From those four basic skills, reading has a great role in teaching learning process because by reading, students are able to relate or connect every kind of learning skill. Besides, reading is also fundamental in education, because almost all teaching and learning process involves reading.

According to Grellet (1996:8) reading is not a passive process because reading skill constatly involves guessing, predicting, checking and asking oneself questions. Thus, it can be said that reading is a very active process in which the readers not only read the text but they should also comprehend the text well.

By reading, we can get some information and open the windows of knowledge. Simanjuntak (1988:5) defines that reading is primarily a cognitive process, which means that the brain does most of the work. That statement represents that reading is an activity using brain to receive and manage the information sent by eyes. This idea is supported by Harmer (2007:101), reading is an exercise dominated by eyes and the brain to get some information or general

idea of the text. The people use their eyes to receive messages and the brain has to work out the significance of these messages.

Based on the preliminary study conducted at SMPN 5 Jember by doing the interview with the English teacher, the teacher in that school does not use media in teaching reading comprehension skill. She always uses reading material from the students' textbook available and worksheet or *LKS*. In such condition, it makes the teaching and learning process to be more monotonous. The students felt difficult in comprehending the text because they felt bored of learning reading comprehension skill without media. Therefore, the students needed media to make them comprehend the text more easily. Thus, media are expected to create a more interesting reading comprehension class. Media can also be used to transfer the learning material to reach the goal of study and increase the students' achievement.

There are many kinds of media that can be applied in teaching learning activity. As stated by Djamarah and Zain (2006:120), media are classified into three types, they are: audio, visual, and audio-visual. The researcher considered to use comic strips as visual media. As stated by Wright (1989:2) one of the visual aids that has a function as media in teaching learning process include pictures and comic strips. Wright & Sherman (1994), in Merc (2013:54) suggest, comic strips are visual media consisting of pictures that are combined with the words which are commonly used to encourage and develop students' interest and competencies in reading and also make the students easier to understand the meaning of the story. When the pictures are combined with the words such as in the comic strips, the students will be easier to understand the meaning of the story. Besides, using comic strips as media in teaching and learning process will make students feel interested in reading English skill. Thus, they will comprehend the text easily. Based on the explanation above, it was necessary to conduct an experimental research entitled "*The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement at SMP Negeri 5 Jember*"

1.2 Problem of The Research

Based on the background of the research, the research problem is formulated as follow “is there any significant effect of using comic strips on the eighth grade students’ reading comprehension achievement at SMP Negeri 5 Jember?”

1.3 Contribution of The Research

1.3.1 Empirical Contribution

The result of this research hopefully can motivate the students in learning reading skill and in making them comprehend the reading text easily through comic strips. they can also get knowledge and get an experience in reading English skill through the comic strips.

1.3.2 Practical Contribution

The result of this research can be used as consideration and information by the English teacher to create relaxed atmosphere in the classroom which include comic strips as media in teaching reading comprehension because comic strips are able to make students read effectively and easily.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter discusses reviews of literatures dealing with the research. Those are theoretical framework, conceptual review, and the previous research results. The complete explanation is described as follows.

Theoretical Framework

2.1 Reading Comprehension

Westwood (2008:30) defined that reading comprehension as reading a text with full understanding draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identification skills. According to Linse and Nunan (2006:71), reading comprehension refers to reading for meaning understanding and entertaining. While reading process, a reader will use some skill to comprehend the text. in this case, read a text is not only to concept the meaning and to get the information but also, to entertain the reader.

Reading is an activity using brain to receive and manage information sent by eyes. This idea is supported by Harmer (2007:101) who points out that reading is an exercise dominated by eyes to get some information or idea of the text. It means that people use their eyes to receive messages and the brain has to work out the significance of these messages. Reading is one of basic language skills which has a great roles in teaching learning process. Reading is an active process. Grellet (1996:8) states, reading is an active skill that involves some activities, like: guessing, predicting, checking and asking oneself question.

Thus, reading needs comprehension. Grellet (1996:3) stated that the reader does not only read what he or she is looking for but they must comprehend the text to understand the content of the text. It means that reading is an activity process which needs our comprehension to get the meaning of the text. Reading comprehension covers some indicators that the students should achieve in order to

improve their reading comprehension skill. According to Henning (1997:269), comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

A. Word Comprehension

Comprehending words is important while reading because the students cannot get the meaning and understand the whole text if they cannot recognize the words in the text. This idea is supported by Burns et al. (1984:161) who state that it is basically important in reading comprehension to understand word meaning, because it is impossible for the students to comprehend the text without understanding the meaning of words. It means that to understand a reading text successfully, the students should know the meaning of the words in the text.

Here is the example of word comprehension:

- *he drinks a **can** of beer*
- *he **can** see the microbes with the telescopes*

from the sentences above, the word “can” has more than one meaning. The word “can” in the first sentence means the quantity of food or drink held by a can, in the second sentence “can” means the acquired knowledge or skill. Comprehending word is important for the students because they can get the meaning of the sentence in the text.

B. Sentence Comprehension

According to Wong (1999:15) a sentence is a group of words that has three things namely a subject, a verb, and a complement. Students should comprehend the meaning of the word in the sentence first before comprehend the reading text. Comprehending a sentence means the readers did not only understand the individual words, but also the whole meaning of the sentence.

Here is the example of question of sentence comprehension:

The Fox and the Cat

One day, there were two animals in the forest. The fox and cat were having a conversation.

The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick.

Then, the fox said, "One day, I may teach you a few of the simpler one." And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said "What is your trick, Fox? Hurry up!!" The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.

Finally, the dogs attacked and tore him into pieces.

(taken from: <http://www.englishiana.com>)

Question: "One day, I may teach you a few of the simpler ones."

What does the word "you" refer to?

- a. The dog
- b. The cat
- c. The fox
- d. An enemy

Answer: b. The cat

C. Paragraph Comprehension

According to Oshima and Hogue (1998:16), paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. It means that a paragraph contains related sentences in which refer to the general idea or main idea of the paragraph. Paragraph comprehension is an important thing in reading, it refers to understanding words and sentence in paragraph. There are three major structural parts they are: topic sentence, supporting sentence, and concluding sentence (Oshima and Hogue, 1998:17).

The example of question of paragraph comprehension:

The Fox and the Cat

One day, there were two animals in the forest. The fox and cat were having a conversation.

The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick.

Then, the fox said, "One day, I may teach you a few of the simpler one." And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said "What is your trick, Fox? Hurry up!!" The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.

Finally, the dogs attacked and tore him into pieces.

(taken from: <http://www.englishiana.com>)

Question: “ what does paragraph 2 tell us about?”

- a. The cat tricks for get away from the enemies
- b. The fox told to the cat about his tricks
- c. The enemies, dogs
- d. The cat and the fox trick

Answer: b. The fox told to the cat about his tricks

D. Text Comprehension

Reading is not just the process to reading words but also knowing about the content of the text is the purpose of reading comprehension. Grellet (1996:4) states that one of the main reasons for reading is to find out something or to do something with the information we get. The reader must do to get the goal of reading is by recognizing or understanding the part of the text. According to McWhorter (1989:131), a whole text consist of words, sentences, and paragraphs. It can be said that the readers have to understand the whole parts of the text such as words, sentences, and paragraphs to comprehend a written text.

The example of question of text comprehension

The Fox and the Cat

One day, there were two animals in the forest. The fox and cat were having a conversation.

The fox told his friend that he had a lot of tricks to get away from their enemies, the dogs. The cat was curious because he had only one trick.

Then, the fox said, “One day, I may teach you a few of the simpler one.” And the cat agreed about that. After a while, they heard about the barking of dogs from the distance. The cat climbed the tree and sat among branches. The cat did his trick and said “What is your trick, Fox? Hurry up!!” The fox was confused which one the best trick that he could use. He was still thinking until the dogs came closer.

Finally, the dogs attacked and tore him into pieces.

(taken from: <http://www.englishiana.com>)

Question: “What is the moral value of the story above?”

- a. One trick to make the enemies get away
- b. A lot of tricks is better than one trick
- c. Don't be an arrogant person

- d. True friends always teach a lot of tricks to get away from the enemies

Answer: c. Don't be an arrogant person

2.2 Media in English Language Teaching

The use of media in teaching and learning process is important to make students more interested in teaching English, and it can be used to transfer the learning material to reach the goal of the study, also to increase the students' achievement. As stated by Djamarah and Zain (2006:120) media are divided into three types, they are: audio, visual, and audio-visual media. Gultig (2010:19) states that teaching media refer to any media developed specifically for educational purposes. They play an important role to support learning. Furthermore, some teaching media can be explored by the students not only at school, but in their real life.

2.3 Comic Strips

2.3.1 Definition of Comic Strips

Comic strips as visual media consisting of some pictures in sequential of panels and combine with words in the word ballons, having a minimum of one and maximum of four panels, having a number of pages in each panels and also tell a story consist of beginning, middle, and end with continuing characters. As stated by Smith (2006:3) a comic strip utilize panels, having a minimum of one and usually a maximum of three or four, he also adds that a comic strip runs on for a number of pages and typically has continuing characters and stories. Many experts have argued about comic strips with their own perception. According to Dirks and Opper (1902) in Gordon (1998:37) and Outcault (1902), in Gordon (1998:44), comic strips as featuring some prominent characters, which cover sequential panels, continuing characters, and word ballons.

According to Saraceni (2003:5), the characteristics of comic strips are employment of both words and pictures, text organized into sequential units, graphically separated from each other, but the most important of comic strips is the way in which linguistics and pictorial elements interact with each other.

Therefore, the researcher choose comic strips because comic strips are more communicative, effective, popular, accesible and readable. They are simple and easy to understand. So that the researcher will decided to conducted a research about comic strips as media in the teaching and learning process.

2.3.2 Comic Strips in English Teaching

According to wright and Sherman (1994) (in Merc, 2013:54) a comic strip is one of visual media that is useful in teaching and learning English, because it can be used to increase the students' motivation and interest in reading English. According to McVicker (2007:85), the teacher can use comic strips as a great tool for helping students to develop their understanding of content using visual literacy skills. In addition, Arlin and Roth (1978:202), comic strips are interesting and children will attend to that which they find interesting more than to that which they find uninteresting. It can be concluded that the students will understand and comprehend the content of the text clearly if they have interest and motivation with the material

Comic strips as visual media consist of some pictures in sequential of panels that combines with words in the word ballons, having a minimum of one and maximum of four panles, having a number of pages in each panels and also tell a story consist of beginning, middle, and end with continuing characters can interest the students in learning English because they can see the picture combine with words and also with the continuing characters in the beginning, midlle, and end. Pictures that combine with words like in comic strips can make the students more interested in reading English because they are enjoyable in class also help the students understand various aspect of foreign language (Wright, 1989:136). In addition Liu (2004) stated that if words, expressions or concept is accompanied by pictures or images, the students or readers will memorize and understand the whole text more easily. This argument is in line with Hutchinson (1949) experiment (in Yang, 2003:2) who stated many teachers discovered comic strips to be particulary useful in classroom. By using comic strips as media, a teacher can take the advantage of them as an intermediary or a medium to help the students in comprehending the whole of the story. So, comic strips can also be

regarded as potential material in teaching and learning process to motivate students' interest.

In this research, comic strips were used to know the effect on the eighth grades students in reading comprehension achievement at SMPN 5 Jember in the 2017/2018 academic year

2.3.3 The Strengths of Comic Strips

According to Yang (2003:1), there are five strengths of comics in education. They are motivating, visual, permanent, intermediary, and popular. The following sections will discuss the strengths respectively.

a. Motivating

Comics involve a chronological story in sequential panels. They motivate the students to be curious to know what will happen in the comics. According to Csabay (2006:24), comics can bring a cheerful atmosphere into the classroom. By using comics, particularly comic strips, in teaching and learning process, teachers can take advantages of the motivating ability of comic strips.

b. Visual

Liu (2004:229) states that comic strips communicate using two major media -words and images- a somewhat arbitrary separation because comic strips' expressive potential lies skillfully employing words and images together. It means words and images produce better recall and transfer than either does alone. Images in the form of picture are helpfully to the students understand about the story. The visual function of comic strips, including words and images, brings a weight of communication together to be understood. Eisner (1985:7) states that a comic strip is communicate in a 'language' that relies on a visual experience common to both creator and audience.

c. Permanent

According to William (1995), comic has unique visual permanence which refers to the continuity of the story involved in the comics, particularly comic strips, without any changes. The permanent story does not destroy the form and characters of the comic strips, but creates a memory to the readers and helps them understand the story more deeply.

d. Intermediary

Comic strips can serve an intermediate step to difficult disciplines and concepts (Yang, 2003). Moreover, A comic strip can leads the students towards the discipline of reading English, especially those who don't enjoy reading or have a fear of failur in reading (Karl, 1981 in Yang, 2003). From that statements it can be concluded that when the students do not pay attention when the teacher teaches reading material because they get bored in the class and they have a fear of failure in reading an English text, comic strips can make an intermediate in the teaching reading because comic strips involved the pictures and the fun story.

e. Popular

Comic strips involve popular culture into the classroom and popular for children that already have the background knowledge. It can help the students to comprehend the text because they can compare the story with their own life and their experience. As Morrison (2002), in Yang (2003:2) suggests by incorporating the popular culture into the curriculum, teachers can bridge the separation, many students feel between their lives in and out of school. The teachers can introduce popular culture in the calssroom easily and effectively through comics.

In conclusion, comic strips are useful and helpful as media in the teaching reading and learning process. In this research the use of comic strips as media as well as the teaching material of reading will help the students' comprehend reading text without difficulty.

2.3.4 The Weakness of Comic Strips

Every medium of instruction used in teaching and learning process has strengths and weaknesses and so do the comic strips. The weaknesses of using comic strips as the teaching media are 1) comic strips use the informal language rather than formal language. According to Chow (2010), comic strips contain the language which is commonly used in a daily conversation, such as idiom, slangs, onomatopoeia (word that imitate a sound of something) and abbreviation.

