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THE EFFECT OF USING COMIC STRIPS ON EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION ACHIEVEMENT

THESIS

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JEMBER UNIVERSITY
2019

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

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MOTTO

"All our dreams can come true, if we have the courage to pursue them"

-Walt Disney

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DEDICATION

The thesis is honorably dedicated to:

1. My beloved parents, Samsul Hasan and Ninik Lukiana. Thank you for reminding me to stay strong when life knocked me down.
2. My sister, Chasyanah Lukianing Tyas and my brother, Alfian Luky Ardiansyah. Thank you for your support and attention.
3. All of my friends from my boarding house. Thank you for all of your support and always help me whenever I need.

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STATEMENT OF THESIS AUTHENTICITY

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

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

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CONSULTANT' APPROVAL

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I do understand that this thesis might have some weaknesses. Therefore, I appreciate any criticism and valuable suggestion from the readers for the improvement of this thesis.

Jember, 22 November 2019

Hasan Luky Dwianto

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SUMMARY

The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement; Hasan Luky Dwianto, 140210401088; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is one of the most important skills in EFL (English Foreign Language). According to Wooley (2011), reading comprehension is the process where we try to understand the meaning of the text rather than to obtain sentence or word meaning. If we cannot understand the meaning of the text, it will give us a hard experience to find information from the text.

Since reading comprehension is important in learning language, English teacher needs to be creative because most of the EFL students do not comprehend the text well. The use of media in teaching EFL in the classroom can be an alternative way to increase students' motivation. One of the media that can be used in teaching reading comprehension is comic strips. Carry (2004) states that comic strips is interesting to be used in the classroom because they are flexible media for any level and easily obtained.

In this research, comic strips were chosen as teaching media in reading comprehension learning. The design of this research was quasi-experimental design. The area of this research was SMPN 3 Lumajang in the 2018/2019 academic year. The population of this research was all of the eighth-grade students of SMPN 3 Lumajang in the 2018/2019 academic year. The participants of this research were determined by cluster random sampling through a lottery. VIII D was chosen as the experimental group and taught using comic strips. Whereas, VIII A was chosen as the control group and taught using printed text.

The data of this research were in the form of scores collected from the reading comprehension achievement tests. The data was analyzed using independent sample t-test formula by using SPSS. The result showed that the significant value of the t-test was 0.00 that was lower than 0.05. It indicates there is a significant effect of using comic strips on the students' reading comprehension achievement.

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The findings of the present study also have pedagogical and empirical implications. Pedagogically, English teachers could consider comic strips as media that give a positive impact during the learning process. Empirically, this finding will be useful for future researchers as a reference and information in conducting further research with a similar topic such as improving the students 'reading comprehension achievement using comic strips.

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CHAPTER 1. INTRODUCTION

This chapter explains some aspects of dealing with the topic of the research. They are research background, research problem, research objective, and research significance.

1.1 Research Background

In the context of language learning, there are 4 basic skills that must be mastered. One of them is reading which is the most important skill. Reading is a fundamental goal that must be mastered to be successful in both schools and in life (Stone: 2009). Due to the importance of reading ability, it is a must for the teacher to make their students able to read fluently.

In teaching English, the teachers need teaching strategy because teaching English as a foreign language is difficult. English teacher needs to be creative on teaching reading skill especially in teaching at a junior high school because most of the students do not comprehend the text well. Besides that, some of the students usually feel that reading in English is boring. In this case, it can make the teaching-learning process ineffective and the students will not know what the teacher explains.

Therefore, teachers need to think about the ways in teaching, especially in teaching reading comprehension. The teacher should not only use a text as a medium in teaching reading comprehension but also provide an alternative way or treatment in teaching reading to make the learning process not be monotonous and boring. In this case, teachers can take alternative media in teaching, such as video, picture, chart, and diagram (Abidin, 2009). Pictures (visual media) are suitable for teaching reading to children because it has some clues in the pictures and attracts children's attention. It can help students understand the text better than without using pictures.

Comic strips as one of the visual media provide pictures in sequences and text in the form of conversation. Teaching reading comprehension with comic strips helps students in getting information easier than asking students to read a text-only.

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According to Stone (2009), visualization is one of seven strategies that can be really helpful to use while reading.

A research done by Liu (2004), found out that there was a significant effect of using comic strips as reading comprehension on ESL learners in Arizona. He found out that the learners were easier to comprehend the high-level text. Another research done by Piaw (2012), revealed that comic strips improve students' reading comprehension and motivation in the learning process. He conducted experimental research to 80 students of Malaya University. The result of the research is that comic strips is a fun way to teach reading comprehension and increase the students' satisfaction from mastering complex ideas from the text. The other research was also done by Ali MERÇ (2013) to Turkish EFL learners. He found out that the students taught by using comic strips has better comprehension skill than those who were taught using text only .

Referring to those previous researches, they have similarities and also differences with this present research. The similarities are that this and the previous researches apply comic strips as learning material which focus on reading comprehension skill. The differences are the subject of the research that previous researcher used university students and junior high school but in our research, we used Junior high school as research subject. Difference text that we used, previous researcher used recount and descriptive text, but we used narrative text to used in our research. Research design that previous researcher used also different from us. We used quasi-experimental research rather than classroom action research (CAR).

From the explanation above, a study on the experimental research entitled "The Effect of Using Comic Strips on Junior high school Students' Reading Comprehension Achievement" was conducted.

1.2 Research Problems

Based on the research background, the researcher formulated the problems as follows:

Is there any significant effect of using comic strips on junior high school students' narrative text reading comprehension achievement?

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1.3 Research Objective

Based on the research background and research problems, the researcher formulated the research objective was to know the effect of applying comic strips in teaching reading comprehension achievement.

1.4 Research Significance

This research has a contribution to know the effect of using comic strips on the reading comprehension achievement. This research contributes to those who use the comic strips as media to teach reading comprehension achievement.

1.4.1 Empirical Contribution

The Result of this research is expected to be useful for future researchers as a reference and information in conducting further research with a similar topic. By viewing the result of this research, the future researchers have motivation in conducting research which carries similar topic in different research design, for instance, a classroom action research to improve the students' reading achievement by using comic strips.

1.4.2 Practical Contribution

Hopefully, the result of this research will be useful for the English teacher as a reference to use Comic Strips as media in teaching reading comprehension to create interesting learning situation which helps to achieve the reading learning goals.

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CHAPTER 2. LITERATURE REVIEW

2.1 Reading Comprehension

English as a Foreign Language (EFL) learners have to learn four main skills in English, covering speaking, listening, writing and reading. Reading is an important skill, because by reading we may know the meaning of the text, the purpose of the text, and the content of the text. Reading is a receptive skill, which means that from the reading we can extract the meaning from the discourse that we read (see) or hear (Harmer, 2001). That means that while reading, readers may know the information from what they have read before. Reading is not only absorbing the meanings or information of the texts but, also communicating the information within the texts. This statements indicate that the author and the readers communicate with each other through books or texts.

Comprehension cannot be separated from reading activities. Reading comprehension is the process where we try to make meaning from text (Wooley, 2011). The aim of reading comprehension is to achieve an understanding of the text described rather than to obtain the meaning from each sentence or words. According to Grabe and Stoller (2002), reading comprehension is the ability to understand the information in the text and define it appropriately. Reading comprehension refers to reading with understanding which means, that it is the process to understand the meaning from a piece of text. From those definitions above, we can conclude that reading comprehension is the thinking process to understand the information from the reading materials. In other words, the readers intend to understand the author's thoughts in the texts. Reading comprehension involved some other skills such as recollect word meaning, find the context of the text, find the answer to the question (explicitly or paraphrases), and achieve some ideas in the content.

There are four components in reading comprehension of a text (McWhorter, 1989:90). They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Those components will be explained as follows:

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1. Word Comprehension

Word comprehension is the ability needed by students to know the meaning of a word to get the main idea of a sentence in a text. It means that if the readers do not understand the words they are reading, they will get nothing from a text.

Example: …. *then trip to Puncak from Cirebon ….*

What does the closest meaning of the underlined word above?

2. Sentence Comprehension

Comprehend the sentence means understanding the whole words to get the idea of the sentence. By understanding the form of sentence, students will get the core meaning of the sentence in the text.

Example: *What did they do in Taman Safari Bogor?*

3. Paragraph Comprehension

A paragraph is a group of sentences that has one main idea. According to Langan (2004:11), a paragraph is a series of sentences about one main idea or point. It is also a combination of sentences that develops one main idea about a specific topic. Thus, the students must be able to comprehend the paragraph to know the main idea of a certain topic.

Example: *What is the main idea of paragraph 2?*

4. Text Comprehension

Text comprehension means understanding the words, sentences, and paragraphs and getting the information that is conveyed through the text. Thus, the students must be able to comprehend the text to find out the information they needed.

Example: *Which statement is FALSE according to the text?*

2.2 Comic Strips

There are many definitions of comics. Sudjana (2002) defines comics as cartoon form which expresses the character, plays the story of a sequence, and gives fun to the readers. In other words, the comic is an artwork which has sequence stories, some characters have so many genres to entertain the readers. Thus, the comic is a general term that scopes more specific terms such as comic books and comic strips. The comic book is the collection of stories that have pictures that

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consist of one or more titles as themes. It is likely a comic strip that runs of a number of pages which has continuing character and stories. According to Fairington (2009), comic strips are short stories of panels that communicate a brief story and usually ended with a punch line. Thus, comic strips are defined as picture series inside boxes (panels) that tell a story and consist of a beginning, middle, and end.

According to Smith (2006:6), comic strips utilize panels and have a minimum of one panel and a maximum of three and four. However, along with the development of media and information, comic strips can have more than four panels and have maximum until eight panels. These 'strips' define the same cast of characters in each strip or panels. The accompanying stories are often meant to stand on their own, which means that they do not require the reader to be aware of precious strips to understand the current one.

In conclusion, the researcher chooses comics strips rather than comic books because comic strips are more effective, popular, accessible, readable, and communicative**.** Moreover, because of the picture with simple dialog in comic strips, make a comic strip is simple and easy to understand. In contrast, comic books have a highly complex story that may not be appropriate for certain conditions or materials in the classroom. Thus, comic books are not quite flexible to be the media in teaching-learning activity. Therefore, the researcher decides to conduct research about comic strips as a media in the teaching-learning process.