The examples of onomatopoeia are the sound such as *meaow* is the sound of a cat or *moo* is the sound of a cow. He also adds that the meaningful language used in comic strips may not be meaningful in teaching and learning process since

the students only learn the formal language taken by the text book. The students will get difficulties to comprehend the text, they do not understand about those idiom, slang, or obbervation used in the comic strips. Sometimes, the idiom and slang in the comic strips are not appropriate with the students for junior high school because not all of the words, the idioms and slangs have good meanings. So, the teacher should explain to the students if the idioms and slangs do not have good meaning and they do not say them in the daily lives because they are not good for the students to say the bad words. Therefore, it is important for the English teacher to consider the language used in comic strips taken as the media and material in teaching and learning process.

To solve these problems, it is important for English teachers to explain the difficult language before reading the comic strips. The teacher should choose the appropriate comic strips for the students on the eighth grade of junior high school. According to Csabay (2006), the difficulty of the language presented to the class should match with the level of the students in order to make the use of comic strips not frustating to them.

2.3.5 The Procedures of Teaching Reading by Using Comic Strips

Rivas (1999:16) states there are three stages in teaching reading as follows:

1. Pre-reading

In pre-reading, Rivas (1999:16), there are two main functions of pre-reading activities, 1) to seek students' involvement, interest, and motivation. 2) to provide the language needed by the students to read the text.

In this research, pre-reading was conducted by asking the leading questions to stimulate the students' prior knowledge. Then, showing some pictures of comic strips. Besides, stating the learning objective of teaching reading comprehension was also done in this stage.

2. Whilst reading

The main goals of whilst or while reading are strategy, skill practice, and linguistic development and helping the students to understand and comprehend the writer's text and purpose, the text structure and the content of the text.

In this research, whilst reading was conducted by explaining the text type, the purpose, the generic structure of the text, and the language features of the text used in learning activity related with comic strips, distributing the cuttings of comic strips and asked the students to set off them into good orders, reading the comic strips in pairs, finding the difficult words and giving the meaning. Besides, discussing the main idea of the comic strips, doing the multiple choice and identify true-false statements, then discussed them with the class were also done.

3. Post-reading

The goal of this stage is to help the students to conclude what they have read and at the same time the aim is to relate the text to the students' experience, knowledge and opinions. According to Parrish (2004:141), post reading activities are to give students further practices using the content of the text and check their comprehension of the text.

In this research, post reading was conducted by guiding the students to draw the conclusion of the content of the comic strips given, so that students need to reflect upon what have been read.

This research was applied these three stages of teaching reading comprehension both to the experimental and the control groups.

2.2 Conceptual Review

2.2.1 Comic Strips

Comic strips as visual media consisting of some pictures in sequential of panels which are combined with words in the word ballons, having a minimum of one and maximum of four panels, having a number of pages in each panels and also telling a story which consist of beginning, middle, and end with characters.

According to Liu (2004:229), a comic strip is a series of pictures inside boxes that tells a story. The pictures are tied by the dialogue in word ballons or other texts in captions to tell the story. In this research, comic strips were used as media and material in teaching reading to make the students interested and motivated in the teaching and learning process of reading and to make the atmosphere in the classroom more enjoyable.

Comic strips as visual media consisted of pictures combined with words which could make the students comprehend the text more easily rather than the conventional text book. The comic strips used in this reasearch provided 5 to 10 panels in each comic strips and were printed in colors and given to the experimental group.

2.2.2 The Eighth Grade Students' Reading Comprehension Achievement

Hughes (2003:13) states that achievement is related to the test that is done to establish how succesful the students have achieved the learning objective. Achievement in reading comprehension deals with the level of attainment in any or all reading skills, usually estimated by performance on a test. It means that the students' reading comprehension achievement is something that can be achieved succesfully after the reading process. In this research, reading comprehension achievement dealt with three levels of comprehension test covering word comprehension, sentence comprehension, and text comprehension. It was indicated by the scores of reading comprehension. Paragraph comprehension was not tested because comic strips do not have a paragraph. The post test was conducted after the treatments were given.

2.3 Review of Previous Studies

There were four previous researches conducted by 4 researchers which showed the succes of using comic strips in teaching reading, they were: Farida (2014), Wulandari (2014), Nasution (2014), and Darmawan (2013).

The first previous study from Farida's research (2010) entitled "The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Texts" proved that comic strips succeeded to facilitate students' reading comprehension skill on narrative texts in the eighth grade of SMPN 2 Tanggunharjo Grobogan, Semarang in academic year of 2010/2011.

Second, Wulandari's research (2014) entitled "The Effect of Using Comic Strips on the Seventh Grade Students' Reading Comprehension Achievement at SMA PGRI 6 Genteng, Banyuwangi" proved that the use of comic strips had a

significant effect on the students' reading comprehension achievement at SMA PGRI 6 Genteng Banyuwangi.

Third, Nasution's research (2014) entitled "The Use of Comic Strips in Teaching Reading a Descriptive Text on the Seventh Grade Students of SMPN 3 Pekanbaru" proved that teaching reading comprehension by using comic strips in seventh grade students had a significant difference in the achievement between students in VII 2 who were taught reading descriptive text using comic strips and students in VII 5 who taught without comic strips. Besides, it also gave the positive effect after giving treatment using comic strips in the experimental classes.

The last from Darmawan's research (2013) entitled "The Use of Comic Strips in Improving Students' Reading Comprehension of Narrative Texts on the Eighth Grade Students of Junior high school in Bandung". That research shown that the effectiveness of comic strips could improve the students' reading comprehension as indicated by the statistical scores in the post test. It was shown the result of the experimental group which was higher than that of the control group.

Based on the previous studies above, the researcher was interested in conducting an experimental research entitled "The effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement at SMP Negeri 5 Jember.

CHAPTER 3

THE STUDY

This chapter discusses the methods applied in this research. It consists of research design, research context, research participants, data collection methods and data analysis method.

3.1 Research Design

This research used quasi-experimental design with post-test only design. According to Arikunto (2006:44), research design is a strategy to arrange the setting of a research to get valid data that match with the variable and the objective of the research. The purpose of this research was to investigate whether the use of comic strips affected the students' reading comprehension achievement or not. As stated by Creswell (2012:295), in the experimental studies, the researcher tests an idea or procedure to determine whether or not it gives a significant effect on the dependent variable.

In this quasi experimental design, the samples was used two classes, the experimental and the control classes. Both of them were chosen based on the result of homogeneity test. The two classes were chosen as the experimental and the control classes randomly since the population was homogeneous. The treatment was taught to the experimental class, that is, teaching reading comprehension by using comic strips, while the control class was taught reading comprehension without using comic strips but with picture in series with text. After both of the classes were assigned the different treatments, both classes were given the reading comprehension post test. This research design was illustrated as follows:

Post-testOnly Design		Time
Select the Control Class	No Treatment	Post-test
Select the Experimental Class	Treatment of using comic strips	Post-test

(Cresswell, 2012:310)

Based on the research design above, the steps done were as follows.

1. Giving a homogeneity test on reading comprehension achievement to the population
2. Analyzing the scores of homogeneity test by means of ANOVA (Analysis of Variance) on SPSS.
3. Determining the control group and the experimental class based on the result of homogeneity test.
4. Giving the try out test to one of the classes that was not chosen as the experimental class and the control class. The try out test was administered to measure the validity, the reliability and difficulty index of the teacher made test to analyze the result. Besides, the try out test was administered to know whether the time allocation was appropriate or not and whether the instruction was clear or not.
5. Doing revision to the test material based on the try out result.
6. Giving the treatments to the experimental class, that is, teaching reading comprehension by using comic strips. Meanwhile, the control class was taught reading without using comic strips, but by pictures in series with text as the media
7. Giving the reading post-test to the experimental and control classes.
8. Analyzing the result of the students' post-test scores by using t-test formula by using SPSS program to find the mean difference between the experimental and the control classes.
9. Drawing a conclusion based on the result data analysis to answer the research problem

3.2 Research Context

This research was conducted at SMPN 5 Jember. In SMPN 5 Jember, English is one of the compulsory subjects which is regarded as a foreign language. Based on the English teacher's explanation, this school still uses *KTSP* in teaching learning process including the English subject. In this school, English is taught once a week with 2x40 minutes for each meeting.

Moreover, in this reserach, the area of this reserach was determined by the purposive method. According to McMillan (1996:92), in the purposive method, the researcher selects the particular elements from the population is representative and informative about the topic. Moreover, a purposive method is a method in choosing a research area based on a certain purpose or reason. The school was chosen purposively as the research area based on some reasons as follows:

- 1) The Hadmaster and the English teacher gave permission to the researcher to conduct this experimental research at SMP Negeri 5 Jember
- 2) Comic strips has never been used by the English teacher in teaching reading comprehension for the eighth grade students.

3.3 Research Participants

The population of this research were the eighth grade students of SMP Negeri 5 Jember in the 2017/2018 academic year. The eighth grade students of SMP Negeri 5 Jember were classified into six classes: VIII A – VIII F. Each class consisted of 28 -38 students. Before the researcher determined the participants, the researcher conducted the homogeneity test to the whole population.

The participants of the research were two of the eighth classes which were selected as the experimental and the control classes by using cluster random sampling. Frankel and Wallen (2012:96) state that cluster random sampling is the selection of groups, or clusters of subjects rather than individuals. The test was held to know whether the population was homogeneous or not. The result of homogeneity test was heterogeneous because the significance was lower than 0.05. So, the participants were chosen from the two classes with the closest mean scores. Thus, the experimental and the control classes were determined based on the result of the homogeneity test given to all classes of the eighth grade students. In this research the participants were taken after the researcher analyzed the students' English scores obtained from the homogeneity test by using ANOVA in SPSS.

The procedures of ANOVA formula in SPSS were as follows:

1. Opening the SPSS application
2. Setting the Variable View based on the data obtained
3. Entering the data in Data View
4. Selecting Analyze in the toolbar menu, choosing Compare Means and selecting One-Way ANOVA
5. Resetting the One-Way ANOVA dialogue box to make sure the variable is put in the right way, transferring the dependent variable into the dependent list box and the independent variable into the factor box by drag and drop the variables into the boxes
6. Clicking the Post Hoc button. Tick the Tukey then click continue
7. Clicking Options and tick the Description then click continue
8. Clicking OK
9. Interpreting the output of ANOVA analyze in SPSS to see the means differences from the all eighth grade score result. This table is used to know the classes were homogen or not.

(Lund and Lund, 2012:1)

3.4 Data Collection Methods

A data collection method is a method used to gain the data needed in this research. In this research, there were three kinds of methods to collect the data, they are reading comprehension test, interview and documentation.

3.4.1 Reading Comprehension Test

Reading comprehension test in this research was used to gain the primary data about the students' reading comprehension. As stated by McMillan (1992:14), a test is an instrument which presents to each subject a standard set of questions that requires the completion of cognitive. This test was used to measure the students' reading comprehension achievement. Hughes (2003:13) states that achievement test is directly related to language course. Its purpose is to establish how successful individual students, groups of students, or the course themselves have been achieving the objectives.

Arikunto (2006:168) explains that a good test should have validity and reliability. Hughes (2003:22) argues that the test is valid if it measure what is intended to be measured was content validity. In this research, the reading comprehension test was constructed based on the content validity and the indicators to be measured namely word comprehension, sentence comprehension and text comprehension. Besides, it is also in line with the basic and standard competence in the current curriculum and the English syllabus.

Meanwhile, a test is said to be reliable if it has likely the same result when it is given in different time. This idea is supported by Heaton (1990:162) a test is not reliable if it is administered to the same candidates on different occasion with different output of scores. Reliability obviously concerns with the consistency of the test score. To know the reliability of the test items, the reading post test was tried out to one of the classes that did not belong to the experimental and the control classes. The try out test was also intended to know the difficulty index of the test items, to know whether or not the instructions were well understood, and the time allocation to do the test was sufficient or not.

In this research there were two kinds of reading comprehension test used to get the data. The test were homogeneity test and the post test. Both of the test were objective tests in the form of multiple choice. The kind of test was chosen with the consideration that the tests were easy to score. As Hughes (2003:76) argues that the scoring of multiple choices and true false can be perfectly reliable, rapid, and economical.

a. Homogeneity test

The homogeneity test was conducted to all of the eighth grade students at SMPN 5 Jember, before the experimental and control classes were given treatment. This test aimed at knowing the homogeneity of the population.

The test has been conducted in the form of objective type test. According to Sudijono (1996:106) an objective test is a test that allows the respondents to choose one or more among some probabilities provided. He also adds that there are some forms of objective test, namely true-false formats, matching test, completion test, fill in the blank test, and multiple choice test. In this research, the

test consisted of 20 test items in the form of multiple choice. The time for doing the homogeneity test was 40 minutes implemented to determine whether the population were homogenous or not. The population of the research was the eighth grade students of SMPN 5 Jember consisting of six classes. After the results of the reading comprehension test were gained, they were analyzed by using Analysis of Variance (ANOVA). The result of the homogeneity test can be seen in Table 4.2. The result of the ANOVA analysis showed that the significance was lower than 0.05. When the significance was lower than 0.05, it can be said that the population was heterogeneous. Then, two classes which had the closest mean scores were chosen as the participants of the research.

b. Try out test

Try out test was conducted to one of the classes which did not belong to the experimental and control classes. The purpose of conducting the try out test was to know the validity, reliability, difficulty index, the intruction, and the time allocation of the test. The try out test used *split half odd-even technique* to measure the difficulty level of the test item that had been done following the procedures as follows.

1. Conducting the try out and giving the score to each item achieved by the students.
2. Splitting the scores into two parts according to ood-even numbers.
3. Giving sign (X) to the ood numbers and sign (Y) to the even numbers.
4. Analyzing the correlation between X and Y by using Product Moment Formula as follows.

$$r_{11} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

notes:

r_{xy}	: The correlation coefficient of product moment
N	: The total number of participants
$\sum XY$: The total number of odd items and even items
$\sum X$: The total number of odd items
$\sum Y$: The total number of even items

(Sudijono, 1996:219)

5. Finding the reliability coefficient of the whole text by using Spearman

Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

notes:

r_{11} : Reliability coefficient for th whole items

r_{xy} : The correlation coefficient of product moment

Arikunto (2006:207) says that good test items should not be easy or too difficult. If the test items are too easy, it will not stimulate the studnets' effort in answering those test items given. On the contrary, if the test items are too difficult, it will make the students discouraged and unenthusiastic to answer those test items because they do not understand the test items well.