2.3 Comic Strips as Medium in Teaching Reading Comprehension

Comics is unique reading material for EFL because it combines images as the visual aids and texts as their verbal cognition. In students' reading process, visual aids are a great contribution. In line with the statement, Liu (2004:225) says that ESL and EFL teachers often make the reading activity more enjoyable by giving the student a visual material, and also to provide a context in order to help students in reading, ESL and EFL textbook designers and material developers often use the visual material. Moreover, because comic strips are visual, attractive, humorous, and overall appeal, it is used in many decades in the classroom and is appropriate for beginner level to advanced level for a variety of language and discussion activities.

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Based on the explanation above, in this study, the researcher used comic strips as media. It was intended to know the effectiveness of using comic strips in teaching reading comprehension. The researcher used narrative text, fable, in which the researcher chose " Mousedeer and Crocodiles" and "Mousedeer and Farmer's Dog" as the reading materials. Because it is quite difficult to find appropriate comic strips for reading material, the researcher decided to create his own by using softwares, those are Medibang Paint Pro and Coreldraw.

2.4 The Strengths of Comic Strips in Teaching Reading Comprehension

Every learning material, as well as comic strips, has its own strengths and weakness. According to Yang (2003:1) and Nigay (2005:1), there are five strengths of comics in education, namely:

1. Motivating

Pictures in comic strips can attract students' motivation and maintain their interest in the learning process. As stated by Csabay (2006:24), comics can bring a cheerful atmosphere into the classroom. Besides, the chronological story of comic strips can maintain their interest plus stimulate curiosity about what will happen and what will be the end of the story in the comic.

2. Visual

Comic as a visual media can be defined as sequence pictures put in the panels and added some text in balloons or captions. Comic as teaching media helps students comprehend the text better and analyze the content of the text easier. According to Afrilyasanti and Basthoni (2011:553), say that students can be inspired by visual images in the comic which situation they have to observe, understand and analyze. Moreover, comics can improve educational outcomes which are effective for students with special needs, struggling students, and English language learners. Thus, visual images in comic strips quite helpful and useful for EFL students who learn reading.

3. Permanent

Comic has a permanent story which form and characters of the comic do not change. Hence, the readers who cannot get the information, can repeat and concentrate on

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its obstacle until they understand. This uniqueness of comic can make the readers or students get deep understanding from the content of the comic.

4. Intermediary

Each reader has their own ability to comprehend the text thoroughly. Some are fast comprehender and some are not. In this case, comic can be an intermediary step either from the writer/ the creator to the reader, which in education from teacher to the students. Comic presents an alternative way as a mediator to reveal what messages of the story are. Moreover, comic contains some pictures, text in balloons, and captions that can help them to understand the content of the comics. In line with the statement, Yang (2003), states that the function of the comic is as an intermediary step towards difficult disciplines and concepts. Thus, comics can help students who are not fast learners to comprehend the text easier.

5. Popular

Comic strips usually contain a mainstream or popular content which occurs today. According to Yang (2003), comics bring popular culture which can be introduced in the classroom. From that statement, students can get new information or knowledge around them which they never know.

In conclusion, comic strips as a media have so many strengths that help to improve the students' motivations in learning and students easier to get the content of the text.

2.5 The Weakness of Comic Strips in Teaching Reading Comprehension

Even though comic strips have so many strengths, they also have some weaknesses. The first weakness of comic strips as media is stated by Chow (2010), who states that the language in comic commonly uses in daily conversation such as slang, idiom, abbreviation, and onomatopoeia a word which imitates the natural sounds of a thing). In fact, the students will not understand and get difficulties to comprehend the text because they do not understand those idioms, slang, or abbreviation used in the comic strips. Therefore, it is important for English teachers to adjust the languages in comic strips for media in teaching-learning process. The second weakness is that some scenes in comic strips may be inappropriate for the

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students. For example, some pictures in comic strips shown violence, romance, or even nudity.

To solve the problems mentioned above, the teacher has to create appropriate comic strips as media in teaching-learning process as well as make the students easier to understand the content of comic strips. There are many ways to make an appropriate comic strips media by ourselves. One of them is by using graphic software on the computer.

2.6 The Procedure of Teaching Reading Comprehension by Using Comic Strips

In this research, the researcher used Curriculum 2013 for Junior High School (*SMP/ Madrasah Tsanawiyah (MtS)*) which implements the scientific approach in teaching on junior high school in Lumajang. Thus, the procedure of teaching reading will be adapted above with several adjustment. The researcher adjusted the procedures based on the 2013 curriculum by implementing a scientific approach .The procedures are as follows:

a. *Observing*:

1) Asking the students to read the comic strips individually
2) Asking students to find unfamiliar words.
3) Asking the students to give the meaning of unfamiliar words.

b. *Questioning*:

1) Guiding the students to ask some questions related to the content of the comic strips.
2) Guiding the students to find generic structure and language features from the comic strips

c. *Collecting Information*:

Asking the students to read the comic strips once again. During this time, students are expected to fully understand the content of the story in comic strips, language features used in the story and try to find another unfamiliar word.

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d. Associating:

Asking the students to read the comic strips once again. During this time, students are expected to fully understand the content of the story in comic strips, language features used in the story and try to find another unfamiliar word.

e. Communicating:

Discussing the students' work with the whole class.

2.7 Previous Studies

This research needs previous research findings to construct relevant references.

The first research was conducted by Khoii and Forouzesh (2010) entitled "Using Comic Strips with Reading Texts: Are We Making a Mistake?" They conducted the research that examined the effect of using comic strips on the 62 development Iranian beginner EFL learners' reading comprehension. In their result of the study, the researcher sum that the use of comic strips with reading comprehension does not significantly improve students' reading ability of elementary level foreign language learners. The writers suggest that the effect of comic strips depend on some factors, such as the students' comprehensions level of the written text and their individual strategies for processing text.

The second research entitled "The Effect of Comic Strips on EFL Reading Comprehension" was conducted by Ali MERÇ (2013). He conducted this research with 167 university students of Anadolu, Turkey. He divided them into four groups, they are low-level text only, low-level with comic strips, high-level text only, high-level with comic strips. He used Intermediate Recall Protocols (IRP) to analyze his data and the Dual Coding Theory (DCT) on the account that students are better at comprehending reading texts that are accompanied by visuals. The findings of his study revealed that the students with comic strips get better comprehension than those without comic strips. Consisted of DCT the students without using comic strips had difficulties in comprehending the texts than students with comic strips.

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The third research was conducted by Miza Awalta, Sudarsono, and Zainal Arifin (2015) entitled "The Effectiveness of Teaching Reading Comprehension on Descriptive Text through Comic Strips". They conducted the research that examined using comic strips as media on the seventh grade students' reading comprehension. In their result of the study, the researcher sum that the use of comic strips with reading comprehension can improve students' reading ability. Based on the mean score of experimental group's pre-test is 66.83 and post-test is 9.27. The improvement of the students' skill performance in reading comprehension after the treatment is very high. The writer suggest to use appropriate technique for using comic strips on teaching reading comprehension for better result.

The forth research conducted by Gorjian (2016), entitled "Using Comic Strip Stories to Teach Vocabulary in Intensive Reading Comprehension Courses". He analyzed the using of comic strip stories to teach vocabulary in intensive reading comprehension course in Iranian EFL learners group. About 66 intermediate level learners of Islamic Abadan University took part in this research. The researcher divided them into two classes of the experiment, control group, and experimental group. The experimental group used comic strips and the control group dealt with traditional textbook included reading passages. The result of the study showed that the participants can find the accidental vocabulary through comic strips stories. It is also affected by their post-test result, they improved in their result and their performance was more excellent too. The researcher concluded that comic strips are fun method for learners to acquire new words, and facilitated the intermediate students' reading comprehension with visual materials.

The fifth research that had been done in 2016, was conducted by Mahir, Ali, and Amin entitled "The Use of Newspaper Comic Strips to Improve Reading and Writing among MUET Band1 and Band 2 Year 1 Student of Faculty of Quran and Sunnah, University Sains Islam Malaysia". The participants of this research consist of 60 students (25 females and 35 females). The data of this research were obtained through an experimental research involving two group of students. The researcher used questionnaires, class observations, and oral written test (OWT) to get information from participants. Furthermore, they also used to state the implication

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of comic strips to measure their achievement in both skills. Similar to the previous study above, the group taught by using comic strips showed better result than the group taught without comic strips. The writers stated that comic strips are platform for the learners to use their higher thinking skills and bring out their learners' creative side. Furthermore, the learners can enrich their vocabularies and enhance their reading comprehension through the use of comic strips in the newspaper.

From the researches above, this research aims to know whether the use of comic strips gives a significant effect or not on the eighth grade students' reading comprehension achievement.

2.8 The Research Hypothesis

Based on the related literature review above, the hypothesis is formulated as follows: "there is a significant effect of using comic strips on junior high school students' reading comprehension achievement".

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CHAPTER 3. RESEARCH METHODS

This chapter discusses the methods that was used in this research. They consist of the research design, research context, research participants, data collection method, and data analysis method. Each section is explained in the following part respectively.

3.1 Research Design

This research was intended to know whether or not there is a significant effect of using comic strips as a medium of instruction on the eighth-grade students' reading comprehension achievement at SMPN 3 Lumajang. Therefore, quasi- experimental design with posttest only design was chosen to be applied in this research.

In this research, the researcher selected two classes, one as the experimental class and control class. The two classes (the experimental and the control classes) was determined based on the homogeneity test result given to all students from the eighth grade classes. The experimental class was taught reading by using comic strips, whereas the control class was taught reading by using text. After the experimental and the control class were given different treatments, the reading post-test was given to both classes to know the significant difference of the reading comprehension achievement between the experimental class and the control class.

The research design that will be applied in this research can be illustrated as follows:

Post-Test Only Design		
Select Control Class	No Treatment	Post-test
Select Experimental Class	Treatment by using Comic Strips	Post-test

(Cresswell, 2012:310)

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The steps of the research design are as follows:

1. Administered the homogeneity test to all classes of the eighth grade students of a SMPN 3 Lumajang to know the homogeneity of the population.
2. Analyzed the scores of homogeneity test by using Analysis of Variance (ANOVA)
3. Determined the control class and the experimental classes based on the result of the homogeneity test.
4. Gave 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 administered to measure the reliability and difficulty index of the teacher-made-test to analyze the result. Besides, the try out test administered to know whether the time allocation is appropriate or not and whether the instruction is clear or not.
5. Did revision to the test material based on the try-out result.
6. Gave treatments to the experimental class by teaching reading using comic strips while the control class is taught by using media which is usually used by the teacher.
7. Gave post-test to both classes after giving the treatments to the experimental class to know the result of the treatment.
8. Analyzed the result of post-test by using t-test formula by using SPSS to know whether the mean difference is significant or not.
9. Drew a conclusion from the result of the data analysis to answer the research problem.

3.2 Research Context

The research was conducted at SMPN 3 Lumajang, East Java, Indonesia. Purposive method was used to determine the area of the research because of a certain purpose. The facilities which are available to support the students in learning English is quite enough. It was because there is an LED Projector to support teaching learning process. Population of this research is the existing classes (eight classes) of the Eighth Grade students in 2018/2019 Academic Year. The curriculum which is used at SMPN 3 Lumajang is Curriculum 2013. Curriculum 2013 is used

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in teaching and learning process including the English subject. In this school, English is taught twice week with 2x45 minutes for each meeting. Moreover, in this research, the area of this research was determined by using purposive method. According to McMillan (1996:92), in the purposive method, the researcher will select particular elements from the population that will be 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 is chosen purposively as the research area based on two reasons as follows:

1) Headmaster and the English teacher have given permission to the researcher to conduct this experimental research at SMPN 3 Lumajang

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 participants of this research were taken by using cluster random sampling based on the result of the homogeneity test which was given to the population to know the homogeneity of the population by using Analysis of Variance (ANOVA). The respondents of this research were two classes taken from the eighth grade classes of SMPN 3 Lumajang, namely VIII A, VIII B , VIII C, VIII D

In the homogeneity test, there are 20 test items of reading in the form of multiple choices question. The researcher provided 50 minutes for the students to do the test. The results of reading test are gained, they were analyzed by using Analysis of Variance (ANOVA). The result shows that the population was homogeneous, the groups was determined by using lottery. Further, the determination of the experimental and the control groups was done at random.

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3.4 Data Collection Method

In this research, the researcher used comprehension achievement test to collect the data.

3.4.1 Reading Comprehension Test

Reading test was used by the researcher to gain the data about the students' reading comprehension achievement. In this research, try-out test administered for the sake of the post-test. By conducting those tests, the researcher able to gain the information that will be explained in the following parts.

A. Try-out Test

Before administering the post-test to both the control class and the experimental class, a try-out test was given to a class which did not belong to the experimental or the control class but has the closest mean score with them. Djiwandono (1996:18) states that try out is very important to do because of some reasons, those are: the validity, the reliability, and the difficulty index of the test items. The researcher administered a try-out test, because based on the criteria of a good test, a test should establish validity, reliability, and difficulty index of the teacher-made-test. Those tests are needed to make sure whether the test item given to the students of experimental class and control class is valid and reliable or not.

In this research, the total number of test items needed was 20 items but the researcher provides 25 questions in the form multiple choices questions, the total scores of the both tasks are 100. The value of each item in multiple choices form was 4 and the value of each true false question was 0. The time allocation of Try-out test was 50 minutes.

1. The Validity of the Test

According to Hughes (2003:26), a test is valid if it measures what is intended to be measured. This research, the reading comprehension test is constructed based on content validity and the indicator to be measured namely word comprehension, sentence comprehension and text comprehension. In order to make sure the test is valid or not, researcher made a test blueprint. Test blueprint made sure that we fulfill the indicator of measurement (word comprehension, sentence

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comprehension and text comprehension) on your test item. Supervisor and English teacher also helped in making sure the test item is valid.

2. The Reliability of the Test

The try out test used *Reliability Analysis* in SPSS to measure the reliability of the test item. The procedures of analysis are as follow.

1. Conducting the try out and giving the score to each item achieved by the students
2. Divide the correct answer and the wrong answer by giving the correct answer score is 1 and the wrong answer is 0
3. Input the score for each item (30 items) based on the students correct and wrong items
4. Analyzing the data by using *Reliability Analysis* in SPSS.

Reliability Statistics

Cronbach's Alpha	N of Items
.819	30

The criteria of reliability of the test are as follows:

a. 0,800 - 1,000 = Very High
b. 0,600 - 0,799 = High
c. 0,400 - 0,500 = Fair
d. 0,200 - 0,399 = Low
e. > 0,200 = Very Low

Based on Cronbach's Alpha above, the result is 0,819 which means the reliability of the test is very high.

3. The Difficulty Index of the Test

According to Arikunto (2006:207) good test items should not be easy or too difficult. If the test items are too easy, it will not stimulate the students' 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.

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In this research, the results of the try out will be analyzed by using the difficulty index of the test which will be calculated using *Frequencies* in SPSS. The criteria of difficulty index are as follows:

0, 00 – 0, 19 : Difficult
0, 20 – 0, 80 : Fair
0, 81 – 1, 00 : Easy

Heaton (1991:178)

In this research, try out test had 30 items. In order to know whether the test items were too difficult or too easy for the students, the difficulty index of the test was analyzed. The difficulty index was calculated by finding the total number of the students who answered each item correctly and were divided with the total number of the students participating in the try out test. Then, the researcher determined each item's difficulty index based on Heaton's (1991:178) interpretation scale, whether it was considered as easy, fair, or difficult test item *(see Appendix 10; page 67).*

Good test items must be neither too easy nor too difficult. Therefore, the researcher selected 20 test items out of 30 items to reduce some easy and difficult items. Then, the researcher selected questions being deleted. Those questions were deleted to balance the number of the distribution of test items. After sorting ten test items, it was found that the proportion of the test items was 9 easy items (49%), 9 fair items (49%), and 2 difficult items (2%).

The try out test was also intended to know whether the time allocation was enough and the instruction was understandable or not for the students when they did the test. In conclusion, it was not necessary for the researcher to change the instruction and the time allocation since everything was clear for the students.

B. Post-Test

The reading post-test is conducted to both the experimental class and the control classes after the treatments given by the researcher. The test items of the post-test was the same with the try-out test. In this research the test consists of 25 items of multiple choices questions divided into 10 items for text one "Duck and

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Turtle" and 10 items for text 2 "The Three Fishes" and 5 items for text 3 "The Lion and The Mouse". The value of each item in multiple-choice questions form is 4 and the value of each true-false question is 0. The time allocation of try-out test is 50 minutes.

3.5 Data Analysis Method

The results collected from the listening post-test of both the experimental and the control classes, the data will be analyzed by using independent sample t-test by using SPSS. In order to know whether or not the difference is significant, the researcher applied 5% of significance level. The independent sample t-test will also be used to compare the mean scores of the listening post-test between the experimental and the control classes. The steps of using t-test in SPSS are as follows:

The procedures of the 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 Post-test 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 labeled T-Test for equality means

(Lund and Lund, 2012:1)

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CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion. Each point is presented in the following sections.

5.1 Conclusion

Regarding the result of hypothesis verification and the discussion, it can be concluded that there was a significant effect of using comic strips on the eighth-grade students' reading comprehension achievement.

5.2 Suggestions

Based on the result of this research, the researcher would like to give the following suggestions.

5.2.1 The English Teacher

The researcher suggests the English teacher to use comic strips as media since the result of the research showed effectiveness in learning. Employing comic strips also needs to use the appropriate techniques to raise the students' enthusiasm during the teaching-learning process. Further, comic strips should be prepared properly to avoid unwanted problems that may be encountered by the teacher.

5.2.2 The Future Researchers

The researcher suggests to the future researchers to conduct a longer period of time especially in giving the treatment to gain a better result since this research only took 2 meetings. Besides that, the length of the text must be the same between comic strips and the text. Furthermore, the researcher hopes that this research can be used as a consideration and reference for future researchers who want to investigate and to carry similar topics in their research either in a different research area or design. For instance, a classroom action research to improve the students' reading comprehension achievement by using comic strips.

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Appendix 1. Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypotheses
The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement	Is there any significant effect of using comic strips on the eighth grade students' reading comprehension achievement?	**1. Independent Variable:** The use of Comic Strip in teaching reading comprehension **2. Dependent Variable:** The students' reading achievement	The use of comic strips in teaching reading comprehension (word meaning, sentence meaning, text meaning, main idea, and the moral value in the text) **The Students' score of reading comprehension achievement:** - Comprehending word meaning - Comprehending sentence meaning - Comprehending text meaning	**1. Research Respondent:** The eight grade students' in the 2018/2019 Academic Year. **2. Informant:** The English teacher of the Eight grade **3. Documents:** - The names of the respondents - The students' previous score of English test.	**1. Research Design:** A quasi-experimental research design with post-test only **2. Area Determination Method** Purposive Method **3. Respondent Determination Method** Cluster Randomized **4. Data Collection Method** - Reading Comprehension Test **5. Data Analysis Method** This research will use T-Test.	There is significance effect of using comic strips on the eighth grade students' reading comprehension achievement

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Appendix 2. Homogeneity Test

Name	**:**
Student's Number / Class	**:** /

The following text is for question number 1-10

Once upon a time, there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "my father is very sick. He has to eat the heart of the monkey. So he will be healthy again".

At the time, the monkey was in a dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for? Asked the crocodile." Because I don't bring my heart" said the monkey. "I left it under a tree, near some coconuts in the river bank".

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the riverbank, the monkey jumped off the crocodile's back. Then, he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile." You are foolish," said the monkey to the crocodile." Now I am free and I have my heart".