In this research, the results of the try out were analyzed by using the difficulty index of the test which was calculated using the following formula:

$$FV = \frac{R}{N}$$

notes:

FV : Faculty of Value (The difficulty index)

R : The number of the correct answer

N : The number of students taking the test

The criteria of difficulty index are as follows:

0,00 – 0,19 : Difficult

0,20 – 0,80 : Fair

0,81 – 1,00 : Easy

(Djiwandono, 1996:141)

c. Post test

Post test was in the form of achievement test because it was used after the treatment in both classes (the experimental and the control classes). This test aimed at knowing how effective comic strips used in the teaching and learning process of reading comprehension. The reseacher conducted the post test to the experimental class after they received treatment by using comic strips on the reading comprehension skill while the control group was given the post test after

the class was taught reading comprehension by using picture in series with text.

This test was a teacher made test, which consisted of 25 test items in the form of multiple choice. The students had 40 minutes to finish the test.

3.4.2 Interview

The Interview is a form data collection in which questions are asked orally and the subjects' responses are recorded (McMillan, 1996). In this research, the interview was conducted as the preliminary study to obtain the information about the curriculum, the textbooks, and the media usually used by the English teacher in teaching reading comprehension. In conducting the interview, the researcher used the interview guide in the form of a list of questions. The consideration of using the interview guide was because it was simple, practical, and easy to carry out.

3.4.3 Documentation

Documentation in this research is important to gain the data needed in this research. It is also an important method to collect the data in the form of notes, transcript and agenda (Arikunto, 2006:206). The documents taken was in the forms of the respondents' names (Initials) of the eighth grade students at SMP Negeri 5 Jember, the curriculum, syllabus, lesson plans and the schedule of the English subject for the eighth grade students.

3.5 Data Analysis Method

The results of reading post-test scores collected was analyzed by using independent sample t-test formula with 5% significant level by using SPSS (Statistical Package for Social Sciences). It was used to find out the mean differences or deviations of the experimental and the control classes and to know whether or not there was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement.

The procedures of t-test formula application in SPSS were as follows:

1. Opening the SPSS application
2. Setting the Variable View based on the data obtained
3. Entering the data in Data View

4. Selecting Analyze in the toolbar menu, choosing Compare Means and selecting Independent Sample T-Test
5. Resetting the Independent Sample T-Test dialogue box to make sure the variable is put in the right way, entering the Posttes Score into Test Variable(s) box and Class into Grouping Variable box, defining the grouping variable by setting 1 for the experimental class and 2 for the control class, then clicking option to set the confidence interval into 95% and clicking continue.
6. Clicking OK to run the test
7. Interpreting the result of the computerize test by looking at the Levene's Test for Equality of Variance column. This table is used to know whether or not the classes had some score variability.
8. After reading Levene's Test for Equality of Variances column, then the researcher has to look at the large column lebeled T-Test for equality means

(Lund and Lund, 2012:1)

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teachers, the students and future researchers.

5.1 Conclusion

Based on the result of data analysis, hypothesis verification, and discussion in the previous chapter, it could be concluded that there was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 5 Jember. It means the experimental group that was taught reading comprehension by using comic strips got good scores and the control group that was taught reading comprehension by using picture in series with text got lower scores.

5.2 Suggestions

Since there was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 5 Jember, comic strips can be used as the appropriate media in teaching English, especially in teaching reading comprehension skill. Thus, the researcher proposes some suggestions to the following people:

5.2.1 English Teachers

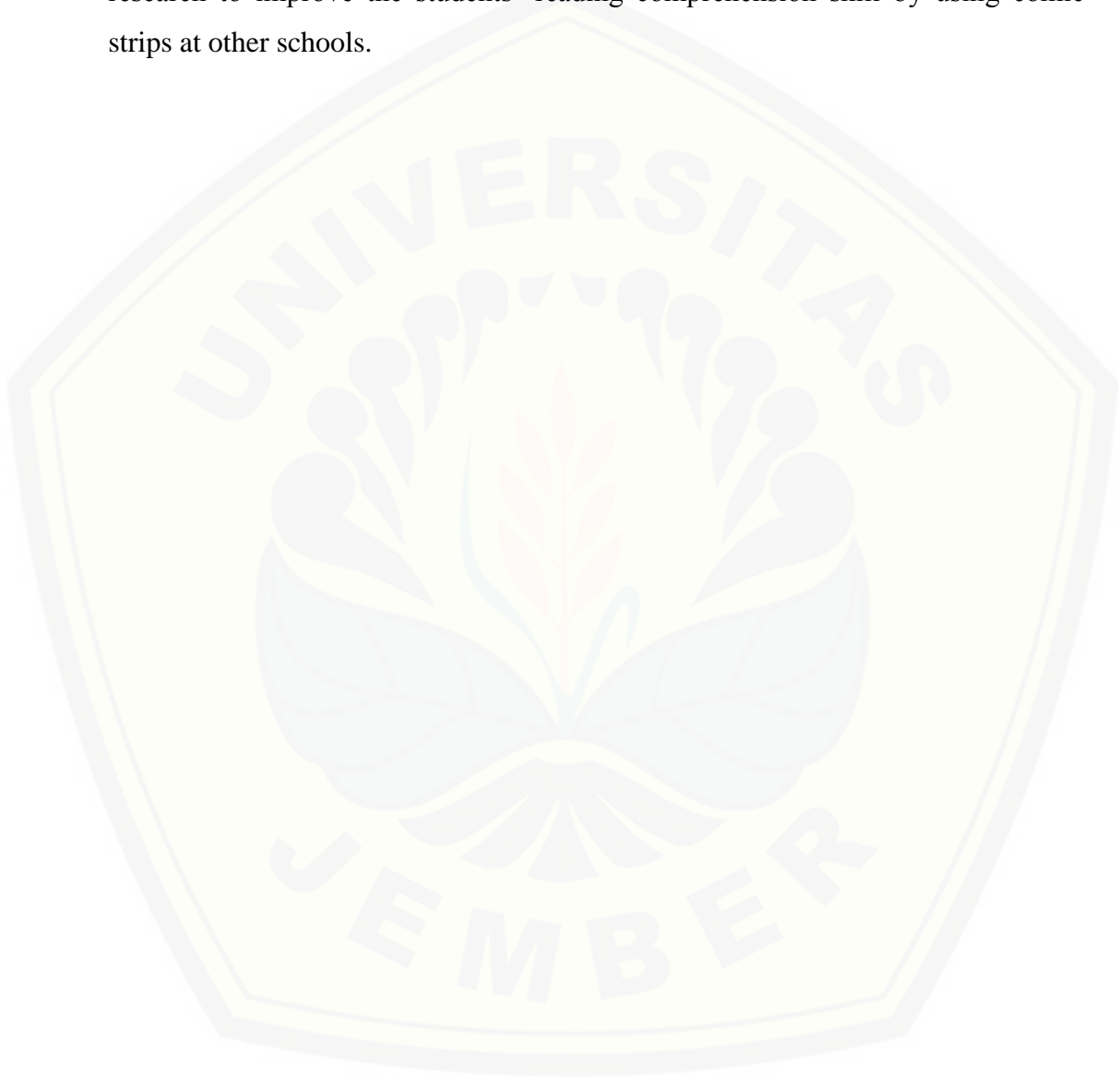
The English teachers of SMPN 5 Jember are suggested to use comic strips in teaching reading comprehension skill. Comic strips can be used as consideration and information by the English teachers to create relaxed atmosphere in the classroom.

5.2.2 The Students

It is suggested for the students of SMPN 5 Jember to use comic strips to help them practice reading comprehension skill because comic strips as visual media that consist of some pictures combined with words that can make the students more interested in reading English and they can enjoy reading English texts.

5.2.3 The Future Researchers

The future researchers are suggested to use this research result as a consideration to conduct a further research dealing with a similiar topic by using a different research area and different research design such as a classroom action research to improve the students' reading comprehension skill by using comic strips at other schools.



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Appendix 1 Research Matrix

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 5 Jember	Is there any significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 5 Jember	1. Independent Variable: The use of comic strips in teaching reading comprehension	1. Teaching reading comprehension by using comic strips: - Motivating - Visual - Permanent - Intermediary - Popular (Yang, 2003: 1)	1. Participants: The eighth grade students of SMPN 5 Jember 2. Informant: The English teacher of the eight grade students at SMPN 5 Jember	1. Research Design: Quasi Experimental Research with the post-test only design 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Cluster Random Sampling	There is a significant effect of using comic strips on the eighth grade students' reading comprehension achievement

		<p>2. Dependent variable: The students' reading comprehension achievement</p>	<p>2. The eight grade students' scores of reading comprehension achievement post test covering:</p> <ul style="list-style-type: none"> - Word comprehension - Sentence comprehension - Text comprehension 	<p>3. Documents:</p> <ul style="list-style-type: none"> • The names of the respondents • The names of the English Teacher 	<p>4. Data Collection Methods: -Primary data: Reading test -Secondary data:</p> <ul style="list-style-type: none"> • Interview • Documents <p>5. Data Analysis: The data collected will be analyzed by independent t-test. The calculation of t-test will be done by using SPSS (Statistical Package for Social Science)</p>	
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Appendix 2 Instrument Of The Preliminary Study**a. Interview Guide**

No.	Questions	Source
1.	What curriculum do you use in teaching English at SMP N 5 Jember?	English Teacher of the Eighth Grade
2.	How long do you teach English in every meeting?	
3.	What resources /materials do you use to teach reading comprehension to the students?	
4.	What media do you apply in teaching reading comprehension?	
5.	What are the students' difficulties in reading English texts?	
6.	Have you ever used comic strips in teaching reading comprehension?	
7.	Why have you never used comic strips in teaching reading comprehension?	

b. Documentation Guide

No.	Data	Source
1.	The total number of the respondents and the names of the respondents (Initials)	School Documents

a. Interview Guide

Instrument of the Preliminary Study

No.	Questions	Source
1.	What curriculum do you use in teaching English at SMP N 5 Jember?	<i>KTSP</i>
2.	How long do you teach English in every meeting?	2x40 minutes
3.	What resources /materials do you use to teach reading comprehension to the students?	I use “English in Focus 2 for the eighth grade students published by Pusat Perbukuan Jakarta, Departemen Pendidikan Nasional.
4.	What media do you apply in teaching reading comprehension?	I just applied pictures as media in teaching reading comprehension
5.	What are the students’ difficulties in reading English texts?	The students do not know the meaning of some words because they are lack of vocabulary and it is difficult for them to get the main idea and the content of the text.
6.	Have you ever used comic strips in teaching reading comprehension?	I never use comic strips in teaching reading comprehension
7.	Why have you never used comic strips in teaching reading comprehension?	I have never used comic strips in teaching reading comprehension because i like teach my students using a text book available

b. Documentation Guide

No.	Data	Source
1.	The total number of the respondents and the names of the respondents (Initials)	School Documents

Appendix 3 The Name Of The Respondents (Initials)

No.	Class 8A (Control Class)	No.	Class 8D (Experimental Class)
1	AMS	1	AMR
2	ABR	2	ANF
3	AMF	3	AMF
4	ARH	4	ARAZ
5	APP	5	ADO
6	ASW	6	BAP
7	AI	7	DA
8	BSW	8	DAP
9	DR	9	DSD
10	DRL	10	DES
11	DAY	11	FMA
12	DS	12	FC
13	F	13	GAC
14	FPA	14	AWW
15	F	15	MREA
16	GDP	16	MP
17	HMS	17	MRW
18	IAM	18	MTAG
19	IA	19	MFF
20	JDL	20	MHA
21	MH	21	PK
22	MP	22	PSR
23	MRM	23	RT
24	MD	24	SASB
25	MAN	25	WF
26	MFAR	26	WNM
27	MM	27	YRP
28	MRT	28	DMSPH
29	NAF	29	NAN
30	NRH	30	NF
31	NF	31	NN
32	NF	32	RRPH
33	RJK	33	RYSP
34	RBR	34	SPV
35	RDK	35	S
36	SBF	36	SDR
37	TNR	37	VAR
38	YAD	38	VAD

Appendix 4 The Result Of Homogeneity Test

No.	The result of homogeneity test					
	CLASS A	CLASS B	CLASS C	CLASS D	KELAS E	KELAS F
1	80	80	80	80		80
2	95	70	70	80	85	95
3	80	85	80	80	95	80
4	80	85	95	70	85	100
5	60	100	90	70	90	85
6	70	90	90	70	100	95
7	70	90	100	75	90	90
8	90	95	80	80	95	90
9	80	80	80	65	100	80
10	100	65	70	90	50	65
11	90	100	70	80	100	100
12	85	70	60	90	100	80
13	80	70	80	95	80	95
14	100	85	70	90	95	80
15	65	80	65	100	85	95
16	90	80	80		90	75
17	95	90	80	80	70	80
18	80	95	80	90	90	70
19	85	100	100	85	90	70
20	80	95	100	80	90	80
21	90	50	80	90	85	85
22	95	95	85	95	60	85
23		85	60	95	90	95
24	70	70	85	85	90	100
25	85	100	80	60	85	80
26	80	90	70	80	100	95
27	95	95	80	95	90	90
28	80	95	70	85	100	100
29	90	100	80	70	80	
30		50	70	90	95	
31	100	85	90	80	90	
32	80	90	85	95	95	
33	85	70	85	90	80	
34	80	80	70	70	85	
35	85	100		80	95	
36	80	90	80	90	90	
37		80	80	70	90	
38	70	90	70	60		
Σ	2920	3220	2940	3030	3180	2415
Mean	83,42857	84,73684	79,45946	81,89189	88,33333	86,25

Appendix 5 Homogeneity Test

Read the following text carefully! Then answer the questions by crossing a,b,c or d on the answer sheet provided!

The text below for questions no. 1-10!

The Fox and the Goat

Once upon a time there was a fox that was roaming around in the dark. Unfortunately, he fell into a well because of the darkness. He tried his best to come out but he failed. So, he had no other alternative but to remain there till the next morning.

The next day, a goat came there. He peeped into the well and saw the fox inside. “What are you doing there, Mr. Fox?” the goat asked. “I came here to drink water. It is the best I have ever tasted. Come and see,” the sly fox replied.