(sc: http://ummiahaddiyah.blogspot.com)

I. Answer the question by crossing (x) a,b,c or d on your answer sheet based on the text given.

1. What is the main idea of the first paragraph?
   a. The crocodile wants to eat monkey
   b. The crocodile doesn't want to take the monkey
   c. Monkey wants to cross a river
   d. The Crocodile swims with monkey together

2. What kind of text is it?
   a. Narrative c. Recount
   b. Descriptive d. Report

3. What is the appropriate title for the text above?
   a. Smart Crocodile and Dull Monkey
   b. The Hungry Monkey
   c. The Mousedeer and The Crocodile
   d. Smart Monkey and Dull Crocodile

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4. What is the purpose of the text?
   a. To persuade the readers
   b. To entertain the reader
   c. To describe monkey
   d. To inform about smart monkey

5. What is the monkey's character from the text above?
   a. Smart
   b. Fool
   c. Polite
   d. Very kind

6. Where does the story take place?
   a. Lake
   b. Forest
   c. Garden
   d. River

7. What is the antonym of ***sick*** **(**in the second paragraph line 2)?
   a. Healthy c. Unwell
   b. Ill d. Awful

8. What did the monkey do when the crocodile wanted to eat him?
   a. He gave up
   b. He swam back to the other side
   c. He thought hard
   d. He scared the crocodile

9. Which statement is **not true** about the crocodile
   a. Crocodile brings the monkey on top of his back
   b. Crocodile is a foolish animal
   c. He kindly wanted to help the monkey
   d. He wanted to eat the monkey's heart

10. How did the story end?
    a. The crocodile finally ate the monkey's heart
    b. The monkey tricked the crocodile and flew away
    c. The crocodile drowned the monkey in the river
    d. The monkey befriend with the crocodile and live happily

Read the following text for question number 11-20 carefully

The Lion and The Mouse

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion's neck and slid down his back. The lion caught him with a great big smack!

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'I'm going to eat you!' the lion roared, his mouth open wide. 'No, no, please don't!' the little mouse cried. 'Be kind to me and one day I'll help you.''I'm a lion! You're a mouse! What can you do?' The lion laughed, very hard, and the mouse ran away.

The mouse was out walking the very next day. He heard a big roar and squeaked when he saw the king of the jungle was tied to a tree. Hunter trapped him. The mouse had a plan to set him free. The mouse worked quickly and chewed through the rope.

The lion said, 'Oh little mouse, I had no hope. You were right, little mouse – thank you, I'm free. You're the best friend there ever could be!'

(*sc: https://learningenglishkids.britishcouncil.org/en/short-stories/the-lion-and-the-mouse*)

11. What is the main idea of the text?
    a. The lion ate the naughty Mouse
    b. Mouse helped the Lion
    c. Mouse trapped Lion
    d. Crying Lion
12. Who are the main characters of the text?
    a. Mouse and Lion
    b. Mouse and Hunter
    c. Hunter and Tiger
    d. Hunter and Lion
13. Why did the Lion wake up?
    a. The sun came up
    b. It started to rain
    c. Lion smelled food
    d. The mouse ran over his neck
14. What did the Lion do when he caught the mouse?
    a. He ate the mouse
    b. He let the mouse flee
    c. He tied the mouse
    d. He cooks the mouse
15. What is the synonym of ***big*** (in the first paragraph line 2)?
    a. Small
    b. Tiny
    c. Huge
    d. Little
16. When the Mouse said he would repay the Lion, what did Lion do?
    a. He laughed at him
    b. He shook his head
    c. He went back to sleep
    d. He ate him
17. What was Lion stuck in?
    a. a hole
    b. a ball
    c. a tree
    d. some mud
18. How did Mouse repay Lion?
    a. He laughed and pointed at Lion
    b. He gave Lion a haircut
    c. He threw Lion a birthday party
    d. He chewed the rope to free him

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19. How do you think Lion felt when he was tied at a tree?
    a. Excited c. Angry
    b. Sorry d. Worried

20. What is the best moral or lesson you learned from the text?
    a. Mice are good at chewing
    b. Watch out for hunter's trap
    c. Lions are mean
    d. Kindness is more important than strength

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ANSWER KEY

I. The Smart Monkey and Dull Crocodile

1. c. Monkey wants to cross a river
2. a. Narrative
3. a. Smart Crocodile and Dull Monkey
4. b. To entertain the reader
5. a. Smart
6. d. River
7. a. Healthy
8. c. He thinks hard
9. c. He kindly wanted to help monkey
10. b. The monkey tricked the crocodile and flew away

II. The Lion and The Mouse

11. b. Mouse helped the Lion
12. a. Mouse and Lion
13. d. The mouse ran over his neck
14. b. He let the mouse flee
15. c. Huge
16. a. He laughed at him
17. c. a tree
18. d. He chewed the rope to free him
19. d. Worried

The Distribution of the Test Items

Reading Comprehension Indicators	**The Number of the Test Items**	
	Text 1	**Text 2**
Word Comprehension	7	15,19
Sentence Comprehension	8,9	13,14,1,17,18
Text Comprehension	1,2,3,4,5,10	11,12,20
Score	$\frac{Correct\ answer}{Total\ Items}$ x 100	
Total score	100	100

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Appendix 3. Lesson Plan 1

Subject : English
Level : Junior High School
Class : VIII
Genre : Narative Text
Theme : Fable
Sub Theme : Mousedeer and Crocodile stories
Language Skill : Reading
Time : 2 x 40 minutes

A. Core Competence

KI3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Comepetence	**Indicators**
3. 14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	3.14.1 Identifying social function, generic structure and language features in fable
	3.14.2 Comprehend the main idea of narrative text individually or group discussion.
	3.14.3 Mentioning generic structure and language features of the narrative text.
	3.14.4 Comprehend the meaning of narrative text spoken or unspoken narrative text.
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Finding unfamiliar words in the text.
	4.18.2 Giving the meaning of unfamiliar words.
	4.18.3 Answer the comprehension questions the forms of multiple choices, and WH questions.

C. Learning Objectives

Students are expected to be able to:

3.14.1 Identifying social function, generic structure and language features in fable

3.14.2 Comprehend the main idea of narrative text individually or group discussion.

3.14.3 Mention generic structure and language features of the narrative text.

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3.14.4 Comprehend the meaning of narrative text spoken or unspoken narrative text.

4.18.1 Find unfamiliar words in the text.

4.18.2 Give the meaning of unfamiliar words.

4.18.3 Answer the comprehension questions the forms of multiple choices, and WH questions.

D. Teaching and Learning Materials

Materials are enclosed

- Appendix 1: Instructional materials for the experimental and control classes

E. Teaching Approach / Model

Technique: - The experimental class= Scientific approach *(using comic strip)*
- The control class = Scientific approach *(using text-only)*

Media, Tools, and Teaching Sources

1. Media : 1. Comic *(for the experimental class)*
   2. Text *(for the control class)*
2. Tools : Board markers, a whiteboard, LCD,
3. Learning source : http://www.aaronshep.com/stories/R01.html#3

F. Teaching and Learning Activities

The Experimental Group	**Time**		**The Control Group**	**Time**
Set Induction	8’		*Set Induction*	8’
1. Greeting the students and checking their attendance.	2’		1. Greeting the students and checking their attendance.	2’
2. Asking the students to guess the topic by giving picture and leading questions about mouse deer’ stories to the students.	5’		2. Asking the students to guess the topic by giving picture and leading questions about mouse deer’ stories to the students.	5’
3. Stating the topic and the learning objective.	1’		3. Stating the topic and the learning objective.	1’
Observing	*19’*		*Observing*	*19’*
1. Giving them a short explanation of narrative text, unfamiliar words and similar meaning that used in comic strips.	4’		1. Giving them a short explanation of narrative text, unfamiliar words and similar meaning that used in text.	4’
2. Distributing the comic strips that will be read by the students.	1’		2. Distributing the text that will be read by the students.	1’
3. Asking the students to read the comic strips individually	4		3. Asking the students to read the text individually	4
4. Asking the students to find unfamiliar words.	5’		4. Asking the students to find unfamiliar words.	5’
5. Asking the students to give the meaning of unfamiliar words.	5’		5. Asking the students to give the meaning of unfamiliar words.	5’
Questioning	*10’*		*Questioning*	10’
1. Guiding the students to ask some questions related to the content of the comic strips.	5’		1. Guiding the students to ask some questions related to the content of the text.	5’
2. Guiding the students to find generic structure and language features from the comic strips	5’		2. Guiding the students to find generic structure and language features from the text	5’

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Collecting Information	*5'*		*Collecting Information*	*5'*
1. Asking the students to read the comic strips once again. During this time, students are expected to fully understand the content of the story in comic strips, language features used in the story and try to find another unfamiliar word.	5'		1. Asking the students to read the text once again. During this time, students are expected to fully understand the content of the story in text, language features used in the story and try to find another unfamiliar word.	5'
Associating	*10'*		*Associating*	*10'*
1. Asking the students to answer the questions based on the story by doing the exercise 1 individually	10'		1. Asking the students to answer the questions based on the story by doing the exercise 1 individually	10'
Communicating	*10'*		*Communicating*	*10'*
1. Discussing the answer of exercise with the whole class	10'		1. Discussing the answer of exercise with the whole class	10'
Closing	*10'*		*Closing*	*10'*
1. Asking the students to draw a conclusion of what they have learned and discussed.	8'		1. Asking the students to draw a conclusion of what they have learned and discussed.	8'
2. Parting.	2'		2. Parting.	2'

H. READING ASSESSMENT *(enclosed)*

1. Assessment Exercise *(Reading comprehension):*Appendix 2
2. Instrument Form
3. Multiple choices and true or false questions.