Without thinking even for a while, the goat jumped into the well to quench her thirst. Not long after that, she realized her condition and looked for a way to get out. But just like the fox, she also found himself helpless to come out from the well.

Then the fox said, “I have an idea, you stand on your hind legs and I’ll climb on your head to get out then, I will help you come out too.” The goat was too innocent to understand the trick played by the fox and did what the fox said.

While walking his way out, the fox said, “If you had been intelligent enough, you would never have got in without seeing how to get out.”

(Taken from: <http://www.englishiana.com/2016/05/contoh-narrative-text-fable-singkat.html>)

Choose the correct answer of the following questions based on the text above!

1. Who fell into a well in the darkness?
 - a. The goat
 - b. Someone
 - c. The fox
 - d. The writer
2. Who came to peep into the well?
 - a. The fox
 - b. The farmer
 - c. The goat
 - d. Someone
3. What is the main idea of paragraph 4?
 - a. The fox played a trick and fooled the goat to come out from the well
 - b. The fox asked to the goat to help him
 - c. The fox helped the goat to come out from the well
 - d. The goat was too innocent
4. Why did the goat jump into the well without thinking?
 - a. She jumped into the well to help the fox.
 - b. She jumped into the well to quench his thirst.
 - c. She jumped into the well to play water.
 - d. She jumped into the well to catch the fish.
5. What does the moral value about the story of fox and the goat?
 - a. Do anything without thinking.
 - b. Do not just blindly walk into anything without thinking.
 - c. Play some trick to save someone.
 - d. Do anything to obtain your desire.
6. "He peeped into the well and the are fox inside". What does the underlined word have similiar meaning to?
 - a. Saw
 - b. Knew
 - c. Viewed
 - d. looked
7. What was the story about?
 - a. The goat help the fox to get out from the well
 - b. The fox came to the well because he wanted to drink water
 - c. The fox played his tricky idea to the goat to get out from the well
 - d. The goat had been intelligent enough to help the fox

8. "I came here to drink water, it is the best i have ever tasted, come and see!" The *sly* fox replied. What does the italic word have similiar meaning to?
- a. Tricky
 - b. Kind
 - c. Ignorant
 - d. friendly
9. "The goat was too innocent to understand the trick played by the fox and did what the fox said" The underlined word can be replaced by
- a. intelligent
 - b. foolish
 - c. clever
 - d. good
10. What is the main idea of paragraph 3?
- a. The goat wanted to help the fox into the well because the fox felt painful in his legs
 - b. The goat jumped into the well to quench her thirst without thinking even for a while
 - c. The goat stand on her hind legs and the fox climbed on her head to get out from the well
 - d. The fox screamed out from the well to ask someone to get out from the well

The text below for question no. 11-20!

The Greedy Hippo

One day, there was a greedy hippo. He ate everything in sight. From cheese to peas, chips and cake and he always had a bite. The greedy hippo was selfish and very rude because he ate everybody's food. He ate the cat's, the dog's, the cow's.

One morning after breakfast, he jumped into the lake. "Byurrrrr" One big splash from the lake but after he jumped he was stuck on the lake. That was a big mistake. He sank deeper then he began to shout. "Help, please help, I'm sinking. Won't someone pull me out?" shouted The hippo. The all of animals came to help hippo, they pulled and pulled the hippo from the lake as hard as they could.

Finally, the hippo out from the lake. He felt popped and ran past them all to the table and eat everything on their table. The animals were angry, they would played a trick to make the hippo sick. After that, they made a pie from fish and soap to make old Hippo sick. "Here you are, we've made a pie, especially for you." Said the animals. "Thanks, I'll eat it now. I've nothing else to do." Said the hippo.

Then, he felt satisfied and he went back into the lake to wallow. Lake is the place he loved to wallow. But something wasn't right inside. "I feel quite odd inside." Thought hippo. He had a tummy ache and he tried to come out from the lake but he didn't. Hippo disappered in the lake slowly and from the water there was fish bubbles that came out from hippo's mouth. It was the end of all the animals troubles.

(Taken from: <http://learnenglishkids.britishcouncil.org/en/shortstories/thegreedy-hippo>)

Choose the correct answer of the following questions based on the text above!

11. What did Hippo like to do?
 - a. He liked to cook some food.
 - b. He liked to make pies.
 - c. He liked to help his friends.
 - d. He liked to eat anything.
12. “Now Hippo, he was selfish. He ate everybody’s food” What does the underlined word have similiar meaning to?
 - a. Egoist
 - b. Lazy
 - c. Clever
 - d. Follish
13. What is the main idea of paragraph 3?
 - a. Hippo stuck into the pool.
 - b. Hippo ate the animals’ food.
 - c. Hippo was very greedy.
 - d. Hippo sank into the lake.
14. “first, a nibble then a bite, then a great bit **swallow**”. What does the word **swallow** have antonym meaning to?
 - a. Throw up
 - b. Lick
 - c. Bite
 - d. Eat
15. What does the moral value about the story of the greedy Hippo?
 - a. Don’t be tricky person
 - b. Make your friends proud of you
 - c. Don’t be greedy person
 - d. Be carefull when you want to do something
16. What is the main idea of paragraph 4?
 - a. Hippo got tummy ache after he ate the pie
 - b. The animals gave their food to Hippo.
 - c. Hippo ate a delicious pie from the animals.
 - d. The animals gave Hippo a pie from fish and soap
17. What did Hippo do after he got out of the lake?
 - a. He ran to his house and slept.
 - b. He thanked his friends
 - c. He thanked to his friends

a. Answer Key

- | | |
|-------|-------|
| 1. c | 11. d |
| 2. c | 12. a |
| 3. a | 13. b |
| 4. b | 14. a |
| 5. b | 15. c |
| 6. a | 16. a |
| 7. c | 17. d |
| 8. a | 18. a |
| 9. b | 19. a |
| 10. b | 20. c |

b. Scoring of the test item

$$N = \frac{n}{20} \times 100$$

Notes:

N = Student's score

n = the number of correct answer

Appendix 6 The Result Of The Try Out Test

No.	Students' Name	The Result of Try Out Test
1	ANF	67
2	APJ	77
3	AFA	70
4	AWH	60
5	APE	83
6	ADW	67
7	AFA	73.3
8	BSP	63.3
9	DBS	87
10	EDM	60
11	EPP	
12	EPM	73.3
13	FDRP	73.3
14	FYF	
15	H	77
16	IAM	70
17	IDK	63.3
18	LSPN	67
19	LDR	67
20	MBF	67
21	MRA	63.3
22	MKSA	73.3
23	MA	63.3
24	MAZ	70
25	MDF	70
26	MIS	67
27	NRA	67
28	NATW	53.3
29	NIC	70
30	PARM	73.3
31	QNHN	77
32	RDG	70
33	RASF	70
34	RAM	70
35	SNJ	60
36	VMF	63.3
37	WINA	63.3
38	ZFR	

Appendix 7 The Distribution Of Odd And Even Numbers

No.	TRY OUT RESULT OF ODD NUMBER (X)														TOTAL	
	1	3	5	7	9	11	13	15	17	19	21	23	25	27		29
1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	10
2	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	12
3	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	11
4	0	1	1	0	1	1	0	0	0	1	1	1	1	0	1	9
5	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12
6	0	0	0	1	1	1	1	1	0	1	1	0	0	1	1	9
7	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	12
8	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	10
9	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
10	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	9
11	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	11
12	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	11
13	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	12
14	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	11
15	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	10
16	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	11
17	0	1	1	0	1	1	0	0	0	1	1	1	1	1	1	10
18	0	1	1	1	1	1	1	0	1	0	1	1	0	0	1	10
19	1	0	1	0	1	1	1	1	0	1	1	0	0	1	1	10
20	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	12
21	0	1	1	1	0	1	0	0	0	1	1	1	1	1	1	10
22	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	10
23	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	12
24	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	10
25	0	1	1	1	0	1	1	0	0	1	1	0	1	1	0	9
26	0	1	1	0	0	1	0	0	0	1	1	1	1	1	0	8
27	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	11
28	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	12
29	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13
30	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	12
31	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	11
32	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	11
33	0	1	0	1	1	1	0	1	1	1	0	0	1	1	1	10
34	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	10
35	0	1	0	1	1	1	1	0	1	0	0	1	1	0	1	9
TOTAL	5	28	28	24	31	35	26	17	21	25	28	27	24	27	28	374

No.	TRY OUT RESULTS OF EVEN NUMBER (Y)															TOTAL
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	1	10
2	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	11
3	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	10
4	1	0	1	1	0	0	1	0	0	1	0	1	1	1	1	9
5	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	13
6	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	11
7	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	10
8	1	1	0	1	0	0	1	1	0	1	0	0	1	1	1	9
9	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	12
10	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	9
11	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	11
12	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	11
13	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	11
14	1	0	1	0	0	0	1	1	1	1	1	1	0	1	1	10
15	1	0	1	0	0	0	1	1	1	1	0	0	1	1	1	9
16	1	0	1	0	1	0	1	1	1	1	0	0	1	0	1	9
17	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	10
18	1	0	0	0	1	1	1	1	1	1	1	1	0	1	0	10
19	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	9
20	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	10
21	1	1	0	1	0	0	1	1	1	1	0	0	1	0	1	9
22	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	11
23	1	0	1	1	1	1	0	0	0	1	1	0	1	0	1	9
24	1	1	1	1	1	0	1	0	0	0	1	1	1	0	1	10
25	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	11
26	1	0	1	1	0	0	0	1	1	1	0	0	1	0	1	8
27	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	10
28	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	10
29	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	10
30	1	0	1	0	1	1	1	1	0	1	1	0	1	0	0	9
31	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	10
32	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	10
33	1	0	1	0	1	0	0	1	1	1	0	0	1	0	1	8
34	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	9
35	1	0	0	0	1	1	0	1	1	1	1	1	0	1	1	10
TOTAL	$\frac{3}{4}$	12	26	21	25	18	25	28	19	28	21	15	28	21	27	348

Appendix 8 Division Of Odd And Even Numbers

No.	Test Items		X ²	Y ²	XY
	Odd (X)	Even (Y)			
1	10	10	100	100	100
2	12	11	144	121	132
3	11	10	121	100	110
4	9	9	81	81	81
5	12	13	144	169	156
6	9	11	81	121	99
7	12	10	144	100	120
8	10	9	100	81	90
9	14	12	196	144	168
10	9	9	81	81	81
11	11	11	121	121	121
12	11	11	121	121	121
13	12	11	144	121	132
14	11	10	121	100	110
15	10	9	100	81	90
16	11	9	121	81	99
17	10	10	100	100	100
18	10	10	100	100	100
19	10	9	100	81	90
20	12	10	144	100	120
21	10	9	100	81	90
22	10	11	100	121	110
23	12	9	144	81	108
24	10	10	100	100	100
25	9	11	81	121	99
26	8	8	64	64	64
27	11	10	121	100	110
28	12	10	144	100	120
29	13	10	169	100	130
30	12	9	144	81	108
31	11	10	121	100	110
32	11	10	121	100	110
33	10	8	100	64	80
34	10	9	100	81	90
35	9	10	81	100	90
TOTAL	374	348	4054	3498	3739

Appendix 9 The Difficulty Index

NO.	N	R	FV	CRITERIA
1	35	5	0,14	difficult (deleted)
2	35	34	0,97	easy (deleted)
3	35	28	0,80	Average
4	35	12	0,34	Average
5	35	28	0,80	Average
6	35	26	0,74	Average
7	35	21	0,60	Average
8	35	21	0,60	Average
9	35	31	0,89	easy (deleted)
10	35	25	0,71	Average
11	35	35	1,00	easy (deleted)
12	35	18	0,51	Average
13	35	26	0,74	Average
14	35	25	0,71	Average
15	35	17	0,49	Average
16	35	28	0,80	Average
17	35	21	0,60	Average
18	35	19	0,54	Average
19	35	25	0,71	Average (deleted)
20	35	28	0,80	Average
21	35	28	0,80	Average
22	35	21	0,60	Average
23	35	27	0,77	Average
24	35	15	0,43	Average
25	35	24	0,69	Average
26	35	28	0,80	Average
27	35	27	0,77	Average
28	35	21	0,60	Average
29	35	28	0,80	Average
30	35	27	0,77	Average

Appendix 10 Lesson Plan (Meeting 1)

School	: SMP Negeri 5 Jember
Subject	: English
Grade/semester	: VIII / 2
Language skill	: Reading Comprehension
Text type	: Narrative text
Time allocation	: 2 x 40 minutes

I. Standart of Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators (Experimental and Control Groups)**3.1 Cognitive Product**

3.1.1 Answering word, sentence, text comprehension questions in the forms of multiple choice and true false statements individually

3.2 Cognitive Process

3.2.1 Identifying the generic structure and language features of a narrative text

3.2.2 Finding the difficult words and giving the meaning of the words

3.2.3 Finding the main idea of the text

IV. Learning Objectives (Experimental and Control Groups)**4.1 Cognitive Product**

4.1.1 The students are able to answer word, sentence and text comprehension questions in the forms of multiple choice and true false formats individually

4.2 Cognitive Process

4.2.1 The students are able to identify the generic structure and language features of a narrative text

4.2.2 The students are able to find the difficult words and give the meaning of the words

4.2.3 The students are able to find the main idea of the text

V. Learning Materials

Learning materials are enclosed

VI. Teaching Approach and Techniques

Approach : CTL (Contextual Teaching Learning)

Technique : Question-answer and discussion

VII. Teaching Learning Activities

Experimental Class			Control Class	
No.	Activities	Time	Activities	Time
1	Set Induction		Set Induction	
	a. Greeting the students	1'	a. Greeting the students	1'
	b. Checking the students' attendance	2'	b. Checking the students' attendance	2'
	Pre-Reading		Pre-Reading	
	c. Asking some leading question related to the topic	5'	c. Asking some leading question related to the topic	5'
	d. Giving motivation by showing the pictures related to the topic (Showing the picture of Calvin and Hobbes)	1'	d. Giving motivation by showing the pictures related to the topic (Showing the picture of Calvin and Hobbes)	1'
	e. Stating the objectives of the lesson	1'	e. Stating the objectives of the lesson	1'
2.	Main Activities		Main Activities	
	While Reading		While Reading	
	a. Explaining about the definition, purpose, generic structure and language features of narrative text.	7'	a. Explaining about the definition, purpose, generic structure and language features of narrative text	7'
	b. Asking the students to work in pairs after distributing the cuttings of comic strips entitled "Calvin and Hobbes"	2'	b. Asking the students to work in pairs after distributing the narrative text entitled "Calvin and Hobbes"	2'
	c. Asking the students to set off the cuttings of comic strips into good orders	2'		
	d. Asking the students to read comic strips in pairs	8'	c. Asking the students to read the narrative text in pairs	8'
	e. Asking the students to	5'	d. Asking the students to	5'

	<p>find the difficult words and giving the meaning of the words</p> <p>f. Identifying the generic structure and the language features of narrative text</p> <p>g. Discussing the main idea of the text</p> <p>h. Asking the students to do task 1 and answering the multiple choice questions based on the comic strips individually</p> <p>i. Asking the students to do task 2 and answering true false formats based on the comic strips given individually</p> <p>j. Discussing the answer with the class together</p>	<p>5'</p> <p>5'</p> <p>10'</p> <p>10'</p> <p>10'</p>	<p>find the difficult words and giving the meaning of the words</p> <p>e. Identifying the generic structure and language features of narrative text</p> <p>f. Discussing the main idea of the text</p> <p>g. Asking the students to do task 1 and answering the multiple choice questions based on the narrative text individually</p> <p>h. Asking the students to do task 2 and answering true false formats based on the narrative text individually</p> <p>i. Discussing the answers with the class together</p>	<p>5'</p> <p>5'</p> <p>10'</p> <p>10'</p> <p>10'</p>
3.	<p>Closer Post Reading</p> <p>a. Guiding the students to draw a conclusion by giving oral questions about the main points</p> <p>b. Parting the students</p>	<p>5'</p> <p>1'</p>	<p>Closer Post Reading</p> <p>a. Guiding the students to draw a conclusion by giving oral questions about the main points</p> <p>b. Parting the students</p>	<p>5'</p> <p>1'</p>

VIII. The Media Used**Media for the Experimental Group:**

- a. LCD projector
- b. White board
- c. The students' worksheet
- d. Dictionary
- e. Comic strips entitled "Calvin and Hobbes" from website

Media for the Control Group:

- a. LCD projector
- b. White board
- c. The students' worksheet
- d. Dictionary
- e. Pictures of Calvin and Hobbes (series)

Sources (For the Experimental and Control Groups)

- <http://bestofcalvinandhobbes.com/>
- <http://www.belajarbahasainggris.us/2014/02/explanation-text-penjelasan-contoh.html>

IX. Assessment

Giving post-test to both of the experimental and the control groups

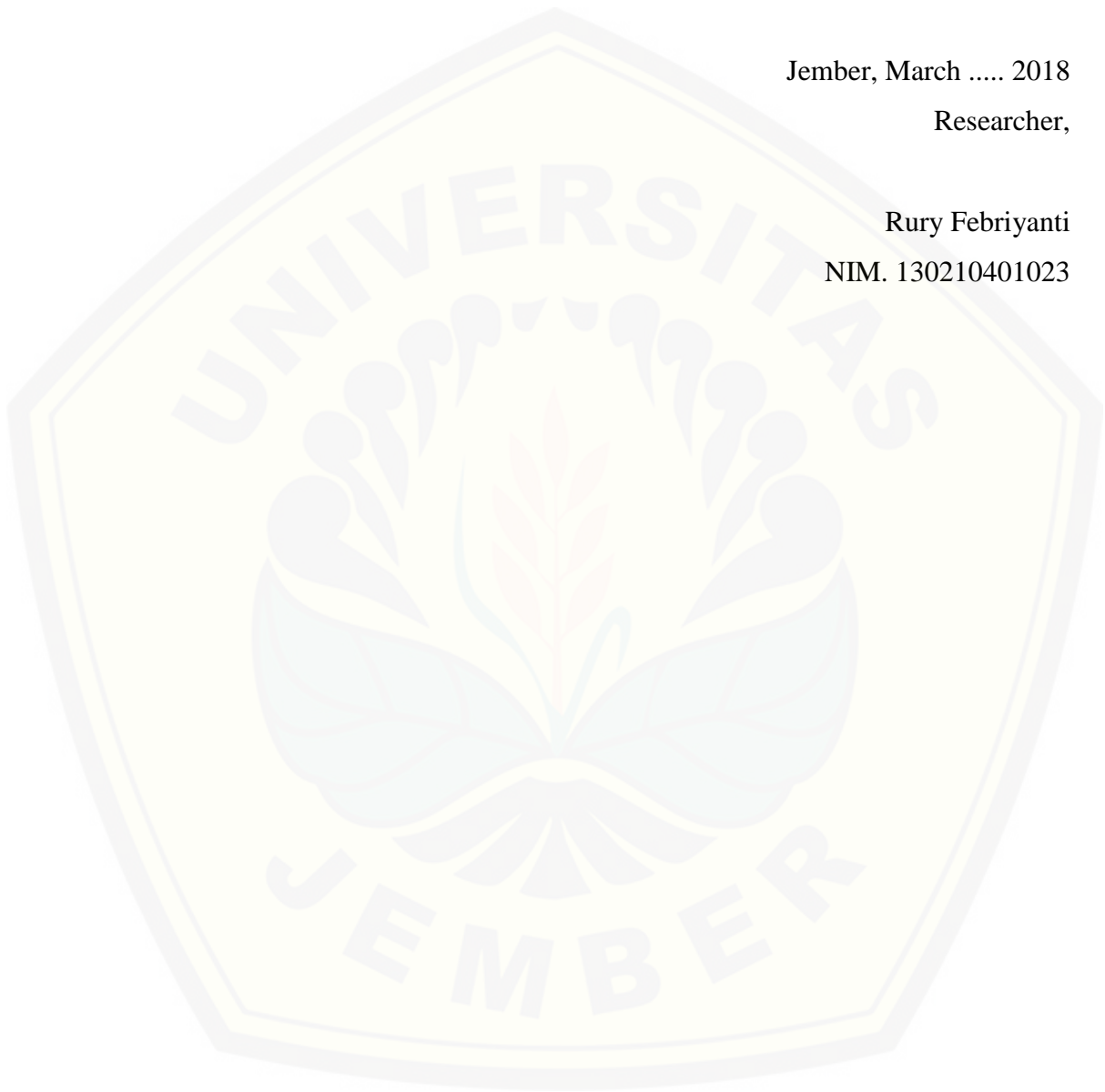
The experimental group is taught by using comic strips and the control group is taught without using comic strips, but pictures

Jember, March 2018

Researcher,

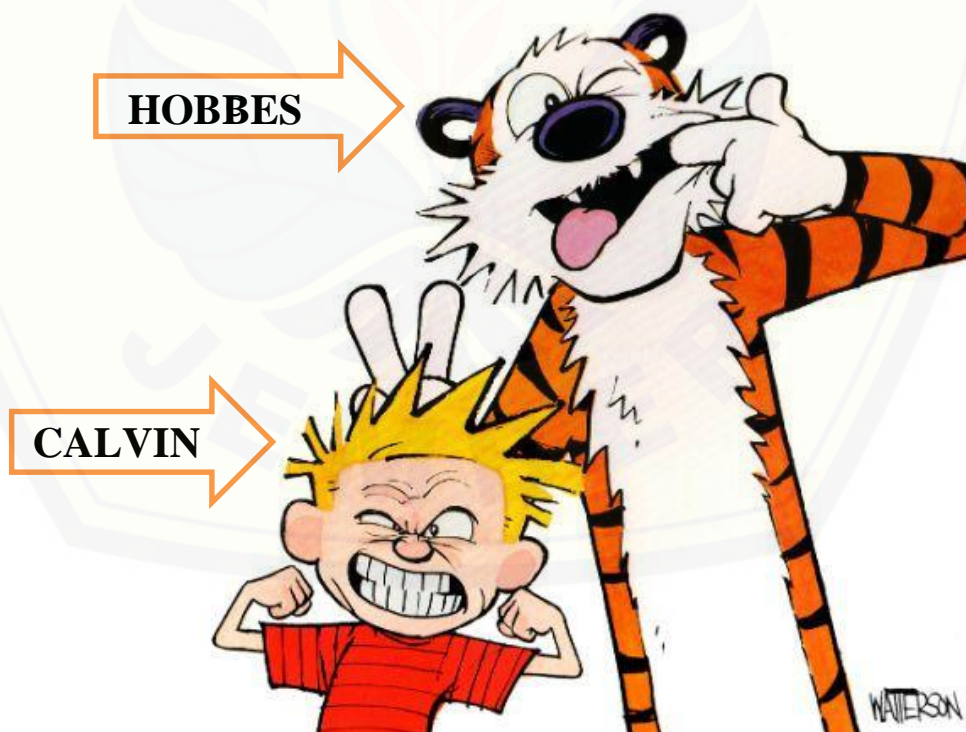
Rury Febriyanti

NIM. 130210401023



Enclosure**Material**
(Experimental Group)**Pre-Reading****A. Leading Questions:**

1. Look at the picture!
2. What can you see from the picture?
3. What is the name of the boy? (showing the picture of Calvin)
4. What is the name of the tiger? (showing the picture of Hobbes)
5. What is the text that tells a story to amuse and to entertain the readers?
6. Have you ever read the story of Malin Kundang?
7. In your opinion is it a narrative text or a descriptive text?

B. Motivating the Students

Whilst reading**A. Main Activities****Explanation of Narrative Text****1. The Definition of Narrative Text**

Narrative text is a text that consists of the act of following sequence of action or events in time.

2. Social Function of Narrative text

The purpose of narrative text is to entertain and to amuse the readers

3. The Generic Structure of Narrative Text**a. Orientation**

The writer tells about who the character in the story and the story is taking a place and where the action happens.

b. Complication

In the complication, It contains a series of event, during which we usually expect some sort of complication or problem to arise

c. Resolution

In the resolution, it tells about how the characters solve the problem which could be better or even worse

4. The Language Features of Narrative Text

- a. Using specific characters: Calvin and Hobbes
- b. Using simple past tense: wanted, felt and struggled
- c. Using action verbs (verbs that show an action): carried, record
- d. Using temporal conjunction: one day
- e. Using adjectives: high morale

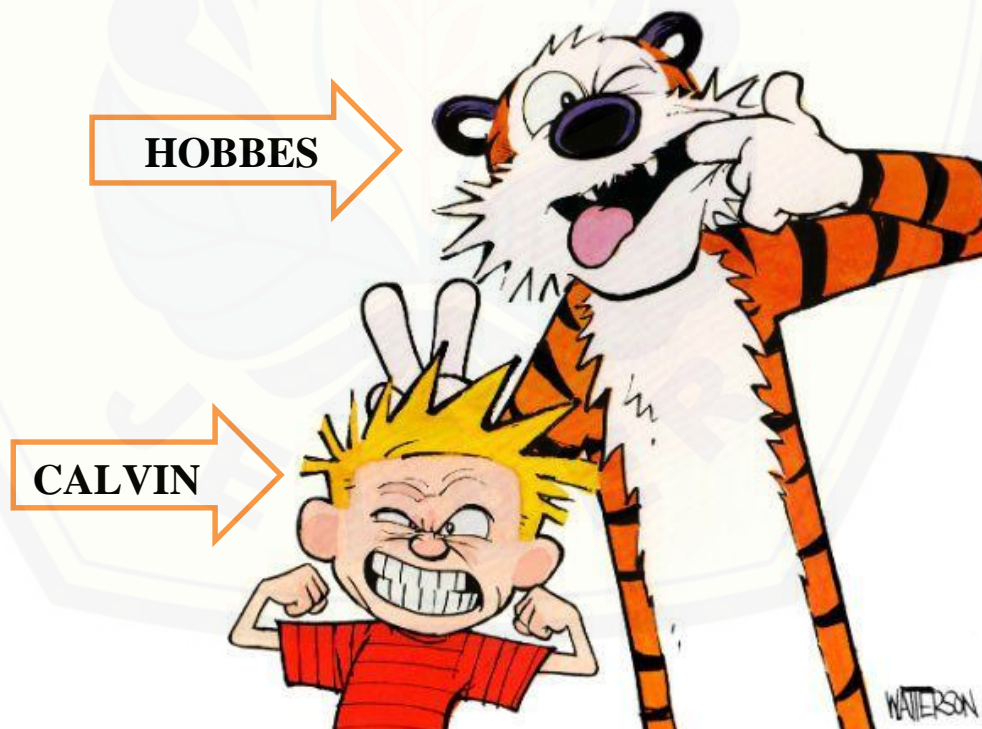
Material
(Control Group)

Pre-Reading

A. Leading Questions:

1. Look at the picture!
2. What can you see from the picture?
3. What is the name of the boy? (showing the picture of Calvin)
4. What is the name of the tiger? (showing the picture of Hobbes)
5. What is the text that tells a story to amuse and to entertain the readers?
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Whilst reading**A. Main Activities****Explanation of Narrative Text****1. The Definition of Narrative Text**

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In the resolution, it tells about how the characters solve the problem which could be better or even worse

4. The Language Features of Narrative Text

- a. Using specific characters: Calvin and Hobbes
- b. Using simple past tense: wanted, felt, struggled
- c. Using action verbs (verbs that show an action): carried, record
- d. Using temporal conjunction: one day
- e. Using adjectives: high morale

Material (Experimental Group)

Read the following comic strips carefully from the left to the right!

Panel 1 (Top Left): **calvin and HOBBS**
ONE DAY, THERE WERE TWO FRIENDS WHO WANTED TO TAKE A LONG TRIP TO YUKON; CALVIN AND HIS TIGER 'HOBBS'
YOU ONLY PACKED TWO SANDWICHES FOR OUR ENTIRE TRIP TO YUKON?
RELAX, HOBBS. THESE SANDWICHES WILL GIVE US ENERGY TO SPARE

Panel 2 (Top Right):
MMPP... WHAT IS THAT? HONEY AND MARSHMALLOW??
THAT ONE IS THE OTHER HAS CHOCOLATE SYRUP.