Learning materials for both the experimental and control class

- *Leading questions*

It is the story of a small animal
It is the smartest animal
It is a famous animal in Indonesia
It is a reptile
It likes swimming
It eats other animals

1. Do you know the name of this animal?
2. Do you know this herbivore animal?

1. Do you know the name of this animal?
2. Do you know the name of the animal which has a large snout and sharp teeth?

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- *The definition of narrative text*
  Narrative text is a text with complications or problematic events and it tries to find the resolutions to solve the problems.
- *The social function of narrative text*
  To entertain people, learn about social morale inside the text
- *The generic structure of narrative text*
  - **Orientation**: It is about the opening paragraph where the characters of the story are introduced
  - **Complication**: Where the problems in the story developed.
  - **Resolution**: Where the problems in the story are solved.
  - **Reorientation** (optional) : lesson from the story

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

- *Kinds of narrative text*
  - **Fable**: is a story about the animal which behaves like human (Mouse Deer and Crocodile - Tiger and Mouse)
  - **Myths**: stories that are believed by some people but the stories can not be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence (Lutung Kasarung and Panji Laras)
  - **Legend**: It is simply a story which relates to how a place is formed (Tangkuban Perahu and Sura Baya)
  - **Fairy tales**: Story which relates much with magic things (Cinderella and Snow White)
  - **Science Fiction story**: Story which explores the science as the background or plot of the whole story (Star Wars and Star Trek)

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Exercise

A. Experimental Class

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B. Control Class

Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crossed the river. He had an idea. Mousedeer called out loudly, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have a message from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meals for you." The crocodile looked happy "Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer.

The crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept counting "Four." He jumped until he arrived on the other side of the river. After he finished the count, he ran to the top of the hill. "How many are there?" asked Crocodile. "To tell you the truth, actually, the party was held a week ago, sorry I tricked you crocodile," said Mouse Deer. He laughed as he ran to the forest. The Crocodile was angry and yelled. "What?! Comeback you little… I will kill you and eat you."

(Adapted: http://www.aaronshep.com/stories/R01.html#3)

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Exercises

STUDENTS' WORKSHEET

Name	**:**
Student's Number / Class	**:** /

Task 1

Answer the question by crossing (x) ***a, b, c*** *or* ***d*** *on your answer sheet based on the text given.*

1. What is the main idea of the text?
   a. Mouse deer swam to cross the river
   b. Crocodile wanted to eat mousedeer
   c. Mousedeer tricked the crocodile to cross the river
   d. Crocodile wanted to eat the fruit

2. What is the appropriate title of the text above?
   a. Mouse Deer and Crocodile
   b. King and Crocodile
   c. Deer and Crocodile
   d. Mouse Deer and King

3. Where did the story take place?
   a. Lake
   b. River
   c. Sea
   d. Pool

4. Why did mouse deer want to cross the river?
   a. To eat all of the fruits
   b. To jump on crocodiles back
   c. To test his swimming skill
   d. To tell the other animals about the king's party

5. "Really…? Tell **us** what to do," (panel 4)$_{\text{exp. group}}$ (Par. 1 line 7)$_{\text{control group}}$. What does the word "***us***" refer to?
   a. Mouse Deer and King
   b. Mouse Deer and Crocodile
   c. Crocodile and his family
   d. Mouse Deer and his friend

6. Who wanted to hold the party?
   a. Mouse Deer
   b. Crocodile
   c. Tiger
   d. King

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7. How many crocodiles were lined up on the river?
   c. 1 c. 3
   d. 2 d. 4

8. After he **finished** the counting, he ran to the top of the hill (panel 6)$_{\text{exp. group}}$ (Par. 2 Line 4)$_{\text{control group}}$. What is the *antonym* of the underlined words?
   a. Done
   b. Started
   c. End
   d. Completed

9. Where did mouse deer go after he had finished counting?
   a. Back on the side of the river
   b. Top of the hill
   c. Jump on the river
   d. Ran inside the forest

10. What is the best moral or lesson you learned from the text?
    a. Eat when you are hungry
    b. Give up when you can't achieve your goal
    c. Think smart to find a solution to our problem
    d. Friends always help when we need them

Task 2

Write T if the statement is true and write F if the statement is false according to the text you have read!

No.	Statements	T/F
1.	Crocodile and mouse deer are best friends	
2.	Mouse deer and Crocodile is Narrative text	
3.	Mouse deer invited all of the crocodiles to come to his birthday party	
4.	Mouse deer was starving and wanted to eat some fruits	
5.	The purpose of the text is to entertain the reader	
6.	Crocodile wanted to eat fruits	
7.	The King's party the party was held a week ago	
8.	"**They** lined up across the river", **They** mean crocodile and his family	
9.	Crocodile is a kind-hearted animal	
10.	Mouse deer is smarter than crocodile	

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ANSWER KEY

(*Experimental and Control)*

Task 1	***Task 2***
1. A.	1. F
2. A.	2. T
3. B.	3. F
4. A.	4. T
5. C.	5. T
6. D.	6. F
7. D.	7. T
8. B.	8. T
9. B.	9. F
10. B.	10. T

The Distribution of the Test Items

Reading Indicators	**The Number of the Test Items**		**Total Items**
	Task 1 (Multiple Choices)	**Task 2 (True False Questions)**	
Word Comprehension	5,8	8	3
Sentence Comprehension	4,6,7,9	1,3,4,6,7,9,10	11
Text Comprehension	1,2,3,10	2,5	6
			20

SCORING

Type of Questions	**Description**	**Score**	**Max.Score**
Multiple Choices (10 items)	Right answer	5	50
True-false questions (10 items)	Right answer	5	50
Total Score = score from multiple choices+ true-false questions			100

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Appendix 4. Lesson Plan 2

Subject : **English**
Level : **Junior High School**
Class : **VIII**
Genre : **Narative Text**
Theme : **Fable**
Sub Theme : **Mousedeer and Farmer's Dog stories**
Language Skill : **Reading**
Time : **2 x 40 minutes**

A. Core Competence

KI3:Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Comepetence	**Indicators**
3. 14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	3.14.1 Identifying social function, generic structure and language features in fable
	3.14.2 Comprehend the main idea of narrative text individually or group discussion.
	3.14.3 Mentioning generic structure and language features of the narrative text.
	3.14.4 Comprehend the meaning of narrative text spoken or unspoken narrative text.
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Finding unfamiliar words in the text.
	4.18.2 Giving the meaning of unfamiliar words.
	4.18.3 Answer the comprehension questions the forms of multiple choices, and WH questions.

C. Learning Objectives

Students are expected to be able to:

3.14.1 Identifying social function, generic structure and language features in fable

3.14.2 Comprehend the main idea of narrative text individually or group discussion.

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3.14.3 Explaining generic structure and language features of the narrative text.

3.14.4 Comprehend the meaning of narrative text spoken or unspoken narrative text.

4.18.1 Finding unfamiliar words in the text.

4.18.2 Giving the meaning of unfamiliar words.

4.18.3 Answering the comprehension questions the forms of multiple choices, and WH questions.

D. Teaching and Learning Materials

Materials are enclosed

- Appendix 1 : Instructional materials for the experimental and control classes

E. Teaching Approach / Model

Technique: - The experimental class = Scientific approach *(using comic strip)*
- The control class = Scientific approach *(using text-only)*

F. Media, Tools, and Teaching Sources

1. Media : 1. Comic *(for the experimental class)*
   2. Text *(for the control class)*
2. Tools :Board markers, a white board, LCD,
3. Learning source : http://www.aaronshep.com/stories/R01.html#3

G. Teaching and Learning Activities

The Experimental Group	Time		The Control Group	Time
Set Induction	8’		*Set Induction*	8’
1. Greeting the students and checking their attendance.	2’		1. Greeting the students and checking their attendance.	2’
2. Asking the students to guess the topic by giving picture and leading questions about mouse deer’ stories to the students.	5’		2. Asking the students to guess the topic by giving picture and leading questions about mouse deer’ stories to the students.	5’
3. Stating the topic and the learning objective.	1’		3. Stating the topic and the learning objective.	1’
Observing	*19’*		*Observing*	*19’*
1. Giving them a short explanation of narrative text, unfamiliar words and similar meaning that used in comic strips.	4’		1. Giving them a short explanation of narrative text, unfamiliar words and similar meaning that used in text.	4’
2. Distributing the comic strips that will be read by the students.	1’		2. Distributing the text that will be read by the students.	1’
3. Asking the students to read the comic strips individually	4		3. Asking the students to read the text individually	4
4. Asking the students to find unfamiliar words.	5’		4. Asking the students to find unfamiliar words.	5’
5. Asking the students to give the meaning of unfamiliar words.	5’		5. Asking the students to give the meaning of unfamiliar words.	5’
Questioning	*10’*		*Questioning*	10’
1. Guiding the students to ask some questions related to the content of the comic strips.	5’		1. Guiding the students to ask some questions related to the content of the text.	5’

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2. Guiding the students to find generic structure and language features from the comic strips	5’		2. Guiding the students to find generic structure and language features from the text	5’
Collecting Information	*5’*		*Collecting Information*	*5’*
1. Asking the students to read the comic strips once again. During this time, students are expected to fully understand the content of the story in comic strips, language features used in the story and try to find another unfamiliar word.	5’		1. Asking the students to read the text once again. During this time, students are expected to fully understand the content of the story in text, language features used in the story and try to find another unfamiliar word.	5’
Associating	*10’*		*Associating*	*10’*
1. Asking the students to answer the questions based on the story by doing the exercise 1 individually	10’		1. Asking the students to answer the questions based on the story by doing the exercise 1 individually	10’
Communicating	*10’*		*Communicating*	*10’*
1. Discussing the answer of exercise with the whole class	10’		1. Discussing the answer of exercise with the whole class	10’
Closing	*10’*		*Closing*	*10’*
1. Asking the students to draw a conclusion of what they have learned and discussed.	8’		1. Asking the students to draw a conclusion of what they have learned and discussed.	8’
2. Parting.	2’		2. Parting.	2’

H. READING ASSESSMENT *(enclosed)*

1. Assessment Exercise *(Reading comprehension):*Appendix 2
2. Instrument Form
3. Multiple choices and true or false questions.

Learning materials for both the experimental and control class

- *Leading questions*

  It is a story of a small animal
  It is the smartest animal
  It is a famous animal in Indonesia
  It is an animal who likes to bark
  It is a playful animal
  It is an animal that is usually used as a pet

1. Do you know the name of this animal?
2. Do you know the name of the small animal but smart and tricky?

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3. Do you know the name of this furry animal?
4. Do you know the name of an animal which likes to play with a human?