Panel 3 (Middle Left):
AS LONG AS WE'RE TAKING A BREAK, WE MIGHT AS WELL RECORD OUR PROGRESS IN THE LOG.
AFTER THAT, CALVIN WANTED TO RECORD THEIR PROGRESS IN THE LOG

Panel 4 (Middle Middle-Left):
JOURNALS TO THE YUKON: DAY ONE: HAVE TRAVELED TWENTY MINUTE NO SNOW SO FAR.
FOOD SUPPLIES LOW.

Panel 5 (Middle Middle-Right):
NEVERTHELESS MORALE IS HIGH AS WE PUSH NORTH.
MY MORALE WOULD BE A LOT HIGHER IF YOU'D CARRY THE TOBOGGAN
Yukon was so far but, Calvin always had a high morale than Hobbes

Panel 6 (Middle Right):
ME?? I'M THE LEADER OF THIS EXPEDITION! I'M FORGING THE PATH!
I THINK IT'S MY TURN TO BE LEADER NOW!

Panel 7 (Bottom Left):
YOU CAN'T BE THE LEADER! SEE, I'VE GOT THE COMMANDER HAT.
THAT CAN BE EASILY REMEDIED

Panel 8 (Bottom Middle-Left):
HEY! LEGGO! THIS IS MY HELMET!
OW! OUI BITING!
SUDDENLY, THEY STRUGGLED EACH OTHER

Panel 9 (Bottom Middle-Right):
THIS IS MUFFIN! GIVE THAT BACK!
I'M THE CAPTAIN NOW & GIVE THE COMMANDS
After that, Hobbes took the commander hat put on calvin's head

Panel 10 (Bottom Right):
FIRST, I DECREE DOUBLE RATIONS FOR ALL OFFICERS TO AID THEIR DECISION MAKING CAPABILITIES...
OH NO, YOU DON'T!! THAT LAST SANDWICH IS MINE!
Hobbes felt that he was a captain so he could make any decision for all including to eat the last sandwich

Task 1. Choose the correct answer of the following questions based on the comic strips entitled “Calvin and the Hobbes” !

1. Who wanted to take a long trip to Yukon?
 - a. The tiger
 - b. Hobbes
 - c. Calvin’s friend
 - d. Calvin and Hobbes
2. What did Calvin prepare before they wanted to go?
 - a. Fruits
 - b. A sandwich
 - c. Two sandwiches
 - d. The toboggan
3. “my morale would be a lot higher if you’d carry the toboggan” said Hobbes. What does the sentence mean?
 - a. Hobbes had the high morale at that time
 - b. Hobbes felt tired because he carried the toboggan so he didn’t have high morale
 - c. Hobbes asked Calvin to carry the toboggan
 - d. Hobbes wouldn’t want to carry the toboggan
4. Why did Calvin tell “me?! I am the leader of this expedition! I’m forging the path!”
 - a. Calvin didn’t want to carry the toboggan, because he thought that he was a leader
 - b. Calvin was the best leader
 - c. Calvin wanted to carry the toboggan, because he was a best leader
 - d. Calvin was angry to Hobbes, because he thought that he was a leader
5. “This is mutiny! Give that back!” What does the underlined word refer to?
 - a. A hat
 - b. A commander hat
 - c. The toboggan
 - d. Sandwiches
6. “My morale would be a lot higher if you’d carry the toboggan.” What does the underlined word have similar meaning to?
 - a. Power
 - b. Strength
 - c. Spirit
 - d. seriousness
7. What was the story about?
 - a. Calvin and Hobbes had entire trip to the Yukon

Task 2. Choose T if the statement is true and F if the statement is false based on the story!

1. The conversations were among Calvin, Hobbes, and their Tiger (T/F)
2. Yukon was so far from their home.
The underlined word has the opposite meaning with the word near (T/F)
3. During the trip, they always cooperate (T/F)
4. Calvin prepared two sandwiches for them.
The underlined word has similar meaning to the word packed (T/F)
5. “Journey to the Yukon, day one, we have *traveled* twenty minutes”
The italic word has similar meaning to the word trip (T/F)
6. Calvin wanted to carry the toboggan and asked Hobbes to be a leader (T/F)
7. “This is mutiny!! Give that back hobbes!!”
Calvin said that because Hobbes took the commander hat from Calvin’s head and wore it (T/F)
8. During the trip, Calvin was the leader (T/F)
9. When they had the trip to Yukon, the wether was snowy (T/F)
10. Hobbes felt that he was a captain because he wore a commander hat (T/F)

Material (Control Group)



Read the following narrative text carefully!

Calvin and Hobbes

One day, there were two friends who wanted to take a long trip to the Yukon, Calvin and his tiger 'Hobbes'. Calvin prepared two sandwiches for them. Hobbes said, "you only packed two sandwiches for our entire trip to Yukon?" "Relax Hobbes, these sandwiches will give us energy to spare" said Calvin.

After that, they walked together. There was something weird when Hobbes ate the sandwiches. "Mmfff what is that? honey and marshmallow?" said Hobbes. "That one is the other marschocolate syrup" Calvin answerd.

After that, Calvin wanted to record their progress of the trip in the log. "As long as we are taking a break we might as well record our progress in the log" said Calvin. Then, Calvin started to record "Journey to Yukon, day one, we have

traveled twenty minutes, no snow so far.” Said Calvin. “and food supplies low” added Hobbes.

Yukon was so far but, Calvin always had a high morale to north. But, Hobbes didn't have high morale like Calvin. “Nevertheless, morale is high as we push north” said Calvin and then Hobbes said, “My morale would be a lot higher if you'd carry the toboggan”. Calvin didn't want to bring the toboggan and he thought that he was a leader of the trip and he screamed to the Hobbes “me??? I am the leader of this expedition! I'm forging the path.” Hobbes disagreed with Calvin, Hobbes thought that it was his turn to be the leader. “You can't be the leader! see, I have got the commander hat” said Calvin to Hobbes. “That can be easily remedied” said Hobbes.

Suddenly, they struggled each other because Hobbes wanted to take Calvin's hat. After that, Hobbes took the commander hat to put on Calvin's head. “This is mutiny!! give that back Hobbes!!” said Calvin loudly. “I'm the captain now, I give the commands” said Hobbes. Hobbes took the helmet and wore it.

Hobbes felt that he was a captain so he could make any decision for all including to eat the last sandwich “First, I decided double rations for all officers to aid their decision in making capabilities” said Hobbes. Calvin was angry because Hobbes ate his last sandwich and he said “Oh no you don't!! that last sandwich is mine.” Finally, they struggled again because of the last sandwich.

Task 1. Choose the correct answer of the following questions based on the “Calvin and the Hobbes” story!

1. Who wanted to take a long trip to Yukon?
 - a. The tiger
 - b. Hobbes
 - c. Calvin's friend
 - d. Calvin and Hobbes
2. What did Calvin prepare before they wanted to go?
 - a. Fruits
 - b. A sandwich
 - c. Two sandwiches
 - d. The toboggan
3. “my morale would be a lot higher if you'd carry the toboggan” said Hobbes. What does the sentence mean?
 - a. Hobbes had the high morale at that time

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 - a. Calvin didn't want to carry the toboggan, because he thought that he was a leader
 - b. Calvin was the best leader
 - c. Calvin wanted to carry the toboggan, because he was a best leader
 - d. Calvin was angry to Hobbes, because he thought that he was a leader
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 - a. A hat
 - b. A commander hat
 - c. The toboggan
 - d. Sandwiches
 6. "My morale would be a lot higher if you'd carry the toboggan." What does the underlined word have similar meaning to?
 - a. Power
 - b. Strength
 - c. Spirit
 - d. seriousness
 7. What was the story about?
 - a. Calvin and Hobbes had entire trip to the Yukon
 - b. Calvin and Hobbes struggled in a long trip
 - c. Calvin and Hobbes got struggled because of the commander hat
 - d. Calvin and Hobbes are bestfriends ever
 8. "Journey to Yukon: day one, we have traveled twenty minutes, no snow so far." The underlined word can be replaced by.....
 - a. schedule
 - b. program
 - c. an activity
 - d. a trip
 9. What is the moral value of the story?
 - a. Do not be selfish if you are working together with your friends
 - b. Be a wise captain
 - c. Together will be okay

a. Answer Key

1. Multiple Choice

1. d
2. c
3. b
4. a
5. b
6. c
7. a
8. d
9. a
10. a

2. True and False

1. f
2. t
3. f
4. t
5. t
6. f
7. t
8. f
9. f
10. t

b. The Distribution of the Task Items

The indicators of reading comprehension	Number of the questions	
	Task 1	Task 2
Word Comprehension	6, 8, 10	2, 4, 5,
Sentence Comprehension	2, 3, 4, 5	6, 7, 9, 10
Text Comprehension	1, 7, 9	1, 3, 8

c. Scoring of the test item

$$N = \frac{n}{20} \times 100$$

N = Student's score

n = the number of correct answer

Appendix 11 Lesson Plan (Meeting 2)

School	: SMP Negeri 5 Jember
Subject	: English
Grade/semester	: VIII / 2
Language skill	: Reading Comprehension
Text type	: Narrative text
Time allocation	: 2 x 40 minutes

I. Standart of Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators (Experimental and Control Groups)**3.1 Cognitive Product**

3.1.1 Answering word, sentence, text comprehension questions in the forms of multiple choice and true false statements individually

3.2 Cognitive Process

3.2.1 Identifying the generic structure and language features of a narrative text

3.2.2 Finding the difficult words and giving the meanings of the words

3.2.3 Finding the main idea of the text

IV. Learning Objectives (Experimental and Control Groups)**4.1 Cognitive Product**

4.1.1 The students are able to answer word, sentence, text comprehension questions in the forms of multiple choice and true false statments individually

4.2 Cognitive Process

4.2.1 The students are able to identify the generic structure and language features of a narrative text

4.2.2 The students are able to find the difficult words and give the meaning of the words

4.2.3 The students are able to find the main idea of the text

V. Learning Materials

Learning materials are enclosed

VI. Teaching Approach and Technique

Approach : CTL (Contextual Teaching Learning)

Technique : Question-answer and discussion

VII. Teaching Learning Activities

Experimental Class			Control Class	
No.	Activities	Time	Activities	Time
1	Set Induction		Set Induction	
	a. Greeting the students	1'	a. Greeting the students	1'
	b. Checking the students' attendance	1'	b. Checking the students' attendance	2'
	Pre-Reading		Pre-Reading	
	c. Giving riddles about the cat and the cock to the students and asking the students to answer them	4'	c. Giving riddles about the cat and the cock to the students and asking the students to answer them	4'
	d. Asking some leading question related to the topic	3'	d. Asking some leading question related to the topic	3'
e. Giving motivation by showing the pictures related to the topic (Showing the picture of the cat and the cock)	2'	e. Giving motivation by showing the pictures related to the topic (Showing the picture of the cat and the cock)	2'	
f. Stating the objectives of the lesson	2'	f. Stating the objectives of the lesson	2'	
2.	Main Activities While Reading		Main Activities While Reading	
	a. Explaining about the definition, purpose, generic structure and language features of narrative text.	7'	a. Explaining about the definition, purpose, generic structure and language features of narrative text	7'
	b. Asking the students to work in pairs after distributing the cuttings of comic strips entitled "The Cat and The Cock"	2'	b. Asking the students to work in pairs after distributing the narrative text entitled "The Cat and The Cock"	2'

	c. Asking the students to set off the cuttings of comic strips into good orders	2'		
	d. Asking the students to read comic strips in pairs	8'	c. Asking the students to read the narrative text in pairs	8'
	e. Asking the students to find the difficult words and giving the meaning of the words	5'	d. Asking the students to find the difficult words and giving the meaning of the words	5'
	f. Identifying the generic structure and the language features of narrative text	5'	e. Identifying the generic structure and language features of narrative text	6'
	g. Discussing the main idea of the text	5'	f. Discussing the main idea of the text	5'
	h. Asking the students to do task 1 and answering the multiple choice questions based on the comic strips individually	10'	g. Asking the students to do task 1 and answering the multiple choice questions based on the narrative text individually	12'
	i. Asking the students to do task 2 and answering true false formats based on the comic strips given individually	10'	h. Asking the students to do task 2 and answering true false formats based on the narrative text individually	12'
	j. Discussing the answer with the class together	10'	i. Discussing the answers with the class together	10'
3.	Closer Post Reading		Closer Post Reading	
	a. Guiding the students to draw a conclusion by giving oral questions about the main points	5'	a. Guiding the students to draw a conclusion by giving oral questions about the main points	5'
	b. Parting the students	1'	b. Parting the students	1'

VIII. The Media Used

Media for the Experimental Group:

- a. LCD projector
- b. White board
- c. Students' worksheet
- d. Dictionary
- e. Comic strips entitled "Calvin and Hobbes" from website

Media for the Control Group:

- a. LCD projector
- b. White board
- c. Students' worksheet
- d. Dictionary
- e. Pictures of the cock and the cat (series)

Sources (For the Experimental and Control Groups)

- <http://www.phillipmarsden.com/Aesop-s-Fables>
- <http://www.belajarbahasainggris.us/2014/02/explanation-text-penjelasan-contoh.html>

IX. Assessment

Giving post-test to both of the experimental and the control groups

The experimental group is taught by using comic strips and the control group is taught without using comic strips, but pictures

Jember, March 2018

Researcher,

Rury Febriyanti

NIM. 130210401023

Enclosure**Material
(Experimental Group)****Pre-Reading****A. Giving riddle about two animals (the cock and the cat) to the students**

- a. I am an animal. My colours are red and black. I have a comb on my head. I also have a spur. People usually use my meat to make fried chicken. I always crow every morning. I can produce sound like kok ku ku ru yuuuukkkk. What am I?

The answer: I am a cock

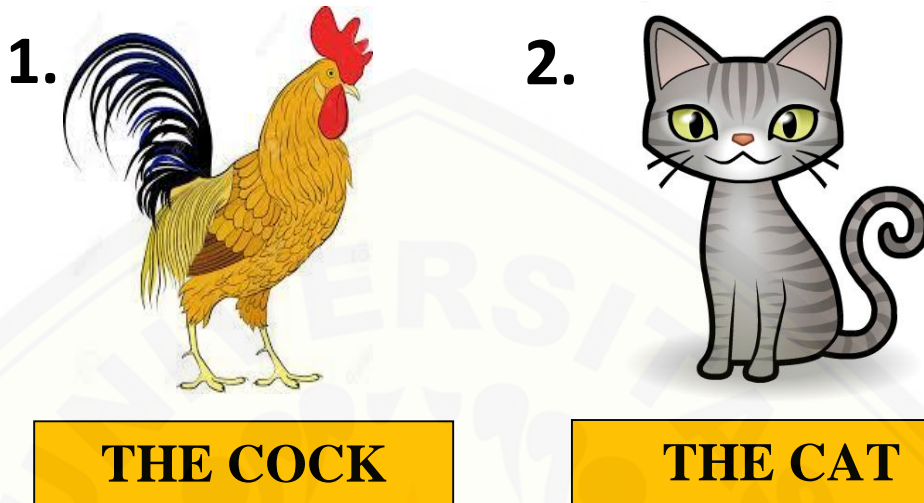
- b. The cat: I am a pet. My fur is very soft. People love me because I am very cute. I like eating salty fish or mice. I can produce sound like meow meow. What am I?

The answer: I am a cat

B. Leading Questions:

1. Look at the pictures!
2. How many animals are there in in the picture?
3. What is the first picture?
4. What is “ayam jantan” in English?
(showing a picture of a cock)
5. What is the second picture?
(showing a picture of the cat)
6. What do we call the text that tells a story to amuse and to entertain the readers?
7. Have you ever read the story of cinderella?
8. In your opinion, is it a narrative text or a descriptive text?

C. Motivating the Students



Whilst reading

B. Main Activities

Review of Narrative Text

1. **What the type of the text that have been learned ?**

Answer: Narrative text

2. **What is the social function of narrative text?**

Answer: The purpose of narrative text is to entertain and to amuse the readers

3. **What is the generic structure of narrative text?**

Answer:

a. Orientation

The writer tells about who the character in the story and the story is taking a place and where the action happens.

b. Complication

In the complication, It contains a series of event, during which we usually expect some sort of complication or problem to arise

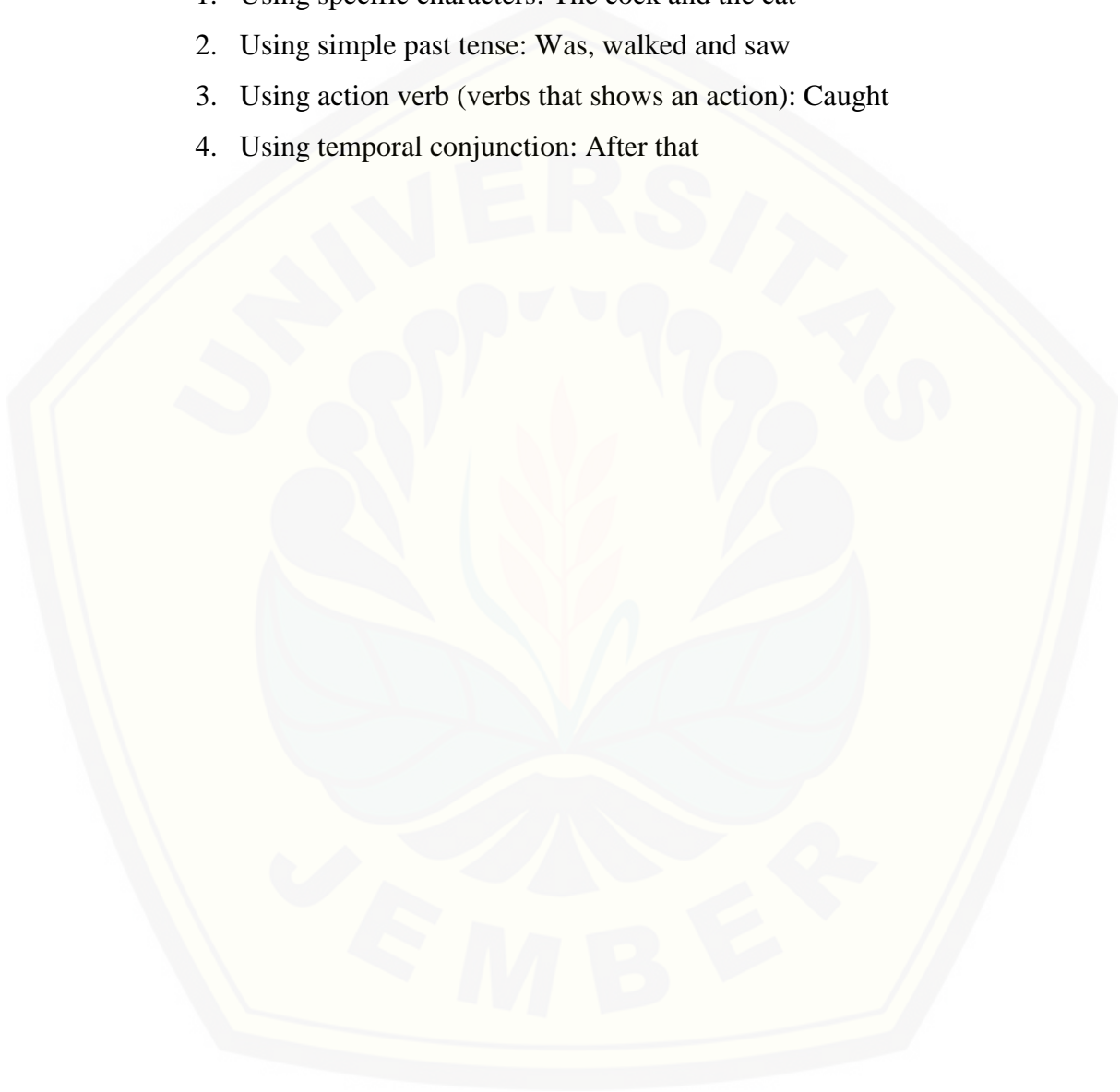
c. Resolution

In the resolution, it tells about how the characters solve the problem which could be better or even worse

4. What is the language feature of narrative text?

Answer:

1. Using specific characters: The cock and the cat
2. Using simple past tense: Was, walked and saw
3. Using action verb (verbs that shows an action): Caught
4. Using temporal conjunction: After that



Material
(Control Group)

Pre-Reading

A. Giving riddle about two animals (the cock and the cat) to the students

- a. I am an animal. My colours are red and black. I have a comb on my head. I also have a spur. People usually use my meat to make fried chicken. I always crow every morning. I can produce sound like ku kuru yuuukkkk. What am I?

The answer: I am a cock

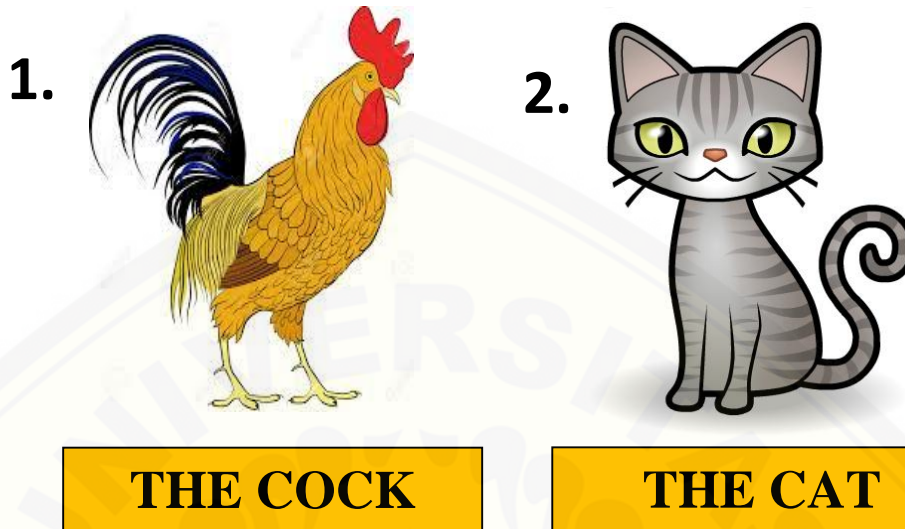
- b. I am a pet. My fur is very soft. People love me because I am very cute. I like eating salty fish or mice. I can produce sound like meow meow. What am I?

The answer: I am a cat

B. Leading Questions:

1. Look at the pictures!
2. How many animals are there in in the picture?
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(showing a picture of a cock)
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C. Motivating the Students



Whilst reading

A. Main Activities

Review of Narrative Text

1. What the type of the text that have been learned ?

Answer: Narrative text

2. What is the social function of narrative text?

Answer: The purpose of narrative text is to entertain and to amuse the readers

3. What is the generic structure of narrative text?

Answer:

a. Orientation

The writer tells about who the character in the story and the story is taking a place and where the action happens.

b. Complication

In the complication, It contains a series of event, during which we usually expect some sort of complication or problem to arise

c. Resolution

In the resolution, it tells about how the characters solve the problem which could be better or even worse

4. What is the language feature of narrative text?

Answer:

1. Using specific characters: The cock and the cat
2. Using simple past tense: Was, walked and saw
3. Using action verb (verbs that shows an action): Caught
4. Using temporal conjunction: After that



Material (Experimental Group)

Read the following comic strips carefully from the left to the right!



(Taken from: <http://www.phillipmarsden.com/Aesop-s-Fables>)

Task 1. Choose the correct answer of the following questions based on the comic strips entitled “The Cat and the Cock”!

1. Who was roaming around the village in the middle of the night?
 - a. The cock
 - b. People
 - c. The cat
 - d. The master
2. “I serve my master’s interests, so I always crowe at night to make the chickens lay lots of eggs” What does the underlined word have similiar meaning to?
 - a. Necessary
 - b. Materials
 - c. Desire
 - d. Energy
3. “I do that to be helpful! I wake people up to summon them to do their accustomed work!” What does the underlined word refer to?
 - a. The cock
 - b. People
 - c. The cat
 - d. The chickens
4. “I do that to be helpful! I wake people up to *summon* them to do their accustomed work!” The word *summon* can be replaced by the world.....
 - a. call
 - b. serve
 - c. rise
 - d. order
5. What was the story about?
 - a. The cat and the cock have struggled something
 - b. The cat and the cock were the best friends
 - c. The cat caught the cock because he was hungry
 - d. The cock was crowing and annoying people in the middle of the night
6. “Ah well! I’m not going to go without food just because you can produce a lot of justifications” What does the sentence mean?
 - a. The cat did not let the cock go and wanted to eat the cock
 - b. The cat asked the cock to go
 - c. The cat forgave the cock
 - d. The cat left the cock alone
7. What is the moral value of the story?
 - a. Be a good person to make other people like you

- b. Don't make other people feel sad of what you have done
 - c. Don't deceive someone to get something that you want
 - d. Don't make people afraid of what you do
8. "Ah well!! I'm not going to go without food just because you can produce a lot of justifications"! Said the cat. What does the underlined word have similar meaning to?
- a. Right
 - b. Reasons
 - c. Protection
 - d. Chatter
9. The cat had the best trick to catch the cock and make the cock as his meal. The underlined word can be replaced by the word.....
- a. strategy
 - b. method
 - c. reason
 - d. energy
10. Why did the cock always crow at night?
- a. Because he helped people to wake up at night
 - b. Because he made the chickens lay lots of eggs
 - c. Because he served his master's interests and made the chickens lay lots of eggs
 - d. Because he wanted to annoy people at night

Task 2. Choose **T** if the statement is true and **F** if the statement is false based on the story above!

1. The cat was roaming around the village in the early morning (T/F)
2. The cat caught the cock because the cock annoyed people at night (T/F)
3. The cat forgave the cock and let him go (T/F)
4. “.....I always crow at night to make the chickens lay lots of eggs!”
The underlined word has similiar meaning to the word produce (T/F)
5. The cock told the cat that he was crowing to
wake people up and summoned their accustomed work (T/F)
6. “ Ah well! I am not going to go without food just because
you can produce a lot of justifications!”
The underlined word can be replaced by the word say (T/F)
7. The cock laid lots of eggs (T/F)
8. The cat caught the cock because he felt hungry
and wanted to eat the cock (T/F)
9. The cat thought that his trick was succesful.
The underlined word has the opposite meaning with the word fail (T/F)
10. The cat had the best trick to catch the cock
and made the cock as his *meal*.
The italic word has similiar meaning with the word food (T/F)

Material (Control Group)



(Taken from: <http://www.phillipmarsden.com/Aesop-s-Fables>)

Read the following narrative text carefully!

The Cat and the Cock

In the middle of the night, there was a cat that was roaming around the village. He was very hungry. The cat walking along the village. After that he saw the cock that was crowing “kok kok kok kok kok”. The cat thought that he could eat the cock. The cat had a best trick to catch the cock.

The cat came to the cock and caught the cock “You annoy people by crowing at night and disturbing their sleep” said the cat to the cock. “No, please” answered the cock. “Why do you always crowe at night and annoy people?” asked

the cat to the cock. “I do that to be helpful! I wake people up to summon them to do their accustomed work” answered the cock.

“Ah... but you insult nature by your relationship with your mother and sisters to disturb people at night” said the cat. “I also serve my master’s interests, so I always crow at night to make the chickens lay lots of eggs!” said the cock to the cat. The cock told the last reason to the cat, but the cat did not let the cock go. “Please let me go, I promise I will not annoy people by crowing at night and disturbing their sleep again!” said the cock to the cat. The cat thought that his trick was successful and he wouldn’t let the cock go. “Ah well! I am not going to go without food just because you can produce a lot of justifications!” said the cat to the cock. The cat was ready to eat the cock.

Task 1. Choose the correct answer of the following questions based on the “The Cat and the Cock” story!