- *The definition of narrative text*
  Narrative text is a text with complications or problematic events and it tries to find the resolutions to solve the problems.
- *The social function of narrative text*
  To entertain people, learn about social morale inside the text
- *The generic structure of narrative text*
  - **Orientation**: It is about the opening paragraph where the characters of the story are introduced
  - **Complication**: Where the problems in the story developed.
  - **Resolution**: Where the problems in the story are solved.
  - **Reorientation** (optional) : lesson from the story
- *The language features of narrative text*
  - *Past tense* (killed, drunk, etc)
  - *Adverb of time* (Once upon a time, one day, etc)
  - *Time conjunction* (when, then, suddenly, etc)
  - *Specific character*. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
  - *Action verbs*. A verb that shows action. (killed, dug, walked, etc)
  - *Direct speech*. It is to make the story lively. (Snow White said," My name is Snow White). Direct speech uses the present tense.
- *Kinds of narrative text*
  - **Fable**: is a story about animal which behaves like human (Mouse Deer and Crocodile - Tiger and Mouse)
  - **Myths**: stories that are believed by some people but the stories can not be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence (Lutung Kasarung and Panji Laras)
  - **Legend**: It is simply a story which relates to how a place is formed (Tangkuban Perahu and Sura Baya)
  - **Fairy tales**: Story which relates much with magic things (Cinderella and Snow White)
  - **Science Fiction story**: Story which explores the science as the background or plot of the whole story (Star Wars and Star Trek)

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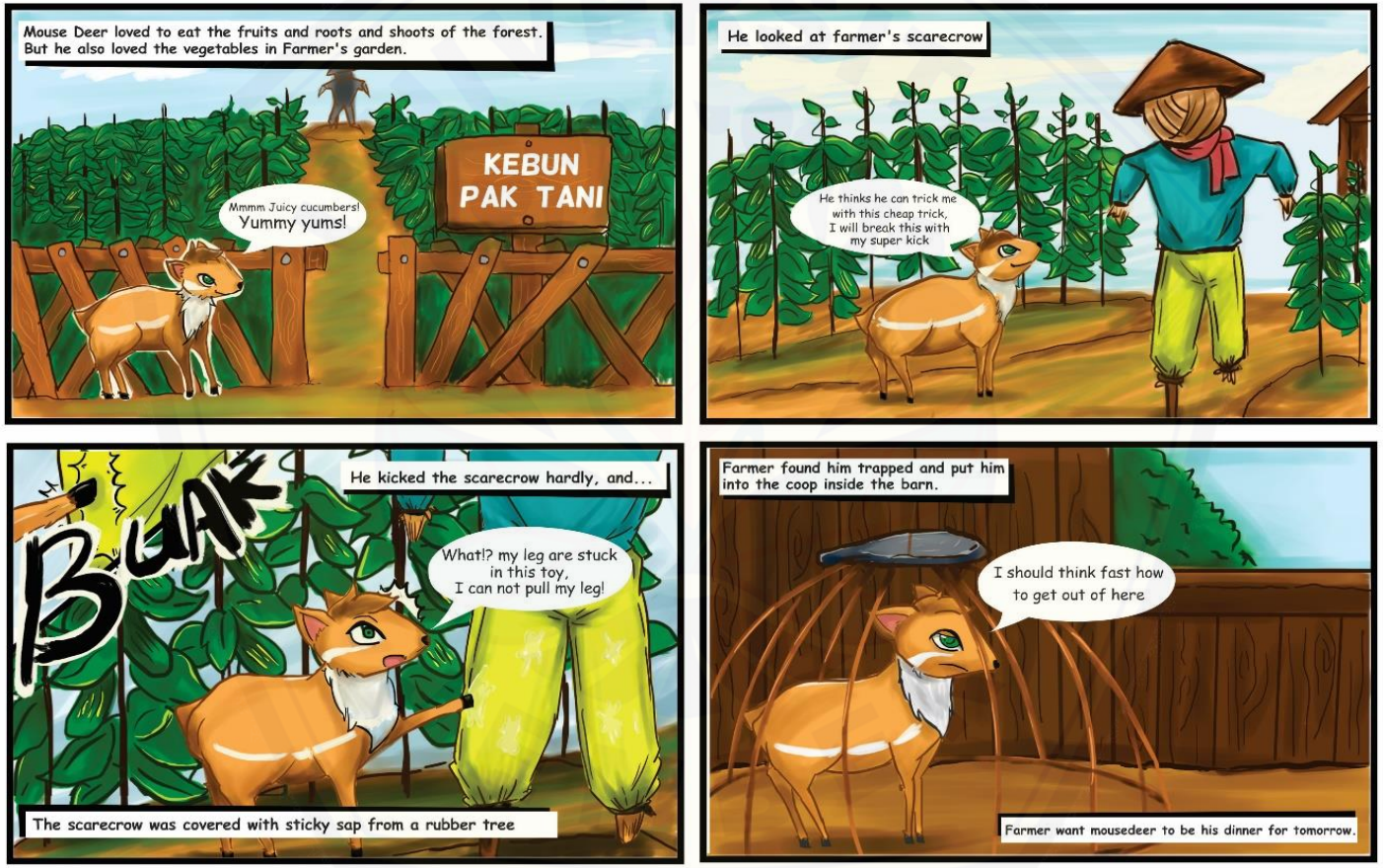
Exercise

Experimental Class



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Control Class

Mouse Deer loved to eat fruits and roots and shoots of the forest. But he also loved the vegetables in a Farmer's garden. One day, he came to the farmer's garden to steal some cucumbers. "Mmmm," said Mouse Deer. "Juicy cucumbers! Yummy yams!" He started into the garden. When he tried to steal some cucumbers, he noticed the farmer's scarecrow. "He thinks he can trick me with this cheap trick. I will break this with my super kick" said mouse deer. Then, he gave the scarecrow a big kick. "Oh!" yelled mouse deer. "My leg is stuck on this toy! I cannot pull my leg!" The scarecrow was covered with sticky sap from a rubber tree. Shortly after the mouse deer was trapped, the farmer came and put him into the coop inside the barn. The farmer wanted to cook mouse-deer for his tomorrow dinner. "I should find an idea to get out of here," said Mouse Deer.

On the next day, the mouse deer heard something. "Why, it's a Mouse Deer! So Farmer caught you at last. It serves you right!" It was the Farmer's dog. Mouse Deer thought fast. "What do you mean, Dog? The farmer didn't catch me." said mouse deer. "Then why are you in the coop?" said Dog. "Because there aren't enough beds in the house. You see, the Farmer is holding a feast tomorrow. And I'm the guest of honor," Replied mouse deer. "Guest of honor?" said Dog. "That's not fair! I've been his loyal friend for years, and you're just a thief. The guest of honor should be me! "You know, Dog, you're right. Why don't you take my place? When the Farmer sees you here, he'll make you the guest of honor instead.". "Really?" said Dog. "You don't mind?" asked Dog. "Not at all, you deserve it," said Mouse Deer. "Mouse Deer, you're not so bad after all. Thank you!" Dog lifted the coop. "You're welcome, Dog. Enjoy the feast," said Mouse Deer. Then, Mouse Deer ran into the forest. Shortly after the Mouse Deer ran away, the Farmer came out and stared at Dog. Then he yelled at Dog. "You stupid Dog! You let the Mouse Deer get away!". "I'm sorry, Sir. Please forgive me." Dog apologized. "That Mouse Deer tricked me!" said Dog angrily.

(Adapted: http://www.aaronshep.com/stories/R01.html#3

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Exercise

STUDENTS' WORKSHEET

Name	**:**
Student's Number / Class	**:** /

Task 1

Answer the question by crossing (x) ***a, b, c*** *or* ***d*** *on your answer sheet based on the text given.*

1. Where did Mouse deer steal some cucumbers?
   a. Farmer's barn
   b. Farmer's garden
   c. Farmer's rice fields
   d. Farmer's house

2. What is the purpose of the text?
   a. To describe mouse deer and dog
   b. To report about mouse deer's activity
   c. To entertain the reader with mouse deer and farmer's dog
   d. To tell the reader about the procedure of how to make something

3. What is the main idea of the second page?
   a. The mouse deer tricked dog to get out from coop
   b. The dog wanted to eat mouse deer
   c. Mouse deer wanted to eat cucumber
   d. Mouse deer and farmer's dog are best friend

4. From the text above we know that…..
   a. Dog likes to eat fruits and roots
   b. Mouse deer is smarter than the farmer's dog
   c. Mouse deer ate all of the farmer's cucumber
   d. The dog is the smartest animal

5. What Mouse deer looked when he enters the farmer's garden?
   a. a dog statue
   b. a barn
   c. a farmer
   d. a scarecrow

6. "My leg is stuck on ***this toy***! I cannot pull my leg!" (Page 1, Panel 4) the underlined word means…
   a. scarecrow
   b. cucumber
   c. dog's ball
   d. coop

7. What did the farmer do when he caught the Mouse deer?
   a. He let the mouse deer go
   b. He was angry and kicked the mouse deer
   c. He put the mouse deer inside the coop
   d. He gives a cucumber to the mouse deer

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8. "You're ***right*** why you don't take my place". (Page 2, Panel 2) What is the *synonym* of the underlined word?
   a. False
   b. Good
   c. Wrong
   d. True

9. What did the farmer feel when he knew that mouse deer ran away?
   a. Happy
   b. Sad
   c. Excited
   d. Angry

10. What is the moral value of the text?
    a. Be a loyal person like farmer's dog
    b. Don't steal something that is not yours
    c. Eating cucumber is good for your body
    d. Don't look down to other creatures

Task 2

Fill in the blank space by using the correct option on the box related to the material!

A. Kicked	B. Tricked	C. Garden	D. Breakfast
E. Barn	F. Fable	G. Left	H. Loyal
I. Cucumbers	J. Fruits and Roots	K. Sticky sap	L. Dinner

1. The farmer planted …….. in his garden
2. Mousedeer …….. the scarecrow hardly.
3. Farmer put mouse deer inside the coop at ……..
4. Mouse Deer and Farmer's Dog is a ……...
5. Mouse Deer likes eating ……..
6. The scarecrow was covered with …….. from a rubber tree
7. Farmer ***came*** out and stare at Dog. The antonym of the underlined word is ……..
8. Dog is farmer's …….. friend for years.
9. Mouse Deer …….. Dog's farmer to get out from coop.
10. The farmer wanted to cook mouse deer for his tomorrow ……

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ANSWER KEY

(*Experimental and Control)*

Task 1	***Task 2***
1. B.	1. I.
2. C.	2. A.
3. A.	3. E.
4. B.	4. F.
5. D.	5. J.
6. A.	6. K.
7. C.	7. G.
8. D.	8. H.
9. D.	9. B.
10. B.	10. L.

The Distribution of the Test Items

Reading Indicators	**The Number of the Test Items**		**Total Items**
	Task 1 (Multiple Choices)	**Task 2 (Fill in The Blank)**	
Word Comprehension	6,8	7	3
Sentence Comprehension	1,5,7,9	1,2,3,5,6,8,9,10	12
Text Comprehension	2,3,4,10	4	5
			20

SCORING

Type of Questions	**Description**	**Score**	**Max.Score**
Multiple Choices (10 items)	Right answer	5	50
Fill in the blank questions (10 items)	Right answer	5	50
Total Score = (score from multiple choices+ Fill in the blank questions) x5point			100

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Appendix 5. Test Blueprint

NO	BASIC COMPETENCY	INDICATOR	MATERIAL TOPIC	TEST FORMAT	TEST TECHNIQUE	ITEM NUMBER	
						Multiple Choice	True-False Questions
	3. 14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	3.14.1 Identification social function, generic structure and language features in fable 3.14.2 Comprehend the main idea of narrative text individually or group discussion. 3.14.3 Mentioning generic structure and language features of the narrative text. 3.14.4 Comprehend the meaning of narrative text spoken or unspoken narrative text. 4.18.1 Finding unfamiliar words in the text. 4.18.2 Giving the meaning of unfamiliar words. 4.18.3 Answer the comprehension questions the forms of multiple choices, and WH questions.	**Narrative Text. (Fable)**	Multiple Choice dan True-False Questions	Students were given the test (multiple choice and true-false question) along with narrative text		
					Word Comprehension (finding and giving the meaning of unfamiliar words)	5, 11, 13	5, 9
					Sentence Comprehension (Identification and Mentioning generic structure and language features of narrative text)	1, 3, 4, 6, 7, 10, 12	1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13,15
					Text Comprehension (comprehend the main idea and the meaning of narrative text)	2, 8, 9, 14, 15	14

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Appendix 6. Try Out Test

Name / Class :	**/**
Student's Number	**:**
Time Allocation	**: 50 minutes**

Task 1

Answer the question by crossing (x) ***a, b, c*** *or* ***d*** *on your answer sheet based on the text given.*

Read the following text for question number 1-8 carefully

Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for the lake." "Yes, answered the second duck, "But first let's say goodbye to our friend, the turtle."When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."
"The ducks answered, "We can't. We are going to fly, and you have no wings." "The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, but the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you." " That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down a long the way and break your shell." "all right," answered the turtle, "I promise not to talk while we're in the air. So the ducks took the stick and flew away, with the turtle between them. All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!"The turtle got very angry, "A cat? I'm not …" he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

(*sc:http://bos-sulap.blogspot.com/2011/07/narrative-text-duck-and-turtle.html)*

1. What relationship do the ducks and the turtle have?
   a. They are enemy
   b. They are friends
   c. They are family
   d. They are rival
2. What does the text tell us about?
   a. The turtle who broke his promise
   b. The dried big lake
   c. The flying turtle
   d. The smart turtle
3. What happened to the big lake?
   a. It was flooded
   b. It was polluted
   c. It was dried up
   d. It was beautiful
4. What was the turtle's idea?
   a. The ducks carried him with a big sack
   b. The ducks brought him on their back
   c. The ducks carried him with their feet
   d. The ducks carried him with a strong stick
5. "The lake began to ***dry*** up." (par.1 line 2) what is the *antonym* of the underlined word?
   a. Polluted
   b. Wet
   c. Evaporate
   d. Dirty

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6. What did some people think when the ducks and the turtle flew away over the town?
   a. They thought the turtle is a cat
   b. They thought the turtle is a dog
   c. They thought the turtle is a fish
   d. They thought the turtle is a crocodile
7. What happened when the turtle opened his mouth?
   a. He fell to the ground
   b. He flew away
   c. He fell to the water
   d. He saved by the people
8. What can we conclude from the text above?
   a. Don't leave from your friends behind
   b. Don't be a stubborn
   c. Don't drink the lake water
   d. Don't break your promise

Read the following text for question number 9-15 carefully

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion's neck and slid down his back. The lion caught him with a great big smack!

'I'm going to eat you!' the lion roared, his mouth open wide. 'No, no, please don't!' the little mouse cried. 'Be kind to me and one day I'll help you. 'I'm a lion! You're a mouse! What can you do?' The lion laughed, very hard, and the mouse ran away.

The mouse was out walking the very next day. He heard a big roar and squeaked when he saw the king of the jungle was tied to a tree. Hunter trapped him. The mouse had a plan to set him free. The mouse worked quickly and chewed through the rope.

The lion said, 'Oh little mouse, I had no hope. You were right, little mouse – thank you, I'm free. You're the best friend there ever could be!'

(sc:https://learningenglishkids.britishcouncil.org/en/short-stories/the-lion-and-the-mouse)

9. What is the appropriate title for the text above
   a. The Hunter and The Lion
   b. The Lion and The Mouse
   c. The Hunter and The Mouse
   d. The Hunter and The Tiger
10. When the mouse said he would repay the lion, what did the lion do?
   a. He shook his head
   b. He laughed at him
   c. He ate him
   d. He went back to sleep
11. "**He** heard a big roar and squeaked". What is the underlined word means?
   a. The mouse
   b. The lion
   c. The hunter
   d. The tiger
12. What did the mouse do to release the lion free?
   a. He chewed through the rope
   b. He bites the tree
   c. He cut the rope wit knife
   d. He called the hunter

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13. What is the antonym of ***big*** (in the first paragraph line 2)
    a. large
    b. huge
    c. small
    d. giant
14. What is the mouse character from the text above?
    a. kind
    b. rude
    c. arrogant
    d. cruel
15. What is the best moral or lesson you learned from the text?
    a. Lions are mean
    b. Kindness is more important than strength
    c. Mice are good at chewing
    d. Watch out for hunter's trap

Task 2

Please read the text very carefully!

The Three Fish

Once, three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish.' Then the fishermen left. When the eldest fish heard this, he was troubled. He called the other fish together and said," We must leave this pond at once. The fishermen will return tomorrow and kill us all." The second fish agreed. But the youngest fish laughed. "Should these men return? I am not going anywhere - my luck will keep me safe.'

The eldest fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.

(sc: http://englishjuniorhighschool.blogspot.com/2013/06/example-of-narrative-text-three-fishes.html

Write T if the statement is true and write F if the statement is false according to the text you have read!

No.	Statements	T/F
1.	Three fish lived in a big lake	
2.	The fisherman wanted to catch the fish the following morning	
3.	The eldest fish knew the fisherman's plan	
4.	The Fishermen always fish in that pond	
5.	"***He*** called the other fish together", the underlined word means the youngest fish	
6.	The eldest felt happy when the fisherman wanted to catch them	
7.	The eldest fish believed in his luck	
8.	The second fish left the pond early in the morning	
9.	"My luck will keep me ***safe***." The *synonym* of the underlined word is dangerous	

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10.	The youngest fish is an arrogant fish	
11.	The eldest fish moved with his family	
12.	The youngest fish left the pond that very evening with his family	
13.	The youngest fish left the pond with the second fish	
14.	The purpose of the text is to entertain the reader	
15.	The youngest fish was alive because of his luck	

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ANSWER KEY

Task 1

1. B.
2. A.
3. C.
4. D.
5. D.
6. A.
7. A.
8. D.
9. B.
10. B.
11. B
12. A
13. C
14. A
15. B

Task 2

1. T
2. T
3. T
4. F
5. F
6. F
7. F
8. F
9. F
10. T
11. T
12. F
13. F
14. T
15. F

The Distribution of the Test Items

Reading Indicators	**The Number of the Test Items**		**Total Items**
	Task 1 (Multiple Choices)	**Task 2 (True False Questions)**	
Word Comprehension	5, 11, 13	5, 9	5
Sentence Comprehension	1,3,4,6,7, 10,12	1,2,3,4,6,7,8,10,11,12,13,15	19
Text Comprehension	2,8,9,14,15	14	6
			30

SCORING

Type of Questions	**Description**	**Score**	**Max.Score**
Multiple Choices (15 items)	Right asnwer	4.5	67.5
True-false questions (15 items)	Right asnwer	1.5	22.5
Total Score			**100**
∑ correct answer of Multiple Choices question + True-false question + 10			

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Appendix 7. Post-Test

Name / Class :	**/**
Student's Number	**:**
Time Allocation	**: 50 minutes**

Task 1

Answer the question by crossing (x) ***a, b, c*** *or* ***d*** *on your answer sheet based on the text given.*

Read the following text for question number 1-8 carefully

Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for the lake." "Yes, answered the second duck, "But first let's say goodbye to our friend, the turtle."When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."
"The ducks answered, "We can't. We are going to fly, and you have no wings." "The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, but the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you." " That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down a long the way and break your shell." "all right," answered the turtle, "I promise not to talk while we're in the air. So the ducks took the stick and flew away, with the turtle between them. All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not …" he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.
(*sc: http://bos-sulap.blogspot.com/2011/07/narrative-text-duck-and-turtle.html)*

1. What relationship do the ducks and the turtle have?
   a. They are enemy
   b. They are friends
   c. They are family
   d. They are rival
2. What was the turtle's idea?
   a. The ducks carried him with a big sack
   b. The ducks brought him on their back
   c. They ducks carried him with their feet
   d. The ducks carried him with a strong stick
3. What did some people think when the ducks and the turtle flew away over the town?
   a. They thought the turtle is a cat
   b. They thought the turtle is a dog
   c. They thought the turtle is a fish
   d. They thought the turtle is a crocodile
4. What happened when the turtle opened his mouth?
   a. He fell to the ground
   b. He flew away
   c. He fell to the water
   d. He saved by the people
5. What we can conclude from the text above?
   a. Don't leave your friends behind
   b. Don't be a stubborn
   c. Don't drink the lake water
   d. Don't break your promise