1. Who was roaming around the village in the middle of the night?
 - a. The cock
 - b. People
 - c. The cat
 - d. The master
2. “I serve my master’s interests, so I always crowe at night to make the chickens lay lots of eggs” What does the underlined word have similiar meaning to?
 - a. Necessary
 - b. Materials
 - c. Desire
 - d. Energy
3. “I do that to be helpful! I wake people up to summon them to do their accustomed work!” What does the underlined word refer to?
 - a. The cock
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 - c. The cat
 - d. The chickens
4. “I do that to be helpful! I wake people up to *summon* them to do their accustomed work!” The word *summon* can be replaced by the world.....
 - a. call
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- a. The cat and the cock have struggled something
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 - c. The cat caught the cock because he was hungry
 - d. The cock was crowing and annoying people in the middle of the night
6. “Ah well! I’m not going to go without food just because you can produce a lot of justifications” What does the sentence mean?
- a. The cat did not let the cock go and wanted to eat the cock
 - b. The cat asked the cock to go
 - c. The cat forgave the cock
 - d. The cat left the cock alone
7. What is the moral value of the story?
- a. Be a good person to make other people like you
 - b. Don’t make other people feel sad of what you have done
 - c. Don’t deceive someone to get something that you want
 - d. Don’t make people afraid of what you do
8. “Ah well!! I’m not going to go without food just because you can produce a lot of justifications”! Said the cat. What does the underlined word have similiar meaning to?
- a. Right
 - b. Reasons
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- a. Because he helped people to wake up at night
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 - c. Because he served his master’s interests and made the chickens lay lots of eggs
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Task 2. Choose **T** if the statement is true and **F** if the statement is false based on the story above!

1. The cat was roaming around the village in the early morning (T/F)
2. The cat caught the cock because the cock annoyed people at night (T/F)
3. The cat forgave the cock and let him go (T/F)
4. “.....I always crow at night to make the chickens lay lots of eggs!”
The underlined word has similiar meaning to the word produce (T/F)
5. The cock told the cat that he was crowing to wake people up and summoned their accustomed work (T/F)
6. “ Ah well! I am not going to go without food
just because you can produce a lot of justifications!”
The underlined word can be replaced by the word export (T/F)
7. The cock laid lots of eggs (T/F)
8. The cat caught the cock because he felt hungry
and wanted to eat the cock (T/F)
9. The cat thought that his trick was sucesful.
The underlined word has the opposite meaning with the word fail (T/F)
10. The cat had the best trick to catch the cock
and made the cock as his *meal*.
The italic word has similiar meaning with the word food (T/F)

a. Answer Key

1. Multiple Choice

1. c
2. a
3. b
4. a
5. c
6. a
7. c
8. b
9. a
10. c

2. True and False

1. f
2. f
3. f
4. t
5. t
6. t
7. f
8. t
9. t
10. t

b. The Distribution of the Task Items

The indicators of reading comprehension	Number of the questions	
	Task 1	Task 2
Word Comprehension	2, 4, 8, 9	4, 6, 9, 10
Sentence Comprehension	1, 3, 6, 10	1, 5, 7
Text Comprehension	5, 7	2, 3, 8

c. Scoring of the test item

$$N = \frac{n}{20} \times 100$$

N = Student's score

n = the number of correct answer

Appendix 12 Post-Test

Subject : English

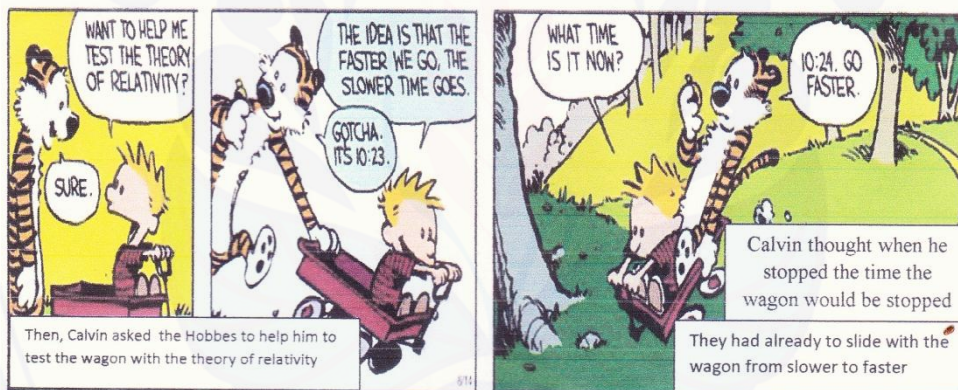
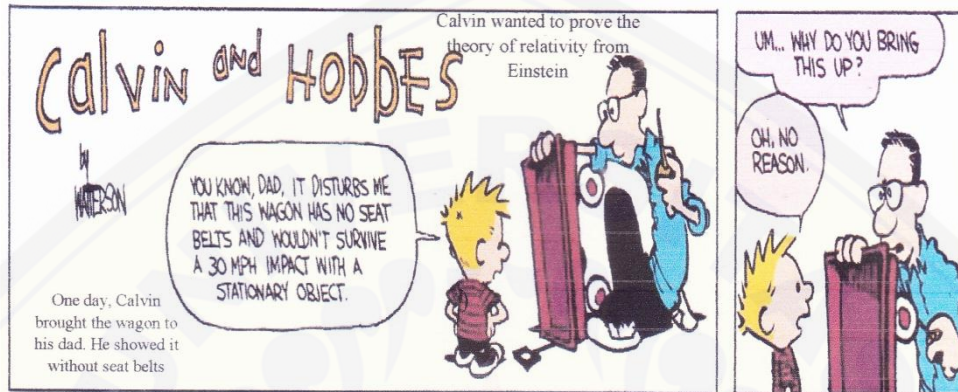
Name :

Grade : VIII

Semester : II

Class :

Time : 40 minutes



Taken from: <http://bestofcalvinandhobbes.com/>

Read the following comic strips carefully then answer the questions by crossing a,b,c or d!

**Calvin and Hobbes
(The theory of Relativity)**

One day, Calvin brought the wagon to his dad, he showed it without seat belts. Calvin wanted to prove the theory of relativity from Einstein “You know dad, it disturbs me that this wagon has no seat belts and wouldn’t survive a 30 mph impact with a stationary object” said Calvin to his dad. “Umm... why do you bring this up?” asked dad. “Oh, no reason” answered Calvin.

Then, Calvin asked the Hobbes to help him to test the wagon with the theory of relativity. “want to help me test the theory of relativity?” asked Calvin to Hobbes. “Sure” Hobbes answered. “The idea is that the faster we go, the slower time goes” said Calvin. “Gotcha its 10:23” said Hobbes.

They had already to slide with the wagon from slower to faster. “What time is it now??” asked Calvin to Hobbes. “10:24, go faster” answered Hobbes. Calvin thought when he stopped the time the wagon would be stopped.

But, in fact the wagon had not stopped while the time was stopped. “we are going pretty fast!! What time is it?” screamed Calvin to Hobbes. “10:25, time still hasn’t stopped” said the Hobbes.

The time had not stopped, but they were slide too faster. “Has time stop now??” asked Calvin to Hobbes. “No, just my heart” said Hobbes.

They were jumping down from the wagon and they fell down in the soil. “well, it looks like Einstein’s a fraud, wouldn’t you say?” said Calvin. “No, he’s right! Look, my watch isn’t going at all anymore!!” said Hobbes to Calvin

Task 1. Choose the correct answer by crossing a, b, c or d on your answer sheet individually!

1. Calvin brought the *wagon* to his dad, he showed it without seat belts. The word *wagon* is similar to.....

a. sled	c. train
b. plane	d. cart
2. Did the wagon save Calvin? Why?
 - a. Yes, it did, because the wagon had no seat belts
 - b. No, it did, because the wagon had no seat belts
 - c. Yes, it didn’t, because the wagon had seat belts

- d. No, it didn't, because the wagon had no seat belts
3. Why did Calvin think that the theory was not true?
- Because when they slide faster, the time didn't stop
 - Because when they slide slower, the time stopped
 - Because the wagon didn't stop
 - Because the time didn't stop
4. "The idea is that the *faster* we go, the slower time goes" the opposite from *faster* is
- speed
 - slower
 - late
 - Sooner
5. What is the main idea of the story?
- Calvin and Hobbes tried their wagon
 - Calvin and Hobbes fixed their wagon
 - Calvin and Hobbes got the wagon from dad
 - Dad found the wagon in his warehouse
6. What is the moral value of the story ?
- Be careful when you do something
 - Every action has its own consequence
 - Don't trust anyone
 - Don't help your friends
7. What is the content of the story?
- Calvin showed the wagon to his dad and wanted the dad to fix it
 - Calvin's wagon had no seat belts
 - Dad forbade Calvin to play the wagon because the wagon was not save to Calvin and Hobbes
 - Calvin and Hobbes tried the wagon with the theory of relativity but they were not succesful
8. "Has time stop now?" asked Calvin to Hobbes, "*No, just my heart*" said Hobbes. What is the mean by the sentence "*No, just my heart*"?
- Hobbes feels like he wanted to die
 - Hobbes enjoyed the slide
 - Calvin feels like he wanted to die
 - Hobbes' heart was stopped
9. Did the wagon with seat belts?
- Yes, it did
 - No, it wasn't
 - No, it didn't
 - Yes, it didn't

10. Calvin wanted to prove the theory of relativity from Einstein. What does the underlines word have similiar meaning to?
- a. show
 - b. try
 - c. inform
 - d. convey
11. “You know dad, it disturbs me that this wagon has no seat belts and wouldn’t *survive* 30 mph impact with a stationary object” The word survive have antonym meaning to?
- a. surrender
 - b. battle
 - c. struggle
 - d. give up
12. Why the wagon wouldn’t survive 30 mph impact in stationary object?
- a. Because the wagon hasn’t wheels
 - b. Because the wagon too big
 - c. Because the wagon hasn’t seat belts
 - d. Because the wagon is old
13. Who is the discover of relativity theory in that story?
- a. Calvin
 - b. Einstein
 - c. Calvin’s father
 - d. Hobbes
14. In what time Calvin and Hobbes had already slide with the wagon?
- a. In 10:23
 - b. In 10:25
 - c. In 10:24
 - d. In 10:26
15. he showed *it* without seat belts. What does the word *it* refers to?
- a. The Wagon
 - b. The watch
 - c. The theory
 - d. The soil
16. What did Calvin and Hobbes proved?
- a. The new wagon from Calvin
 - b. The Relativity theory
 - c. The theory of Einstein
 - d. The Time
17. Calvin brought the wagon to his dad. What does the underlined word have similiar to?
- a. put
 - b. bring
 - c. took
 - d. carried
18. in what time the wagon was stopped?
- a. 10:23
 - b. 10:25
 - c. the wagon couldn’t stop
 - d. 10:24

19. These sentence are correct, except
- The wagon was stopped at 10:25
 - The wagon wasn't stopped
 - The wagon still slide when the time in 10:25
 - The wagon went faster at 10:24
20. Did the time has stopped when the wagon slide faster?
- Yes, it did
 - Yes, it was
 - No, it wasn't
 - No, it didn't
21. Did the wagon was slide from higher to lower?
- Yes, it did
 - Yes, it was
 - No, it didn't
 - No, it wasn't
22. What was the Calvin think about the relativity theory?
- The time was stopped when the wagon went faster
 - The wagon went slower when the time stopped
 - The wagon slide from faster to slower
 - The wagon slide from slower to higher
23. Could they landed on the ground well?
- Yes, they could
 - Yes, they did
 - No, they couldn't
 - No, they didn't
24. What theory that Calvin and Hobbes would proved?
- The relativity theory
 - The personality theory
 - The grativity theory
 - The wagon Theory
25. "Well, it looks like Einstein's a fraud, wouldn't you say?" said Calvin to Hobbes. The underlined have similiar meaning to?
- deception
 - blackout
 - innovation
 - decoration

c. Answer Key

TASK 1

NO.		NO.	
1.	a	16.	b
2.	B	17.	d
3.	a	18.	c
4.	b	19.	a
5.	a	20.	d
6.	B	21.	c
7.	D	22.	a
8.	a	23.	c
9.	C	24.	a
10.	a	25.	A
11.	a		
12.	c		
13.	b		
14.	A		
15.	A		

d. The Distribution of the Task Items

The indicators of reading comprehension	Number of the questions
	Task 1
Word Comprehension	3, 6, 12, 14, 15, 21, 30
Sentence Comprehension	4, 13, 16, 18, 19, 22, 27, 28
Text Comprehension	5, 7, 8, 10, 17, 20, 24, 26, 29, 23

e. Scoring of the test item

$$N = \frac{n}{20} \times 100$$

N = Student's score

n = the number of correct answer

Appendix 13 The Result Of The Post Test

No.	Hasil Post Test 8D (Experimental Class)
1	84
2	80
3	80
4	88
5	72
6	92
7	64
8	80
9	76
10	92
11	68
12	92
13	96
14	80
15	60
16	92
17	96
18	84
19	84
20	76
21	84
22	68
23	76
24	76
25	96
26	80
27	88
28	92
29	76
30	88
31	84
32	64
33	68
34	72
35	96
36	91
37	60
38	60

No.	Hasil Post Test 8A (Control Class)
1	80
2	96
3	80
4	60
5	64
6	84
7	72
8	72
9	60
10	96
11	76
12	76
13	64
14	76
15	64
16	60
17	76
18	96
19	76
20	80
21	72
22	68
23	80
24	68
25	96
26	84
27	92
28	64
29	56
30	76
31	76
32	68
33	76
34	76
35	76
36	72
37	76
38	96

Appendix 14



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

27 NOV 2017

Nomor : 7906 / UN25.1.5 / LT / 2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 5 Jember
Jember

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

Nama : Rury Febriyanti
NIM : 130210401023
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud melaksanakan penelitian tentang "The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement", di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.



Suratno, M.Si.
NIP. 19670625 199203 1 003

Appendix 15



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 5 JEMBER

Jl. Imam Bonjol No. 39 Telepon 321737 Jember
Email – smp5jember@gmail.com



SURAT KETERANGAN IJIN PENELITIAN

Nomor : 423.1/053/413.02.20523906/2018

Yang bertanda tangan dibawah Kepala SMP Negeri 5 Jember menerangkan bahwa :

Nama : RURY FEBRIYANTI
NIM : 130210401023
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 5 Jember dalam rangka penyusunan tugas akhir (Skripsi) dengan judul :

‘ The Effect of Using Comic Strips on the Eighth Grade Students’ Reading Comprehension Achievement at SMP Negeri 5 Jember ‘

Dengan waktu penelitian : 14 Maret – 6 April 2018.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Jember, 6 April 2018
Plt. Kepala Sekolah,



SURATMI, S.Pd
NIP. 19650620 198903 2 010