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Read the following text for question number 9-15 carefully

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion's neck and slid down his back. The lion caught him with a great big smack!
'I'm going to eat you!' the lion roared, his mouth open wide. 'No, no, please don't!' the little mouse cried. 'Be kind to me and one day I'll help you. 'I'm a lion! You're a mouse! What can you do?' The lion laughed, very hard, and the mouse ran away.
The mouse was out walking the very next day. He heard a big roar, and squeaked when he saw the king of the jungle was tied to a tree. Hunter trapped him. The mouse had a plan to set him free. The mouse worked quickly and chewed through the rope.
The lion said, 'Oh little mouse, I had no hope. You were right, little mouse – thank you, I'm free. You're the best friend there ever could be!'
(sc:https://learningenglishkids.britishcouncil.org/en/short-stories/the-lion-and-the-mouse)

6. What is the appropriate title for the text above?
   a. The Hunter and The Lion
   b. The Lion and The Mouse
   c. The Hunter and The Mouse
   d. The Hunter and The Tiger
7. "**He** heard a big roar and squeaked". What is the underlined word mean?
   a. The Mouse
   b. The Tiger
   c. The Hunter
   d. The Lion
8. What is the antonym of ***big*** (in the first paragraph line 2)?
   a. Large
   b. Huge
   c. Small
   d. Giant
9. What is the mouse character from the text above?
   a. Kind
   b. Rude
   c. Arrogant
   d. Cruel
10. What is the best moral or lesson you learned from the text?
    a. Lions are means
    b. Kindness is more important than strength
    c. Mice good at chewing
    d. Watch out for hunter's trap

Task 2

Please read the text very carefully!

The Three Fish

Once, three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish.' Then the fishermen left. When the eldest fish heard this, he was troubled. He called the other fish together and said," We must leave this pond at once. The fishermen will return tomorrow and kill us all." The second fish agreed. But the youngest fish laughed. "Should these men return? I am not going anywhere - my luck will keep me safe.'

The eldest fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family.

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The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.
(sc: http://englishjuniorhighschool.blogspot.com/2013/06/example-of-narrative-text-three-fishes.html)

Write T if the statement is true and write F if the statement is false according to the text you have read!

No.	Statements	T/F
1.	Three fish lived in a big lake	
2.	The fisherman wanted to catch the fish the following morning	
3.	The eldest fish knew the fisherman's plan	
4.	"***He*** called the other fish together", the underlined word means the youngest fish	
5.	The eldest felt happy when the fisherman wanted to catch them	
6.	"My luck will keep me ***safe***." The *synonym* of the underlined word is dangerous	
7.	The youngest fish is an arrogant fish	
8.	The eldest fish moved with his family	
9.	The youngest fish left the pond with the second fish	
10.	The youngest fish was alive because of his luck	

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ANSWER KEY

Task 1

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

Task 2

16. F
17. T
18. T
19. F
20. F
21. F
22. T
23. T
24. F
25. F

The Distribution of the Test Items

16. Reading Indicators	**The Number of the Test Items**		**Total Items**
	Task 1 (Multiple Choices)	**Task 2 (True False Questions)**	
Word Comprehension	7,8	4,6	4
Sentence Comprehension	4,9	2,3,5,7,8,9,10	10
Text Comprehension	1,2,3,5,6,10	-	6
			20

SCORING

Type of Questions	**Description**	**Score**	**Max.Score**
Multiple Choices (10 items)	Right answer	5	50
True-false questions (10 items)	Right asnwer	5	50
Total Score			**100**
∑ the correct answer of Multiple Choices question + true-false question			

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APPENDIX 8. The Result of Try-Out Test of Multiple Choice

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
]	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
6	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	**24**
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	**28**
8	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	**24**
9	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	**24**
10	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**30**
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
12	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**30**
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
14	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	0	1	1	**23**
15	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	**25**
∑	**14**	**14**	**14**	**15**	**13**	**14**	**12**	**13**	**14**	**14**	**9**	**14**	**9**	**14**	**12**	**10**	**10**	**13**	**13**	**14**	**14**	**14**	**9**	**14**	**9**	**13**	**14**	**14**	**11**	**14**	**14**	**805**

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APPENDIX 9. The Result of Try-Out Test of True-False Question

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
]	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	**1**
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	**30**
5	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	**23**
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
8	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	**27**
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
10	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	**34**
11	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	**27**
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**29**
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	**26**
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**31**
∑	**11**	**12**	**12**	**12**	**11**	**12**	**12**	**11**	**12**	**12**	**9**	**12**	**10**	**10**	**10**	**10**	**9**	**12**	**12**	**11**	**9**	**12**	**9**	**13**	**9**	**11**	**12**	**12**	**12**	**12**	**12**	**697**

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APPENDIX 10. The Result of Difficulty Index Analysis

NO	R	N	FV	CRITERIA	STATUS
1	31	31	1	Easy	Used
2	1	31	0.032258	Difficult	**Deleted**
3	31	31	1	Easy	**Deleted**
4	28	31	0.903226	Easy	Used
5	31	31	1	Easy	**Deleted**
6	24	31	0.774194	Fair	Used
7	28	*31*	0.903226	Easy	Used
8	24	31	0.774194	Fair	Used
9	24	*31*	0.774194	Fair	Used
10	30	31	0.967742	Easy	**Deleted**
11	31	31	1	Easy	Used
12	30	31	0.967742	Easy	**Deleted**
13	31	31	1	Easy	Used
14	23	31	0.741935	Fair	Used
15	23	31	0.741935	Fair	Used
1	24	31	0.774194	Fair	Used
2	31	31	1	Easy	Used
3	1	31	0.032258	Difficult	Used
4	30	31	0.967742	Easy	**Deleted**
5	23	31	0.741935	Fair	Used
6	31	31	1	Easy	Used
7	31	31	1	Easy	**Deleted**
8	27	31	0.870968	Easy	**Deleted**
9	0	31	0	Difficult	Used
10	23	31	0.741935	Fair	Used
11	23	31	0.741935	Fair	Used

Notes:

Easy : 9 items (49%)

Fair : 9 items (49%)

Difficult : 2 items (2%)

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APPENDIX 11. The Post Test Score

The Scores of Participants in the Control Group (VIII A)

No.	Initial Names	Scores	No.	Initial Names	Scores
1.	AZZE	70	17.	MFA	85
2.	AW	70	18.	MM	65
3.	AEP	70	19.	MS	70
4.	ABS	75	20.	MFI	70
5.	BF	80	21.	MTAS	70
6.	CI	70	22.	MM	70
7.	DSF	70	23.	MYI	65
8.	DKEW	75	24.	NAA	70
9.	DN	70	25.	NDB	60
10.	DMNT	70	26.	RDR	80
11.	FAK	70	27.	RDA	80
12.	IR	70	28.	RSA	70
13.	KA	65	29	SAF	70
14.	LHA	80	30.	YAP	70
15.	MRR	70	31.	ZAH	70
16.	MS	70			

The Scores of Participants in the Experimental Group (VIII D)

No.	Initial Names	Scores	No.	Initial Names	Scores
1.	A	90	16.	MID	95
2.	AL	70	17.	MTW	85
3.	ANSA	100	18.	MZS	100
4.	ATU	75	19.	MR	80
5.	AS	70	20.	NZM	70
6.	DDM	80	21.	NKS	75
7.	DAPS	90	22.	NTIA	75
8.	ENW	75	23.	NFA	80
9.	FFD	80	24.	PWT	85
10.	LADS	100	25.	RAA	90
11.	MPA	100	26.	SSZ	95
12.	M NS	90	27.	SAF	75
13.	MAR	95	28.	SG	80
14.	MFI	80	29.	VA	100
15	MIS	90			

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APPENDIX 12. The Schedule of Research

Date	Activity
April 8th ,2019	Administering Homogeneity Test
April 9th ,2019	1st meeting of the experimental group (8D)
April 11th ,2019	1st meeting of the control groups (8A)
April 15th ,2019	2nd meeting (the experimental and the control groups)
April 16th ,2019	Administering Try out test
April 18th ,2019	Administering Post-test (the control group)
April 29th ,2019	Administering Post-test (the experimental group)

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APPENDIX 13. The Permission Letter of Conducting Research

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

Nomor 2486/UN25.1.5/LT/2019 28 MAR 2019
Lampiran : -
Hal : Permohonan Izin Penelitian

Yth. Kepala
SMP Negeri 3 Lumajang

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

Nama	: Hasan Luky Dwianto
NIM	: 140210401088
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 3 Lumajang dengan judul "The Effect of Using Comic Strips on Eighth Grade Students' Reading Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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

a.n. Dekan
Wakil Dekan I,

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

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APPENDIX 14. Statement Letter for Accomplishing the Research from SMPN 3 Lumajang

PEMERINTAH KABUPATEN LUMAJANG
DINAS PENDIDIKAN
UPT SMP NEGERI 3 LUMAJANG
SEKOLAH ADIWIYATA
Jl. Wijaya Kusuma No 82 Telp/Fax . 0334-882732 Lumajang 67313
home page : http//spenaga.sch.id ★ E-mail : info@spenaga.sch.id

Nomor : 800 / 1328 / 427. 41.01.03/ 2019
Lampiran : -
Hal : Pemberitahuan Penelitian

Yth Kepada
FKIP Universitas Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember dibawah ini :

N a m a : HASAN LUKY DWIANTO

N I M : 140210401088

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Diberitahukan bahwa mahasiswa tersebut telah melaksanan penelitian di UPT SMP Negeri 3 Lumajang dengan judul " The Effect Of Using Comic Strips on Eighth Grade Students ' Reading Chomprehension Achievement " mulai tanggal 05 April 2019 sampai dengan tanggal 29 April 2019 dengan sebaik-baiknya

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

Lumajang, 29 April 2019
Kepala UPT SMP N 3 Lumajang

PEMERINTAH KABUPATEN LUMAJANG DINAS PENDIDIKAN UPT SMPN 3 LUMAJANG

DRS. KUSTRIYANTO , M.Pd
NIP. 19670119 19890303 1 003